

Woodland Joint Unified School District
Educational Services
SECONDARY COURSE PROPOSAL APPLICATION

SCHOOL: Pioneer High _____

DEPARTMENT: Social Science _____

SCHOOL(S) WHERE COURSE WILL BE OFFERED: DMS LMS PHS x CCHS x WHS x
Race and Social Justice

COURSE TITLE: _____

Proposed abbreviation (max 15 characters) US Hist/Soc Just _____

New course

x Revision or reinstatement of existing course. Existing course# SA212Y

Change of Title Only (Do not complete course description.)

List former title and course # _____

Replaces course(s) entitled (include course#): _____

Dual Enrollment

x Ethnic Studies- If this course is intended to fulfill the Ethnic Studies requirement, you will need to complete and attach the following form (copy and paste the link into your browser):

<https://docs.google.com/document/d/1S4bZbSL8gipzEVvcBNy8slZWu7RrxMT3/edit?usp=sharing&oid=113543369852257671678&rtpof=true&sd=true> (See attachment for Ethnic Studies Standards Correlation)

Length of course : Year

Credits per course 10 Academic Course: Academic

Grade range 11-12 College Prep? Yes

Pre-requisite: No Pre-requisite course title and course#: _____

Can course be repeated? No If yes, how many times? _____ For credit?

Individual Submitting Course Proposal Javier Marin and Meaghan Sussman Social Science teachers Position: _____

Primary Subject Area Credit: US History
(Must select one) Secondary Subject Area Credit: Electives

Meets UC/CSU Requirements for:

- x A- History/Social Science
- B- English
- C - Mathematics
- D - Lab Science
- E -World Language
- F -Visual/Performing Arts
- G - Electives
- Pending

State Course Code Number: 9173- US History

For Career and Technical Education courses list Pathway: _____

Introductory Concentrator Capstone CTE Advisory Approval

CCAT Approval Date _____
For CARE Use Only: Course Code _____
Board Approved _____
Entered into AERIES

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I. Which LCAP Goal does this course address? Explain how.

Goal 1: College and Career Readiness:

Upon successful completion of this course, students will:

earn 10 credits towards High School graduation.

earn 10 credits that meet UC/CSU graduation requirements for college applications criteria A.

earn 10 credits that meets AB 101, Ethnic Studies graduation requirement. **Board Resolution 3515**

Goal 2: Meet Social-Emotional and Academic Needs

This course and “Ethnic Studies, a curriculum that does reflect the experiences of students of color, has a positive impact on student academic engagement, achievement, and empowerment, especially when linked with culturally responsive teaching grounded in high academic expectations (Sleeter 2011).

See attached for Goals 3 and 4 and the course outline.

II. State the rationale for this course proposal based on academic content standards. Include data that supports the need for this course.

Race and Social Justice in US History is designed to cover the United States History requirement through an Ethnic Studies framework– one that emphasizes the role of race and social justice in American history. Students will leave with a more thorough understanding of our nation’s history and a comprehensive view of current issues around race, ethnicity and other intersectional identities in our community. This course will satisfy both the CA state standards for social science in US History and California’s AB 101 Ethnic Studies high school graduation requirement. Additionally this course meets WJUSD graduation requirement for Ethnic Studies as outlined in the adoption (2021) and will focus on the following WJUSD Ethnic Studies standards:

Be centered on the experiences of historically marginalized communities

Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements

Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two

Empower students to advocate and become agents of social transformation by developing community responsive efforts that address the needs of the community and the world

III. Write a narrative description of the course for the Course Catalog (5-8 sentences).

The purpose of this course is to teach U.S. History from an Ethnic Studies framework– one that emphasizes the role of race and social justice in American history. Students will leave with a more thorough understanding of our nation’s history and a comprehensive view of current issues around race, ethnicity and other intersectional identities in our community. This course will be focused on evaluating the question: To what extent is the United States living up to the promises provided in the founding documents under the US democratic system? Which groups were impacted and explain why? This course will satisfy both the CA state standards for social science in US History, California’s AB 101 Ethnic Studies high school graduation requirement and the district requirement for Ethnic Studies as outlined in the adoption (2021) of the board resolution³⁵¹⁵

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IV. Academic content standard(s): indicate grade level academic content along with key assignments.

