



## Santa Rosa City Schools Course Proposal: Ethnic Studies (HS)

Proposal Submitted By ---Teaching and Learning

### **Overview:**

Rooted in social justice, the Ethnic Studies elective develops students' critical thinking skills through an analysis of a wide variety of historical and contemporary issues of race, ethnicity and identity. This course examines the history, culture, identities, and experiences of colonially and institutionally oppressed communities in the United States, with particular attention to African American Studies, Native American Studies, Latino and Chicano Studies, and Asian American/Pacific Island Studies. Students will study the histories of race, ethnicity, nationality, and culture as a historical chronological narrative, with the acknowledgment that chronology is a complex matter of overlapping identities and histories. As they build self-awareness, empathy and an appreciation for solidarity and the power of coalition-building, students will learn respect for themselves, for other individuals and for groups of people locally, nationally and globally. Students will consciously and intentionally develop their understanding of community assets and cultural wealth to become agents of positive change who promote equity, empathy, and social justice in society.

### **Graduation Requirements: Specify which requirement is met. (High School only)**

This course will meet the "g" elective requirement.  
This course will concurrently satisfy the Santa Rosa City Schools Ethnic Studies requirement.

### **UC a-g Requirements: Specify which requirement is met. (High School only)**

This course will meet the "g" elective requirement.

Explain the rationale for course addition or modification. How does this fit in with district/site goals? If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

Ethnic Studies seeks to "address content considered missing from the traditional curriculum and to encourage critical engagement through the analysis and critique of history as it relates to historically disenfranchised groups" (California

History-Social Science Framework). Research shows that Ethnic Studies increases graduation rates, improves attendance and results in greater engagement and higher grades.

In July 2020, Santa Rosa City Schools approved Ethnic Studies as a course of study and as a graduation requirement. This course will allow students to meet their 10 unit ETHS requirement.

### Explain the measurable learning outcomes

Students will demonstrate analytical and literacy skills essential to the history and social sciences discipline.

Students will engage in “a range of anti-bias, multicultural, and social justice issues” and will build “knowledge and skills related to both prejudice reduction and collective action” (Teaching Tolerance Social Justice Standards). Specifically, students will:

- develop positive social identities based on their membership in multiple groups in society.
- develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- recognize stereotypes and relate to people as individuals rather than representatives of groups.
- recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- analyze the harmful impact of bias and injustice on the world, historically and today.
- recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
- Engage in collective action that challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups (TTSJS)

### Course Description (To be used in the course catalog)

Rooted in social justice, this year-long Ethnic Studies elective develops students' critical thinking skills through an analysis of a wide variety of historical and contemporary issues of race, ethnicity and identity. Specifically, this course

examines the history, culture, identities, and experiences of colonially and institutionally oppressed communities in the United States, with particular attention to African American Studies, Native American Studies, Latino and Chicano Studies, and Asian American/Pacific Island Studies. Students will study the histories of race, ethnicity, nationality, and culture as a historical chronological narrative, with the acknowledgment that chronology is a complex matter of overlapping identities and histories. As they build self-awareness, empathy and an appreciation for solidarity and the power of coalition-building, students will learn respect for themselves, for other individuals and for groups of people locally, nationally and globally. Students will consciously and intentionally develop their understanding of community assets and cultural wealth to become agents of positive change who promote equity, empathy, and social justice in society.

### **Detailed Course Design**

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

#### **Course Overview**

Rooted in social justice, the Ethnic Studies elective develops students' critical thinking skills through an analysis of a wide variety of historical and contemporary issues of race, ethnicity and identity. Specifically, this course examines the history, culture, identities, and experiences of colonially and institutionally oppressed communities in the United States, with particular attention to African American Studies, Native American Studies, Latino and Chicano Studies, and Asian American/Pacific Island Studies. Students will study the histories of race, ethnicity, nationality, and culture as a historical chronological narrative, with the acknowledgment that chronology is a complex matter of overlapping identities and histories. As they build self-awareness, empathy and an appreciation for solidarity and the power of coalition-building, students will learn respect for themselves, for other individuals and for groups of people locally, nationally and globally. Students will consciously and intentionally develop their understanding of community assets and cultural wealth to become agents of positive change who promote equity, empathy, and social justice in society.

#### **Unit One: Ethnic Studies and Pedagogy (Required unit. 2 Weeks)**

##### **Overview**

##### **What Is Ethnic Studies?**

Students will begin a critical analysis of Ethnic Studies, and how systems of oppression and privilege impact and shape resistance, consciousness, and identity. During their introduction into the foundational concepts of Ethnic Studies, students will explore how these frameworks can be used to assess and analyze historical and

current events. Students will apply their foundational knowledge through a historical/sociological lens, and research and develop discourse around issues that include: race and racism, classism, gender and sexism, oppression, and popular resistance. This course will emphasize how Ethnic Studies can support an abundance of diverse experiences and perspectives throughout history. Students will think and respond critically when engaging in discussions about the goal of education, and the gaps that Ethnic Studies seeks to expose and fill.

