

9th Grade ETHNIC STUDIES Syllabus



Course Themes/Schedule

Origins, Identity, and Agency (Week 1-4)	Power and Oppression (Week 4-9)	Resistance and Liberation (Week 9-15)	Reflection and Action (Week 15-18)
<p>Definition of theme:</p> <p>The theme of identity, as defined by ethnic studies, involves looking at the ways in which our identities and sense of belonging affect our worldviews and the choices we make; at how our identities affect the ways we are perceived, and how we view ourselves as members of a community with distinct cultures and more.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Students will be able to identify their own culture and analyze how their cultural identities inform their worldview. • Students will be able to analyze the dynamics at play when cultural and ethnic groups intersect • Students will practice metacognition. • Students will be able to recognize and contrast their perception of themselves 	<p>Definition of theme:</p> <p>Power and oppression, as defined by ethnic studies, is: looking at who creates the master narrative and how that impacts the lived experiences of different groups; the understanding that laws & policies are not objective; the forces that create a system of white supremacy.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Students can determine who has power, who doesn't, and why, and the implications of that. • Students can critique power dynamics in history as well as their own lives and society. • Students can identify social systems that structure and perpetuate power, privilege, and oppression. 	<p>Definition of theme:</p> <p>The history of resistance and liberation, as defined by ethnic studies, is the history of resisting oppression as carried out by the oppressed groups themselves. This theme directly challenges the "White Savior" narrative. How individuals who are part of oppressed groups find empowerment and claim ownership over their own experience.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Students will recognize factors and conditions that motivated people to resist power and oppression. • Students will analyze how individuals and groups have organized to resist oppression. • Students will understand the role race and gender play in resistance and liberation movements. 	<p>Definition of theme:</p> <p>Student action, as defined by ethnic studies, is fostering a sense of advocacy, empowerment, and action in the students that creates internal motivation to be a changemaker. Students will believe they can change their current experiences and the experiences of people in their community, and feel a sense of accountability to do so. Students understand that a lack of action equates to maintaining the status quo.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Students understand that engaging in social justice requires humbleness, willingness to constantly listen and learn, and taking into account their own positionality. • Students are able to self-reflect with regard to their own biases, relationship to power, and responsibility.

<p>and others' perceptions of them.</p> <ul style="list-style-type: none"> ● Students should be able to discuss how someone else's identity informs their beliefs and actions. ● Students should be able to empathize with others' lived experiences that are different from their own. 	<ul style="list-style-type: none"> ● Students can compare and contrast individual and group power dynamics. ● Students can identify how identities intersect to create power, privilege, and oppression. ● Students can identify the stakeholders in an issue and what is at stake for each of them. 	<ul style="list-style-type: none"> ● Students will identify resistance and liberation movements within their own communities--past and present. 	<ul style="list-style-type: none"> ● Student actions include ways to benchmark measurable progress. ● Students understand how their actions align with existing policy frameworks, program goals, and performance measures of government entities and community groups.
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who are you? ● How do we determine our identities? ● How do our identities determine our beliefs, values, decisions, and actions? ● How do we navigate cultural differences? ● How do we balance our identities as individuals and our memberships in communities? <p>Sub Questions:</p> <ul style="list-style-type: none"> ● What are the different types of culture? ● What role does community and collective learning play in shaping culture and identity? ● What are the different lenses we look through that form our identity? ● What is code-switching? ● How do all codes have 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who constructs race? ● Whose voice is heard and whose isn't? ● Who crafts laws and policies, and whom do those policies benefit? ● What are different kinds of power? ● What are overt and covert ways that systems oppress groups of people? ● How do our identities afford us privilege and/or position us as members of marginalized groups? <p>Sub Questions:</p> <ul style="list-style-type: none"> ● What is white supremacy and what are different ways it manifests? ● How does the system one lives in shape one's opportunities? ● How is language used to oppress and/or empower? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do those without power gain a seat at the table? ● How have past and present movements challenged systems of oppression? ● Why should people ally themselves with other groups resisting oppression? <p>Sub Questions:</p> <ul style="list-style-type: none"> ● How do race and feminism intersect? ● What is struggle? ● What means have individuals and groups used to challenge systems of oppression? ● What are ways systems of power push back against resistance? ● What factors inhibit and/or inspire resistance to oppression? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What do you believe in? ● Who or what are you willing to stand up for? ● What needs to change? ● How do we identify what we can do to take action? ● How can we ensure the actions we take are actually benefiting the cause? <p>Sub Questions:</p> <ul style="list-style-type: none"> ● What does it mean to be an ally? ● How can I identify leverage points in the system that I can contribute to? ● What actions can we take to support other groups' efforts to resist oppression? ● How do I recognize when inaction makes me complicit in the status quo? ● How do we know when we achieve success as a result of our actions?

<p>value?</p> <ul style="list-style-type: none"> • How do language and code affect the way people judge others? • What defines a healthy community? • How does membership in a community help or hinder individuals' resilience? 	<ul style="list-style-type: none"> • How is language a social construct similar to race, which is used by people to place others in a social hierarchy? • How do systems of power and oppression affect the health of communities? 	<ul style="list-style-type: none"> • What can we learn from previous resistance and liberation movements? • What role has social media come to play in resistance and liberation movements? How has it changed the way people organize? 	
<p>Key academic language:</p> <ul style="list-style-type: none"> • Culture • Collective Learning • Community • Code-switching • Adaptability • Race • Worldview 	<p>Key academic language:</p> <ul style="list-style-type: none"> • White supremacy • Institutional racism • Structural racism • White privilege • Implicit bias • Racism • Prejudice • Class • Microaggressions • Assimilation • Appropriation • Systems • Iceberg Model • Colonized mind 	<p>Key academic language:</p> <ul style="list-style-type: none"> • Struggle • Ethos • Pathos • Logos • Oppression • Ally 	<p>Key academic language:</p> <ul style="list-style-type: none"> • Allyship • Status quo • Complicit • Leverage points for change

Required Texts, Materials, and Online Accounts

You will need the following for this course:

- An open mind
- Respect for yourself, your classmates, school property, and your teacher

Grading Policy

- A rubric-based point system will be used in evaluating all work. Grades will then be determined as follows:

F 0	D 1	C 2	B 3	A 4
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Student Code of Conduct

1. Show respect for everyone and everything.
2. Do your best work - make it count. Make sure all your work is your own.
3. Behave in an appropriate manner.
4. Be in class every day, and stay caught up on all work so you can take part in discussions and debates.

♀ Let's have a GREAT semester!

Things you learn in this class will give you context for our complex world and the ways it operates. I am always here if you have any questions at all. Thank you for being you! Let's have a great semester.

**Adopted from Seattle Public Schools Ethnic Studies Framework*