Content Standards	Key Assignments
<p>1 11.1: Students analyze the significant events surrounding the founding of our nation from original European contact with Native Americans to its attempts to realize the philosophy of government described in the Declaration of Independence. Students will also trace and interpret the growth of the United States until the start of the Civil War in terms of the role of race in expansion.</p>	<p>1 Importance of Buffalo Jim Crow Laws 'If There Is No Struggle...': Teaching a People's History of the Abolition Movement Crash Course Black American History Dred Scott Reconstruction Living Graph Emancipation Proclamation Carlisle Industrial Indian School Our Spirits Don't Speak English: Indian Boarding School</p>
<p>2 11.2: Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p>	<p>2 Chinese Exclusion Act Tion primary sources Robber Barons Plessy vs. Ferguson Crash Course Ellis and Angel Island Industry and Immigration Book Project Segregation and Discrimination (Textbook RQA)</p>
<p>3 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.</p>	<p>3 Kipling and Imperialism Overthrow of Liliuokalani Monroe doctrine and types of diplomacy Imperialism Overview (Bully or Leader) American Imperialism Storybook Analyzing US Foreign Policy Lawrence, 1912: The Singing Strike Black Soldiers in WWI Hispanics and Blacks in WWI</p>
<p>4 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p>	<p>4 Underrepresented Women in Suffrage Expressions of Power-WEB Dubois Returning Soldiers Tulsa Race Massacre Harlem Renaissance Found Poem Harlem Renaissance Overview During the Great Depression 1920's Collage Project Red Summer 1919</p>
<p>5 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p>	<p>5 Mexican Deportation/Repatriation Deportations on Trial: Mexican Americans Southern Tenant Farmers' Union: Black and White Unite? Mexican Repatriation New Deal Book Project What Caused the Great Depression? The Widget Boom Game The Lemon Grove Incident- Film</p>
<p>See attached course outline for the remainder of the units.</p>	

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V. Method(s) of evaluating student achievement on the essential assignments.
(Tests, work projects and products, and performances)

We will allow multiple modalities for demonstrating learning. Students will answer text based questions, use sources to create projects, demonstrate knowledge through full class and small group discussion.

VI. Probable costs involved and identified funding sources:
(Material, equipment, textbooks, personnel FTE, facilities requirements)

Materials/personnel	Fiscal/FTE	Fund Source
An Indigenous People's History of the United States for Young People- 200 copies/site \$17/book	\$ \$6,800	
A Different Mirror- Ronald Takaki	\$ \$165	
Textbook TBD	\$	

Additional information to support probable cost:

An Indigenous Peoples' History of the United States for Young People 200 copies per site \$17 a book \$6800

Ronald Takaki A Different Mirror for Young People \$11 a book 15 teacher copies

Field trip to Alcatraz \$40 per student, plus ferry and bus

RSJ teacher collaboration time

Ethnic studies related conferences or professional development

VII. How does it change the current "balance" or proportion of curriculum offerings?

It is a course revision, so it doesn't change the balance of course offerings.

VIII. What type of teaching credential is needed?

Secondary Social Science Credential

IX. In developing this course, how did you include student voice and gather student input?

Revision to align to Woodland Joint Unified Resolution to Ethnic Studies requirements (Board Resolution 3515)

Surveyed 254 incoming 11th graders from all 3 high schools. See attached for their responses.

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Secondary Course Proposal Signature Page

Course Title:		
If applicable:		
Dept. Chair Approval(s)	<i>Melinda Ott</i>	Date: 02/16/2023
Dept. Chair Approval(s)	<i>Raymond Abaurrea</i>	Date: 03/14/2023
Principal Approval	Signature <i>Sandra M. Reese</i>	Date: 03/11/2023
Principal Approval	Signature <i>Gerald Salcido Jr.</i>	Date: 03/15/2023
Dir. of College and Career Approval	Signature <i>Lore Carrillo</i>	Date: 03/15/2023
	Signature	
Counselor verifies that course title matches with UC System title.		
Counselor Approval	<i>Maria Luisa Lares</i>	Date: 03/10/2023
Counselor Approval	Signature <i>Amy McCalister</i>	Date: 03/14/2023
	Signature	
Modified Courses Only		
Dir. Special Education Approval		Date: 03/22/2023
	Signature	
Final Approval		
Associate Superintendent	<i>Tu Carroz</i>	Date: 03/16/2023
	Signature	
Board Approval		
WJUSD Board President		Date:
	Signature	

Ethnic Studies Mission Statement:

In WJUSD, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity and indigeneity within and beyond the United States. Our Pre-K to 12th grade curriculum must encompass multiple points of view that reflect the diversity of all of our students including race, ethnicity, sexuality, ability, gender, class etc., with a focus on the experiences and perspectives of people of color. Through our Pre-K to 12th grade course work, students will be supported to develop and utilize a critical lens to see the world and their role as a citizen in a global society.