### **Essential Question(s)**

1. What is Ethnic Studies and how might our participation in the course positively impact our intellectual development, the improvement of our school culture, and increase our community pride?
2. What is the goal of an ethnic studies course? What should be the goal of an education?
3. What are the gaps in the conventional education system that ethnic studies seeks to expose and fill?
4. How do we define our various identities: global, national, state, local, and community? How do social constructions affect us and how do we affect social constructions?

### **Supplemental Questions**

1. Currently, what is the social, economic and political purpose of the American education system? What were the historical purposes of public education?
2. How much or little does the current system align with the ideal aims of an education?
3. To what extent is any academic program politically neutral in its relevance to ethnic groups in America? How does traditional schooling reflect on the power dynamics within American history?
4. How can education avoid indoctrination while embracing a social justice framework?
5. How well can Ethnic Studies fit within current subject matter disciplines? How well does Ethnic Studies invite connection to other subject matter?
6. To what degree can social justice be solely taught through academic instruction?
7. What role should students taking an ethnic studies class play in its content, objectives and transformative potential?

### **Assignments and Activities**

1. Establishing Routines and Expectations
  - Icebreakers
  - Creation of classroom agreements

- Quick write prompt: What is Ethnic Studies and how does it relate to the study of history?
- Quick write prompt: What class agreements and routines would help create a respectful learning environment?

2. Students will examine cases related to the topic of teaching ethnic studies in public schools and create a presentation to inform the class.

3. Students will watch films and read articles which help explain the history and role of Ethnic Studies. They will compare a traditional history textbook to texts such as Ronald Takaki's *A Different Mirror*, Howard Zinn's *A People's History of the United States*, and articles examining the role of Ethnic Studies in education.

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## Unit Two: Identity (Required unit. 3 weeks)

### Overview

#### Who Am I? Who Are We?

In this unit, students will explore their own identity by examining theories of how culture and identity are constructed. Students will examine theories and debates surrounding cultural construction and the field of ethnic studies. Their examination will progress to looking at how the areas of gender, class, sexuality, and religion have intersected with ethnicity to shape identity. In conclusion, students will apply these ideas to analyzing their own cultural perspective and evolution.

### Essential Questions

1. What is identity and how is it formed?
2. How do you define yourself, why do you define yourself, and to what end?
3. How and why might you define others, and how are communities shaped by the ways we define ourselves and others? (Jewell, pg 8-29)

### Supplemental questions

1. What identity or identities would you proudly claim so far as a young person? Is there one that rises above the others? If so, why?
2. What identity or identities might you reject because they feel like labels imposed on you?
3. Are there any identities you would like to claim in the future that are not presently yours?
4. How have identities, personal, cultural, and/or political, shaped who you are in the world?
5. How does our knowledge and/or memory of history impact identity/identities?

## Assignments(s)

1. Each student will complete an individual personal identity presentation to be shared with the entire class. The presentation will include:

- a) their own process of identity formation
- b) their definition of their own identity in at least three different ways.
- c) how their identity shapes how they see society or how society may see them.

Students will be given options for their final presentation including video, poem, skit, slide show. All presentations will be accompanied with a written essay in which students critically reflect on the new questions that have emerged from the unit, their own identity formation and how it impacts the community at large.

2. All About Me Presentation: students will reflect on the challenges and triumphs of their own life through a class presentation. Students will orally present on how their life journey relates to Ethnic Studies while learning about the journey of other classmates.

3. The "Hotness" *Original Activity created by Curtis Acosta*

- a) Choose a song, television show, movie, or some other type of media that you believe illustrates your identity or a part of your identity.
- b) Choose a different example that you think exemplifies a stereotype of how people may perceive your identity.
- c) Bring the lyrics or show us a scene from the television show or movie.
- d) Prepare a few questions for your peers to inspire a dialogue about your media.
- e) Prepare your answers to the following questions on a Word document, PowerPoint, Voicethread, SmartBoard, etc. Answer as many as you feel is relevant.

1. What about this media do you like? What don't you like? Show us your favorite and least favorite parts of each and explain why.

2. Describe why you think one of the examples represents your identity.

3. Describe why you think one of the examples represents a stereotype of your identity that others may perceive.

4. Is the media you presented representative of the world you live in? In what ways is it real to your world and experiences? In what ways is it not real to your world and experiences?

5. What statement do you feel the art or artist is trying to make? Why do you feel they would express themselves in this way?

**Unit Three: First Nations: Indigenous People of the Americas (Required unit. Four Weeks)**

## **Overview**

### **We Were Here First**

Students will identify, explore, and evaluate the contributions, struggles, and triumphs of Native American people. Through the examination and analysis of historical, socio-political challenges, students will look at the literature, art, and personal accounts from the 1400's to the present. Students will consider how these struggles, successes and contributions were and continue to be fundamental to America's development. An emphasis will be on the following Northern California tribes: the Ohlone, Bay Miwok, Pomo, and Northern Valley Yokut Indians. Students will examine Indigenous inventions/contributions. During the final two weeks, students will investigate and evaluate the impact of policies that affect the relationship between Native Americans and the United States government.

Examples may include: The Allotment Dawes Act, Self-Determination Act, Indian Boarding Schools, Termination Policy, Indian Removal Act, and the Citizenship Act.

Current issues:

- Impoverishment and Unemployment
- Violence against Women and Children
- Restricted access to education
- Poor Quality of Housing
- Inadequate Health Care
- Restrictions on Voting Rights
- Native Language is Becoming Extinct
- Impact of Casinos

### **Essential Question**

1. How did political power develop within the American Indian community and how has this power evolved to work effectively with changing power structures in the United States?
2. What role have gambling licenses played in the economic reality for both tribes with and without these licenses?
3. What challenges continue to face American Indians? What opportunities do students have to enact positive change for American Indians?

### **Optional Topics to Explore**

Teachers can utilize additional articles, media and text to explore the following topics:

Ghost Dance, the Massacre of Wounded Knee, Occupation of Wounded Knee, the Trail of Broken Treaties, Occupation of Alcatraz, the Alcatraz Proclamation, Code Talkers, American Indian Movement, People Not Mascots, the Dakota Pipeline and the case of Leonard Peltier.

## **Assignment(s)**

1. Students will interview tribal leaders and/or tribal members in the local community and identify the tribe's history, community involvement, population, cultural legacies and projected goals. Students will also identify the needs of the tribe as well as points of success along with the process by which the tribe determines enrollment. Students will create a transcribed or recorded interview and submit a short video or slide presentation with excerpts from the interview as well as pictures, music and a narrative explaining the tribe's history along with an overview of the information gleaned from the formal interview.
2. Students will watch historical depictions of Native Americans from American television and film and analyze the biases that may be perpetuated from such depictions. Then students will choose a local Native American group and research its culture and customs and compare them against the representations depicted in American TV and film. Students will create counter-narratives to those TV and film representations of Native Americans through a digital or poster presentation.

## **Extended Assignments**

3. Indian gaming in California generates \$7 billion dollars of revenue annually. Because of this, California tribes have substantial lobbying power. How does such power impact state politics, and how does this power affect tribal members? Students will do a comparative analysis of how the gambling industry has worked for and against Native communities. Students will look at data to determine why one tribe benefits more than another in terms of tribal allocation of gambling money, access to housing, scholarships, health care, and tribal policies. After synthesizing data from two tribes, in groups, students will give a report card to each tribe and use data to explain how they reached their conclusion.

## **Unit Four: African Americans (Required unit. 4 weeks)**

### **Overview**

### **We Came From Greatness**

During the first two weeks, students will identify, explore, and evaluate the contributions, struggles, and triumphs of the African American people. Through the examination and analysis of historical, socio-political challenges, literature, art, and personal accounts from the 1400's to the present, students will receive an accurate history of African civilizations and its people. Students will explore the rich history and legacy of the great civilizations of Kemet (Egypt), Kush, and Nubia to the University of Sankore in Timbuktu. Students will study the essential pieces



missing from our understanding of Africa before colonization. This unit is an authentic study of African history prior to enslavement of African peoples. Ultimately, this exploration will help bring to light important ancient history of great African kingdoms, and is foundational to students' developing knowledge of self and knowledge of the world.

During the last two weeks, students will examine the long legacy colonization and slavery has had on the collective conscience of the United States. They will also investigate the ways in which that legacy is responsible for the development of the institutions and laws, including discriminatory housing and judicial and educational practices. Students will critique the prison industrial complex, and explore how institutionalized racism fundamentally supports the discriminatory practices and systems that are used against people of color across our nation. Students will discover the ways African-Americans have contributed to American culture through scholarship, music, dance, art, theater, language, food, athletics, fashion and values.

Throughout this unit, students will engage in Socratic seminars and other structured conversations as a way to analyze and build their understanding around information and ideas that are new for them.

### **Essential Questions:**

1. What intellect, skills, artistry did/do Africans bring with them to the Americas (language, mathematics, science, ag, arts, craftsman, etc)?
2. What role did/do African Americans play in the growth and development of the United States?
3. In what ways does African-American culture enrich the overall culture of the United States?
4. What are some theoretical perspectives on race and how believable are these perspectives?
5. What role did/does self - determination play in the trajectory of the African American community?
6. How did/does political power develop within the African American community and how is this/has this power evolved to change power structures in the United States?
7. What are the public spaces African-Americans are allowed to inhabit in advertising, in culture, in academic circles, in athletics, in entertainment, and in the media?
8. What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans?