Race and Social Justice Course Description:

The purpose of this course is to teach U.S. History from an Ethnic Studies framework– one that emphasizes the role of race and social justice in American history. Students will leave with a more thorough understanding of our nation’s history and a comprehensive view of current issues around race, ethnicity and other intersectional identities in our community. This course will be focused on evaluating the question: ***To what extent is the United States living up to the promises provided in the founding documents under the US democratic system? Which groups were impacted and explain why?*** This course will satisfy both the CA state standards for social science in US History, California’s AB 101 Ethnic Studies high school graduation requirement and the district requirement for Ethnic Studies as outlined in the adoption (2021) of the board resolution.

I. Which LCAP Goal does this course address? Explain how.

This course meets all four goals of the LCAP:

Goal 1: **College and Career Readiness:** Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment. How:

Upon successful completion of this course, students will:

1. earn 10 credits towards High School graduation.
2. earn 10 credits that meet UC/CSU graduation requirements for college applications criteria A.
3. earn 10 credits that meets AB 101, Ethnic Studies graduation requirement.

Goal 2: **Meet Social-Emotional and Academic Needs** Each student’s individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe, supportive, and inclusive environment. How:

Upon successful completion of this course, students will:

1. This course and “Ethnic Studies, a curriculum that does reflect the experiences of students of color, has a positive impact on student academic engagement, achievement, and empowerment, especially when linked with culturally responsive teaching grounded in high academic expectations (Sleeter 2011).

2. be made known to various groups and their experiences throughout major events in US History. These groups will include but not limited to: race, gender, socio-economic class, sexual orientation, gender identity.

Goal 3: **Accelerate English Learner Achievement Accelerate** the academic achievement and English proficiency of each English learner through an assets-oriented approach and standards-based instruction. How:

Upon successful completion of this course students will be able to:

1. Assignments will be modified to assure English Learners can read, write, speak, in their native language to assure understanding of the content while also contributing to their perspective and experience.
2. Lessons will be aligned to the EL Rise approach along with CLAD strategies.

Goal 4: **Engagement and Leadership Opportunities for Youth Provide** meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community. How:

Upon successful completion of this course students will be able to:

1. class visit and/or be involved with various community based organizations to enhance their learning and become an agent of change as a member in a global society. Examples of these organizations are (but not limited to) TANA (possible field trips), Empower YOLO, YMCA, City of Woodland, YES (Youth Empowerment Summit- Yolo County Office of Elections, Assessors, Clerk).
2. Opportunity to volunteer will count towards the 40 hours of community service towards High School Graduation.
3. Social Justice Community Project.

II. State the rationale for this course proposal based on academic content standards. Include data that supports the need for this course.

Race and Social Justice in US History is designed to cover the United States History requirement through an Ethnic Studies framework– one that emphasizes the role of race and social justice in American history. Students will leave with a more thorough understanding of our nation's history and a comprehensive view of current issues around race, ethnicity and other intersectional identities in our community. This course will satisfy both the CA state standards for social science in US History and California's AB 101 Ethnic Studies high school graduation requirement. Additionally this course meets WJUSD graduation requirement for Ethnic Studies as outlined in the adoption (2021) and will focus on the following WJUSD Ethnic Studies standards:

- Be centered on the experiences of historically marginalized communities
- Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements

- Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two
- Empower students to advocate and become agents of social transformation by developing community responsive efforts that address the needs of the community and the world

Ethnic Studies has proven to have positive academic outcomes. According to the article “Towards an Ethnic Studies Pedagogy: Implications for K-12 Schools” from the Urban Review- Issue and Ideas for Public Education , it states that “Ethnic Studies, a curriculum that does reflect the experiences of students of color, has a positive impact on student academic engagement, achievement, and empowerment, especially when linked with culturally responsive teaching grounded in high academic expectations (Sleeter 2011). Lastly a recent study, “The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum” by the Stanford Institute for Economic Policy Research (2017), finds that Ethnic Studies increases academic outcomes, student engagement, higher attendance, probability of graduating and of enrolling in college. In the study, Thomas S. Dee, a professor at Stanford Graduate School of Education, states that there is “compelling and causally credible evidence on the power of this course to change students’ life trajectories.” ([Ethnic studies increases longer-run academic engagement and attainment, 2017](#)).