### **Assignment(s)**

1. Students will explore the various ways in which the legacies of African culture is pervasive throughout American culture and art. Students will select one of ten categories for deeper study: scholarship, language, music eras, dance, theater, American cuisine, athletics, fashion and values. Students will prepare and present a slide show to the class, showcasing a chronological story of how African Americans influenced their chosen topic over time. Students will include any push back or backlash during the process of this cultural assimilation and will use a minimum of three primary sources in their slide show.
2. Additionally, after considering some widespread institutional racist practices in education (grading, disciplinary strategies, seating arrangements, course design, text selection, etc.) students will choose one to explore in more depth, and create an alternative model for it with social justice in mind.

### **Extended Assignments**

3. Students will watch the film, “Just Mercy” by Destin Daniel Cretton or “The Hurricane” by James S. Hirsch and do a comparative analysis of the themes in these true stories to the themes in Michelle Alexander’s book, “The New Jim Crow.” Is Critical Race Theory to blame for the plight of African Americans in the United States in regards to incarceration? In what ways is the prison industrial complex a mirror of Jim Crow? Students will debate this issue in class followed by a 4-6 page paper with Chicago-style citations.

## **Unit Five: Latino/Chicano (Required unit. 4 Weeks)**

### **Overview**

#### **We are Here**

Students will gain an understanding of the various events throughout the history of the US that have impacted Latino and Chicano American people. Students will study and explore the historical and contemporary experience of Latino Americans. Students will understand the diverse ethnic groups living in the United States within the Latino and Chicano minority and the cultural and political similarities and differences between South Americans, Central Americans, and Mexican Americans and the role Latinos and Chicanos played in the growth and development of the United States. Students will consider the ways political power developed within the Latino American community and how this power evolved to work effectively with changing power structures in the United States.

Students may explore historic events such as the development of the following:

- Missions, the idea of Manifest Destiny, The Mexican-American war
- The Treaty of Guadalupe Hidalgo, Westward Expansion
- The Zoot Suit Riots
- The Bracero Program
- Mendez v. Westminster
- Delano Grape Strike, the Farm Workers Labor Movement, Cesar Chavez and Dolores Huerta
- The La Raza Movement, and DACA as they relate to the development of a Latino identity

### **Essential Questions**

1. What are the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans?
2. How did political power develop within the Latino American community and how has this power evolved to work effectively with changing power structures in the United States?
3. To what extent has immigration impacted the political, social, and economic realities of Latino Americans?
4. How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the United States?
5. In what ways does the American economy affect how the Latino community is treated in the United States?
6. In what ways is the American economy supported by the Latino community?
7. What challenges continue to face Latino Americans? What opportunities do students have to enact positive change for Latino Americans?

### **Assignment(s)**

1. Students will examine the conditions that led to the Delano Grape Strike, and the tactics used by the California farm workers, Cesar Chavez and Dolores Huerta to gain national attention for their cause. Students will then perform a comparative analysis examining the living and working conditions of today's Latino agricultural workers. What has changed and what has stayed the same? Students will use primary and secondary sources, including posters, murals and first-hand accounts to analyze the effectiveness of the farm workers movement and to determine whether it was a turning point in history.

### **Extended Assignments**

2. Students will study immigration laws and patterns in the United States and compare them to the economic data from the Bureau of Economic Analysis (BEA). Students will create a timeline to show the historic connection

between the American economy and anti-immigration sentiment. Students will look at Mexican Repatriation during the Depression, Operation Wetback, Operation Gatekeeper, and Operation Wagon Train.

3. Working with partners, students will create a digital presentation for their classmates. Presentations will:
  - Select one group within Latin America (e.g., Mexican-Americans, Panamanian-Americans)
  - Explain the social, political, and economic reality of the group selected within the United States
  - Demonstrate an understanding of the impact of United States' immigration policies on this group
  - Be grounded in evidence

Students will then complete a digital/poster gallery walk to compare and contrast different Latino populations in the U.S.

### **Unit Six: Asian Americans (Required unit. 4 Weeks)**

#### **Overview**

#### **We Shall Remain**

During the four weeks, students will explore the diverse histories, cultures, struggles, and politics of different Asian ethnic groups: East Asian, Southeast Asian, South Asian, and Pacific Islander. Students will learn the complexity behind the term 'Asian American', ultimately coming to understand the various ethnic groups and multiple identities, as well as politics associated with the identity marker. Additionally, students will be exposed to the concept of the model minority myth, as well as the detrimental consequences of the label. For example, the adversity of marginalized groups (i.e. Pacific Islanders, Southeast Asians) face from being cut out of programs and resources presents a false narrative that Asian Americans have overcome racism and prejudice, including the belittlement of the violence, harm, and legalized racism that Asian Americans have endured, e.g. Chinese Massacre in Los Angeles of 1871, the annexation of Hawaii, and the shooting of Southeast Asian school children in Stockton, executive orders 13769 and 13780.

The unit will also delve into the racial profiling, illegal detentions, social harassment, and violence that Arab Americans and South Asian Americans endure post-immigrating to the United States.

Possible historic events of emphasis are as follows: European Imperialism and Colonization, Annexation of Hawaii, Chinese Labor and the Transcontinental Railroad, The Chinese Exclusion Acts, The Geary Act, The Immigration Act of 1917,

Angel Island, The Refugee Resettlement Act of 1980, Japanese Internment, Immigrant Naturalization Act, the September 11th Attacks, Dow v. United States (1915), Immigration Act of 1924 (Johnson-Reed Act), Immigration and Nationality Act of 1965, and The Arab Spring.

### **Essential Question(s)**

1. What are the cultural and political similarities/differences between East Asians, Southeast Asians, and Southern Asians?
2. What role did Asian Americans play in the growth and development of the United States?
3. How did political power develop within the Asian American community and how has this power evolved to work effectively with changing power structures in the United States?
4. How has immigration impacted the political, social, and economic realities of Asian Americans?
5. To what extent do Asian Americans conform to the idea (real or imagined) of the “model minority”?
6. What opportunities do students have to enact positive change for Asian Americans?
7. What challenges continue to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans?

### **Assignments(s)**

1. Students will learn about the Asian American activism to explore the ways that they have resisted injustice. Through analyzing essays and images, this unit looks at the following social movements: San Francisco International Hotel Anti-Eviction Movement, Third World Liberation Front Movement, and Vincent Chin Anti-scapegoating Movement. Students will explore how each movement is rooted in a central problem that the Asian American community faced. Students will also study the praxis of each of the movements to prepare for the Youth Participatory Action Research projects that they will do in their final unit.

### **Extended Assignments**

2. Working in groups, students will explore the model minority theory and how it affects various Asian groups such as East Asian, South Asian, and Pacific Islanders. Groups should be prepared to present a digital presentation of the issue based on evidence. Groups must have multiple forms of evidence, including but not limited to: levels of education, institutionalized/system practices, economic data, voting data, etc.

3. Students will work in pairs to analyze propaganda posters, newspaper clippings, and passages from literature and compare how Asian Americans are represented in each. Each pair will write a summary of the historical context of the time period from which their documents were drawn and make connections between the historical context and public perceptions of Asian Americans.

## **Unit Seven: Systems of Oppression (Required unit. 3 Weeks)**

### **Overview**

#### **Capitalism, Power, and Privilege**

Students will explore the effects of power, and investigate the different forms of privilege. They will also unpack the ideology around White privilege and the social construction of “whiteness” and “colorblindness.” Students will define the “invisible backpack” to understand ideas of White privilege and the power structure connected to it. Students will also explore the role American capitalism has played internationally, and how this has influenced the experiences of ethnic groups living in and migrating to the US from different parts of the world. In this unit, students will be introduced to a service learning project and work towards a culminating presentation by the end of the semester.

### **Essential Questions**

1. How do economic systems reveal and reinforce relationships of power between different racial, ethnic, cultural, and gender groups?
2. How does economic status affect the vulnerability to oppression both within a racialized hierarchy and across racial boundaries?
3. How does the system of capitalism interact with national and cultural values that influence the treatment of people belonging to different identity groups?
4. How are different racial, ethnic, gendered and/or sexually marginalized groups oppressed in a capitalist system? What issues are unique to each group?
5. How does commodification and appropriation play out among different groups?
6. How does American culture define ethnic groups as collaborators with their own misery, as opposed to unjust targets of powerful elites?

### **Assignment(s)**

1. Students will consider a fresh fruit salad. Students will work in collaborative groups to complete a flow chart where they attempt to explain the steps and

people it took to get the fruit from the place where it originated to the table. Students will present their findings to the class.

2. How much does one's privilege inform one's identity? Students will participate in "a privilege walk" exercise and write a reflection of their experience and evaluate what they learned from the activity.
3. Students will then analyze various theories of racial construction and historical studies that demonstrate the impact of race on society's development. Institutions like schools, housing, prison, and politics will be used as a contemporary lens for further analysis of how power can continue to impact society. Students will work with small groups to research how power and privilege operate in selected institutions. Those institutions include: education, housing, politics, employment, and incarceration. The research will be used as a basis for a Powerpoint presentation and the creation of academic discourse questions to be used in a Socratic seminar about race and power within the United States.