III. Write a narrative description of the course for the Course Catalog (5-8 sentences).

The purpose of this course is to teach U.S. History from an Ethnic Studies framework– one that emphasizes the role of race and social justice in American history. Students will leave with a more thorough understanding of our nation’s history and a comprehensive view of current issues around race, ethnicity and other intersectional identities in our community. This course will be focused on evaluating the question: ***To what extent is the United States living up to the promises provided in the founding documents under the US democratic system? Which groups were impacted and explain why?*** This course will satisfy both the CA state standards for social science in US History, California’s AB 101 Ethnic Studies high school graduation requirement and the district requirement for Ethnic Studies as outlined in the adoption (2021) of the board resolution.

Overall Question for RSJ: To what extent is the United States living up to the promises provided in the founding documents under the US democratic system? Which groups were impacted and explain why?

Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
<p>Unit 1: (Chapter 1-5) Nations beginnings through Reconstruction</p> <ul style="list-style-type: none"> • What were the promises in the founding documents? • Who were they designed by and who were they designed for? • Who is included, who is excluded? • Quien soy yo/Who am I; and where do I see myself? 	<ul style="list-style-type: none"> • Colonization <ul style="list-style-type: none"> ◦ Manifest Destiny • Founding Documents <ul style="list-style-type: none"> ◦ Declaration of Independence ◦ U.S. Constitution • Democracy • Freedom • Equality • Indigeneity • White Supremacy 	<ul style="list-style-type: none"> • Relationship of power between indigenous, black, people of color & US society • Identity, Ancestral, Communal, Intersectional & Heterogeneous • Social Justice & Democratic Project • Sacred • Healing & Regenerative • Self-Determination & Sovereignty 	<p>11.1: Students analyze the significant events surrounding the founding of our nation from original European contact with Native Americans to its attempts to realize the philosophy of government described in the Declaration of Independence. Students will also trace and interpret the growth of the United States until the start of the Civil War in terms of the role of race in expansion.</p>	<p>Land Acknowledgement Historical Perspective Hate Crime Bill of Rights Human Rights Doctrine of Discovery Treaties & Trail of Tears Treaty of Guadalupe Hidalgo Declaration of Sentiments Slavery Abolitionists and resistance to slavery Dred Scott Case 13th Amendment 14th Amendment 15th Amendment Civil Rights Act of 1875 Reconstruction KKK Sharecropping Americanization and Native Boarding schools (Zi-kala-sa)</p>	<p>Acrostic Poems</p> <ul style="list-style-type: none"> • Tenets of Ethnic Studies • 4 Square Activity • “Precious Knowledge” • Who Am I • Quién soy? • 1619 vs. 1776 • History of Voting Rights Graphic • Social Key Terms • Importance of Buffalo • Jim Crow Laws • ‘If There Is No Struggle...’: Teaching a People’s History of the Abolition Movement • Crash Course Black American History Dred Scott • Reconstruction Living Graph • Emancipation Proclamation • Carlisle Industrial Indian School • Our Spirits Don't Speak English: Indian Boarding School