### **Unit Eight: Migration, Movements, and Displacement (Supplemental Unit. 3 weeks)**

#### **Overview**

Students will explore the various social, political, and economic factors that lead to group and individual movement. Students will begin the unit with historical case studies of multiple migrant and immigrant groups. Focusing on what motivated their movement, their experiences of relocation and arrival, and the process of settlement. Students will then explore modern immigration policies and issues including borders, refugee status, and the role of 'citizenship' in the immigration experience. Their exploration will culminate with an interview in which they navigate how to relay an oral history of immigration to the class community.

#### **Essential Question(s)**

1. How did forced immigration, displacements, migrations patterns shape the country's immigration story?
2. What are the current and historical "push and pull" factors for migrants of African, Asian, and Latin American descent? Compare and contrast the experience of these groups.
3. How were Native Americans systematically dispossessed of their land and culturally annihilated?
4. How have these groups resisted the hostile nativism they have faced?
5. What have these groups done to adapt and assimilate into their new home?
6. What factors facilitated inclusion and what elements of identity did certain groups experience as a result of assimilation?

7. How did slavery influence life today?
8. What contributed to the Chinese Exclusion Act?

**Assignments:**

1. Students will research and report on the past and present experience of one group of immigrants to the U.S. In collaborative groups, students will choose an ethnic group & research that group's immigration history. Students will produce and present a 7 page (could include graphics) booklet, slide deck, Powerpoint presentation that includes data and research that explores the topic coming to America as a lived experience.
2. Students will conduct an interview with a community/family member to tell the story of one person's movement. They learn how to construct productive interview questions, create a transcript, and share an oral history.

**Extended Assignment**

3. Students will develop media literacy skills by analyzing how the political spectrum influences the reporting of news or a selected area of either border control, refugee status, or the role of citizenship. For one of these issues, students will find media sources that reveal the biases of the authors and/or publications, and dissect how the reporting and written report has created its own narrative. They will then write their own news article to reveal their opinion about the issue to be shared in a classroom periodical.

**Unit Nine: Race, Ethnicity, Gender, and Intersectionalities (Supplemental Unit. 3 Weeks)**

**Overview:**

Students will explore the concepts of race, ethnicity, and gender, and how they were created as constructs, transformed, and have been maintained. Students will dissect the complexity and social importance of race and race as a socially constructed. Students will learn about intersectionality and deepen their understanding about the factors that determine dominant or subordinate groups and the relationship between the three. Students will be able to discern or discover the ways race, ethnicity, and gender constructs have shaped twenty-first century society.

Students will evaluate notions of “acting White” amongst People of Color and reasons to behave in ways that are deemed to be professional or scholarly. Students discuss what it means to be an American and how advertising, the social media, film, family traditions, religion, customs, and changing demographics affect our ideas about race, ethnicity, gender, and relationships. Students discuss the connotation and significance of concepts such as “melting pot,” assimilation, “salad



bowl” and diversity. In this unit, students develop an understanding of being a double minority. What are the experiences of a person of color in the LGBTQ community? What is cisgender privilege and how does access to it benefit or inhibit us? Students will learn the following concepts: identity, social construction, intersectionality, stereotypes, bias, ethnocentrism, prejudice, discrimination, equity, classism, ableism, racism, racial disparities, heterosexism, and homophobia.

**Essential Question:**

1. How does American society perceive race and ethnicity? ( fix)
2. How do we evaluate gender stereotypes
3. What are some contributions to the histories, struggles, and triumphs of the LGBTQ community in the United States?

**Assignment(s)**

Students will interview someone with identities in at least two of the identity groups (race, gender, sexual orientation, age, nationality, ethnicity, etc.) focusing on how those components of the person’s identity have shaped his or her education, personal relationships, employment and/or socioeconomic status, civic life, and immigration/migration experience. Students will record and transcribe the interview/ or write a summary explaining how identity has shaped this person’s life experiences.

**Unit Ten: Media Representation and Stereotypes (Supplemental Unit. 3 weeks)**

**Overview**

Students will consider race and representation in the media, and explore the archetypes prevalent in media that reinforce and perpetuate hegemonic hierarchies and power relations. After viewing selected advertisements and film clips, students will analyze the dominant narratives that are promoted about racial and ethnic groups in society. Students will identify traditional stereotypes and investigate the history of these stereotypes by analyzing film portrayals of Native Americans, Latinos, African Americans, and Asians. Students will answer how the changing demographics in the United States is changing the “face” of advertising. How does advertising influence our perceptions of others and ourselves? Through analysis, students will discover how individuals can contest misrepresentations and challenge dominant discourse by appropriating and generating empowering counter-narratives through various forms of media, art, and literature.

**Essential Question(s)**

1. What is the role of the media in producing stereotypes and ideas about racial and ethnic groups in society? What dominant narratives are being promoted by the media, and are these messages harmful or helpful? What is a

counter-narrative, and what counter-narratives have artists produced to challenge or expand beliefs?

2. What should the responsibility of the media be in a democratic society? What is the primary aim of media outlets? To inform the American public? To entertain? To manufacture consent?
3. In the age of “fake news,” how can we evaluate the news we receive about the mistreatment of ethnic groups and activist and government responses to it?
4. How do media representations reinforce racist, sexist, homophobic and transphobic ideas?
5. How important is media representation when it comes to further entrenching oppressive institutions or challenging them?

### **Extended Questions**

1. How do we navigate our own individual and ethnic identities amid an onslaught of media images and representations? How can Media be reclaimed for democratic purposes? What role does/should independent media play in this project?
2. What are the effects of these misrepresentations?
3. Compare the depiction of marginalized groups to those of privileged groups in the media.
4. How do these depictions reinforce the status quo?
5. How can media be used to contest negative stereotypes?

### **Assignment(s)**

1. As a performance task, students will identify a stereotype/dominant narrative related to a racial/ethnic group that they identify with. After identifying this issue, and writing a series of prompted writing responses to it, students will produce an artistic poster, Powerpoint, or slide deck that offers a counter-narrative that addresses harmful misrepresentations and misconceptions. This poster/digital presentation will be displayed to the community (class/school website), and must be accompanied by a written rationale that is 1-2 pages in length describing the stereotype/dominant narrative and their response to it.
2. Students will answer how the changing demographics in the United States is changing the “face” of advertising. Based on their study of history stereotypes, how the media perpetuates stereotypes, and the harm stereotypes cause, students create a public service announcement that encourages other teenagers to repudiate the use of stereotypes in their daily lives. Students will work in groups for this assignment and the public service announcement will need to be professional and not reinforce the stereotypes, rather teach others of the fact they exist and in what ways they

exist and are portrayed in society and the media and what practice can be used to dispel the stereotypes.

### **Extended Assignment**

3. The average American teenager spends 9 hours a day exposed to media. Media is constructed by people with agendas and all media is biased. Media uses identity to market brands and sell culture. Often the media plays upon stereotypes to push their agendas or sell commodities. Every day students are bombarded with a plethora of messages they have to process and decide what to do with. In this activity, students will be given different pieces of media and asked to do the following:
  - Identify who created the message & point out the biases embedded in the media
  - Identify the creative techniques used to attract people's attention
  - Identify ways in which different people may understand this message differently from me
  - Identify the lifestyles, values and points of view represented in, or omitted from the piece.

## **Unit Eleven: Action, Perseverance, and Reclamation (Required Unit. 2-3 weeks)**

### **Overview**

#### **We Are the Change**

Students will explore the meaning of words and phrases such as *civic engagement*, *protest*, and *petition* in order to assess the various ways that groups have responded to injustice historically and today. Students will learn about the struggles and the success that were born through various social and political action movements. By evaluating the ways that core groups have responded to injustice, such as unionization, protest, boycotts, organizing events and creating groups, students can evaluate the most successful individuals and groups, as well as explore how social media and modern technology have changed the way people receive information and connect. They will glean how these movements were inspired by the need for change, reclamation and were led by various ethnic and racial groups' desires to achieve change and persevere.

#### **Essential Question:**

1. How have historical social movements contributed to present day laws, values and conditions affecting different ethnic groups?
2. What historical and contemporary backlashes accompany social movements?
3. In what ways is social justice as a concept arguably compatible and in conflict with America's self-image and founding principles?

## Assignment(s)

1. Students will look at worldwide and local efforts towards deconstructing and equalizing power structures. The unit will begin with historical examples of decolonization and lessons that can be applied to contemporary events. They will then build on their media literacy skills to engage in a research project about how modern activists and groups have used resistance to advocate for change.
2. Students will select one contemporary resistance movement to research and present to the class. Their exploration will include:
  - a) The historical roots of the movement/background
  - b) How this group aims to create agency for their targeted group
  - c) The obstacles faced by the group or individual
  - d) At least two leaders who created change within the movement
  - e) The impact of the work so far
  - f) Future areas for development

This project will culminate in a poster presentation, a class gallery walk, rewrite a page from history, write a script, conduct and record an activity, skit, or scenario, provide a multimedia project, or digital presentation. Students will also be allowed to do a performance through either a rap song, slam poem, script, performance, documentary, interview, or graphic novel/imagery.

### **Unit Twelve: Service Learning Project (Required Unit. 3-4 weeks)**

In this unit, students will focus on the local community needs. Students will further examine demographic data obtained by the census bureau and the county office to determine how the community has changed over time. Their findings will lead them to an exploration of how local community practices have shifted the power dynamics and create opportunity for change. After completing the final project, all students will create a final portfolio of their course learning. This assignment marks the final assessment of the course.