Cross Cutting Concepts	Counternarratives Prejudice Stereotype Discrimination Racism (Read, See, Watch, Talk and Think)				
Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
Unit 2: (Chapters 6-9) <u>Industrialization,</u> <u>Urbanization,</u> <u>Immigration,</u> <u>Progressive era, Labor Unions and Strikes</u>	Immigration push and pull factors tenements and living conditions	<ul style="list-style-type: none"> • Social Justice & Democratic Project • Community & Culturally Responsiveness • Identity, Ancestral, Communal, Intersectional & Heterogeneous • Relationship of power between indigenous, black, people of color & US society • Intergenerational • Healing & Regenerative 	11.2: Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.	Chinese Exclusion Act Ellis and Angel Island Expansion of Railroads Labor Unions Strikes Immigration Urbanization Industrialization Social Darwinism Segregation/Discrimination <i>Plessy v. Ferguson</i> Black Codes/Jim Crow Debt Peonage Child Labor (Camella Teoli) Corruption Robber Barons Triangle Shirtwaist Factory fires	<ul style="list-style-type: none"> • Chinese Exclusion Act • Tion primary sources • Robber Barons • Plessy vs. Ferguson Crash Course • Ellis and Angel Island • Industry and Immigration Book Project • Segregation and Discrimination (Textbook RQA)
Cross Cutting Concepts	Immigration for survival, Capitalism, Counternarratives Prejudice Stereotype Discrimination Racism (Read, See, Watch, Talk and Think)				
Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
Unit 3: Rise of US as a World Power, Imperialism and WWI	Imperialism Annexation Intervention	<ul style="list-style-type: none"> • Relationship of power between indigenous, black, people of color & US society • Third-World Solidarity 	11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.	Platt Amendment Rudyard Kipling ‘White Man’s Burden’ Monroe Doctrine Imperialism, Annexation and/or Intervention Case Studies: Hawaii, Panama Canal, in Mexico and Latin America	<ul style="list-style-type: none"> • Chapter 11 RQA • Kipling and Imperialism • Overthrow of Liliuokalani • Monroe doctrine and types of diplomacy • Imperialism Overview (Bully or Leader) • American Imperialism Storybook • Analyzing US Foreign Policy • Lawrence. 1912: The Singing Strike • Black Soldiers in WWI

		<ul style="list-style-type: none"> • Social Justice & Democratic Project • Community & Culturally Responsiveness • Identity, Ancestral, Communal, Intersectional & Heterogeneous • Self-Determination & Sovereignty 		<p>Queen Liliuokalani and take over of Hawaii William Seward Sanford B. Dole Yellow Journalism USS Maine Spanish American War Foraker Act Sedition Acts Treaty of Paris Emilio Aguinaldo US in World War 1</p>	<ul style="list-style-type: none"> • Hispanics and Blacks in WWI
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Cross Cutting Concepts Power, Racism, Black celebration, art and power, counter narratives,

Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
Unit 4: 1920's	Red Summer, Tulsa Race Massacre, Harlem Renaissance, The Great Migration, Back to Africa Movement	<ul style="list-style-type: none"> • Relationship of power between indigenous, black, people of color & US society • Third-World Solidarity • Social Justice & Democratic Project • Community & Culturally Responsiveness • Identity, Ancestral, Communal, Intersectional & Heterogeneous • Healing & Regenerative 	11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.	18th and 21st amendment Prohibition/Volstead act Organized crime Speakeasy Flappers Temperance Jazz NAACP/WEB DuBois Harlem Renaissance (Langston Hughes, Zora Neal Hurston, Louis Armstrong) Great Migration Red Scare Red Summer Tulsa Race Massacre Sacco/Vanzetti Mexican Repatriation Henry Ford/Assembly line Resurgence of the KKK Teapot Dome Scandal Ohio Gang	Chapter 13- RQA Underrepresented Women in Suffrage Expressions of Power-WEB Dubois Returning Soldiers Tulsa Race Massacre Harlem Renaissance Found Poem Harlem Renaissance Overview During the Great Depression 1920's Collage Project Red Summer 1919 Red Scare Prohibition and Volstead act Stock Market Crash 1920's Slang

Cross Cutting Concepts		Counternarratives, racism, discrimination, prejudice, capitalism			
Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
Unit 5: Great Depression and New Deal	Mexican Repatriations Lasting impacts Relief programs Government regulation Uneven distribution of New deal relief/ local control Labor	<ul style="list-style-type: none"> Identity, Ancestral, Communal, Intersectional & Heterogeneous Relationship of power between indigenous, black, people of color & US society Intergenerational Community & Culturally Social Justice & Democratic Project 	11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	Agriculture Industry Issues Black Tuesday Price Supports McNary-Haugen Bill The Stock Market The Dow Jones The Dust Bowl The New Deal-Programs Lemon Grove Incident Mary McLeod Bethune FDR/Elenor Roosevelt National Parks New Deal Programs and Infrastructure Bonus army Hooverilles, Shantytowns, breadlines, Soup kitchens	Chapter 14 RQA Yellowstone renames a mountain after the history of its prior namesake comes to light Mexican Deportation/Repatriation Deportations on Trial: Mexican Americans Southern Tenant Farmers' Union: Black and White Unite? Mexican Repatriation New Deal Book Project What Caused the Great Depression? The Widget Boom Game The Lemon Grove Incident- Film Jan. 5, 1931: Lemon Grove Incident- article Mary McLeod Bethune Cesar Chavez Hard Times
Cross Cutting Concepts		Counternarratives, racism, discrimination, prejudice, capitalism			
Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
Unit 6: WWII	Ethnic Groups, Zoot Suits, Braceros, Japanese Internment Executive Order 9066	<ul style="list-style-type: none"> Identity, Ancestral, Communal, Intersectional & Heterogeneous 	11.7 Students analyze America's participation in World War II	Anti-Mexican Axis powers Allies Pearl Harbor European & Pacific Teatros 201 Aztec Eagle squadron	Chapter 16-17 RQA Veterans Project People of Color in World War 2 Felix Longoria