### **Essential Question (Choose 1)**

1. What are the BIPOC organizations in your community and what services do they offer?  
Who is the demographic they serve?
2. What can we do in our individual lives to make sure others are treated with respect and dignity, and not based on stereotypes and prejudice?
3. What can we do as a class or as a school to make sure our community is welcoming of people from different backgrounds – different races,

ethnicities, religions, disabilities, gender and sexual orientations? And what about as a city, state, nation or world?

4. What can we do to make a difference in promoting equality and understanding across divides and in the face of intolerance?

**Possible Assignment(s) (choose one or more)**

1. Demographic Report: Students will create a slides demographic report utilizing the data they have gathered from their source community organization. They will practice using data to tell the story of cultural development within Santa Rosa. Their slides will include:
  - a) An explanation and evaluation of their source for the data
  - b) Thorough analysis of the data
  - b) Recommendations for future development based on this data
2. Local Leaders/Groups: Students will select either of the following projects
  - a) 'Activist in Action' journal- students will journal their active participation in a student or community based organization working towards equity. Their entries need to reveal that they have made a contribution towards the work of that group.
  - b) Profile of a local organization or leader- students identify a local community member or organization (ex: the health center) that is working towards equity in the community.
3. Students will create a student action research in social justice project. Students will be required to identify a local sociological issue, analyze how historical factors have impacted the issue, hypothesize potential remedies, and then take action by presenting their plan.
4. Cultural contributions: Students will investigate the major contributions diverse groups of people have made to the USA. Students will be allowed to present their findings through one of the following: rewrite a page from History, write a script, conduct and record an activity, skit, or scenario, or provide a multimedia project. Students will also be allowed to present their work through a performance piece such as a rap song, slam poem, documentary, interview, or graphic novel/imagery.
5. Students will be given the time and support to identify a cause that is meaningful to them and then provided the tools to identify a person in a targeted position that they can then draft a letter to. Students will craft a persuasive letter, drawing on examples studied throughout the unit, to either ask questions or provide suggestions for change. While all students will be asked to write a letter, some may choose to create an alternative

“Community Action Project”, in which their voice is heard by someone in the community and related to their cause. Whether students hear back from the representative or not, all students will write a final reflection essay in which they identify and describe lessons learned and next steps for their cause.

6. Sonoma Youth Action Research (SYAR)- In this unit students will become researchers and change agents in or around the school community by determining the community problems, surveying its members, and creating a plan of action to mitigate the problem. Multiple community oriented research methodologies will be discussed. Students will learn about other SYAR projects launched throughout the region and state to examine the possibilities of youth led action projects.

Students will select a topic to research. Students will always refer back to the question, how does this topic affect my community? How does the topic affect the future of my community? How will my research serve the community?

Students will develop a survey to conduct with members of the community in question. In partnership with the Sociology mentors department at Sonoma State, students will learn how to create a simple survey via surveymonkey or paper dependent on preference of the community after investigation of population needs.

Students will develop interview and research questions for their research. In partnership with the Sociology mentors department at Sonoma State, students will be guided through what makes a valid or reliable research question for survey purposes.

Students will research scholarly, peer-reviewed articles for their research. All supplemental research articles will be open access through school database and Sonoma State partnership

Students will present their research findings. The goal is to present these findings in front of their peers or a public setting if made available by the school administration.

Students will learn about the power that youth have to research, investigate, and evaluate social problems that affect their community. Moreover, youth will learn how their research can shape policy changes that could alter outcomes for marginalized and oppressed groups.

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	0-\$20,000 per site (dependent on section allocation and/or whether personnel is needed.)	Yes
Instructional Material Supplies per student (textbooks, software, etc.)	\$20,000	Replace texts as needed
Services (training, equipment maintenance, contracts, etc.)	\$35,000	Teacher training as needed
Capital Outlay (remodeling, technology, etc.)		
<b>Total Projected Costs</b>	<b>\$55,000-\$175,000</b>	

Instructional Materials- must include an estimate for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Novel						
Novel						
Textbook						

### Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

### District Principal Review and Approvals:

Principals' Signatures	Site	Approved / Not Approved
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Gabriel Albavera	Elsie Allen High School	Approved
Valerie Jordan	Ridgway HS	Approved
Kimberly Clissold	Santa Rosa High	Approved
Adam Paulson	Montgomery High	Approved
Aida Diaz	Santa Rosa Middle	Approved
Laura Hendrickson	Comstock Middle	Approved
Katie Barr	Maria Carrillo High School	Approved
Stacy Desideri	Piner High School	Approved

**District Department Chair Review and Approvals:**

<b>Department Chair Signatures</b>	<b>Site</b>	<b>Approved / Not Approved</b>
Kathryn Howell	LCMS	Approved
Christina Gravelle	RHS	Approved
Greg Karussos	HSMS	Approved
Ricky Alcala	EAHS	Approved
Simone Harris	MHS	Approved
Sarah Walls	PHS	Approved
James Hart	MCHS	Approved
Nzinga Woods	SRHS	Approved