	<p>Double V Campaign Rosie the Riveter</p>	<ul style="list-style-type: none"> Relationship of power between indigenous, black, people of color & US society Intergenerational Community & Culturally Social Justice & Democratic Project 		<p>Tuskegee Airmen Buffalo Soldiers Edward Carter- Medal of Honor Rosita the Riveter Nisei (442 Regimental Combat Unit) HomeFront Women in Factories Felix Longoria Case The Code Talkers War at Home: (Sleepy Lagoon Murder) Zoot Suit Riot Ralph Lazo Japanese Internment Camps Bracero Program- Chemical DDT Propaganda Manhattan Project Nagasaki and Hiroshima How to be a good wife? GI Bill Mendez v. Westminster 1947</p>	<p>The Other Internment: Teaching the Hidden Story of Japanese Latin Americans During WWII The Largest Mass Deportation in American History Ralph Lazo Women in the Workplace Executive Order 9066 Special Forces Korematsu vs. US Zoot Suit Primary Sources La Pachuca PPT Japanese Internment Camps Woodland HS and Who is Fred Korematsu PPT Atomic Bomb WWII Unit Warm ups Mendez vs. Westminster Braceros Sources</p>
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Cross Cutting Concepts Counternarratives, racism, discrimination, prejudice, anti-communist sentiment

Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & TextsSel
Unit 7: Cold War	<p>McCarthyism Red and Lavender Scare Containment</p>	<ul style="list-style-type: none"> Third-World Solidarity Relationship of power between indigenous, black, people of color & US society Intergenerational 	<p>11.8 The United States and the Soviet Union emerged from World War II as two “superpowers” with vastly different political and economic systems.</p>	<p>Korean War Satellite Nations, Containment Theory 38th Parallel Hioshi (Hershey) Miyamura Mao zedong Truman Doctrine Iron Curtain Berlin Wall Domino Theory Marshall Plan</p>	<p>Cold War Book Project Korean War Website Mexicans in Korean War Hispanics Medal of Honor-Korean War African American Medal of Honor- Korean War THE CASE FOR REPARATIONS Housing Segregation and Redlining in America: A Short History Code Switch NPR Red and Lavender Scare Primary Sources</p>

		<ul style="list-style-type: none"> • Identity, Ancestral, Communal, Intersectional & Heterogeneous • Self-Determination & Sovereignty • Social Justice & Democratic Project 		Draft (Dodgers) Freddy Gonzalez Cantu Suburbanization and Red lining Berlin Airlift Duck and Cover Drills Hollywood 10/Blacklist Vietnam Gulf of Tonkin Resolution Search and Destroy Missions VietCong Tunnel System Agent Orange Napalm Kent State Massacre Cuban Missile crisis	Women in the 50's Cold War/ McCarthyism Political cartoons Eisenhower Military Industrial Complex Speech Redlining Sacramento- Race Covenants We Were Soldiers Once and Young
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Cross Cutting Concepts Counternarratives, racism, discrimination, prejudice, Jim Crow, Voting Rights, Intersectionality

Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
Unit 8: Movements for Equality	Civil Rights United Farmworker Movement Stonewall/Gay Rights movement Women's Rights Chicana Rights Indigenous Rights	<ul style="list-style-type: none"> • Social Justice & Democratic Project • Sacred • Indigenize & Decolonize • Third-World Solidarity • Relationship of power between indigenous, black, people of color & US society • Intergenerational 	11.10 Students analyze the development of federal civil rights and voting rights.	Why is everything white? Civil Rights CORE Civil Liberties Freedom Riders Brown vs. Board Little Rock 9 Montgomery Bus Boycott Rosa Parks March on Washington Fannie Lou Hamer MLK, Malcolm X, Black Panthers, Bayard Rustin, Dolores Huerta, Cesar	Maya Arce v. John Huppenthal Oral Argument Civil Rights Leaders Power Movement Dolores Huerta Bio Notetaker Civil Rights Image Analysis Montgomery Bus Boycott Black Panther 10 Point Plan Brown vs. Board MLK vs. Malcolm X Letter from Birmingham Jail Movements for Equality Warm ups Selma Overview Cesar Chavez

		<ul style="list-style-type: none"> • Identity, Ancestral, Communal, Intersectional & Heterogeneous • Self-Determination & Sovereignty • Healing & Regenerative • Community & Cultural Responsiveness 		<p>Chavez, Huelga Bird (meaning of Los Colores & Symbol), La Causa, Larry Itliong, Selma</p> <p>TWLF- SF State - Ethnic Studies</p> <p>Tucson's Mexican-American Studies Ban</p> <p>Stonewall Riots</p> <p>AIM (American Indian Movement)</p>	<p>Feminist Mystique Excerpt and Questions</p> <p>Power Movement(s) resources</p>
Cross Cutting Concepts					

Unit	Critical Concepts	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Case Study, Major Events, Locality, etc)	Essential Assignment(s) & Texts
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Correlations to Ethnic Studies Standards

In WJUSD, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity and indigeneity within and beyond the United States. Our Pre-K to 12th grade curriculum must encompass multiple points of view that reflect the diversity of all of our students including race, ethnicity, sexuality, ability, gender, class etc., with a focus on the experiences and perspectives of people of color. Through our Pre-K to 12th grade course work, students will be supported to develop and utilize a critical lens to see the world and their role as an active citizen in a global society.

For courses to satisfy the Ethnic Studies Graduation Requirement, the four Ethnic Studies Standards must be addressed (at a minimum). To propose that your course meet the requirement, please identify how the new/revised course covers the four Ethnic Studies Standards. Use specific examples of course content, including names of readings, individuals to be studied, writing assignments, etc.

Criteria from the Ethnic Studies Standards	Description of course content that addresses the standard
1. Be centered on the experiences of historically marginalized communities.	The course content in each unit focuses on the lived experiences of people of color. For example, in the Unit on WWII, the focus is on the Japanese internment, 442nd regiment, Tuskegee airmen, Navajo code talkers, Chicanos/Latinos in the war and at home (Zoot Suiters and Braceros). Every unit of study has a similar focus. Taking into account the role of all community members and historically marginalized groups, the challenges they faced, but also their victories in the face of those challenges.
2. Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements.	Students will examine the relationship between power, race, class gender and sexuality in each unit of study. For example, in our unit on the Cold war, students will examine the Red and Lavender scares, desegregation of the US military, Redlining and housing covenants etc. We will also incorporate the Ethnic Studies Tenets .

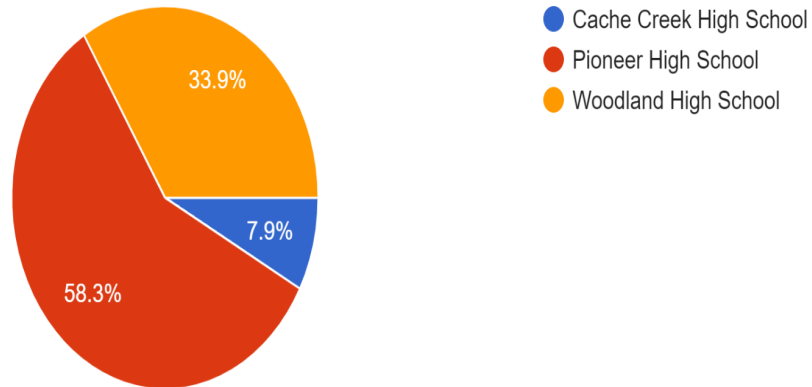


<p>3. Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two.</p>	<p>There will be numerous opportunities for students to engage in connections between themselves, their community and the curriculum. For example: the Quien Soy assignment gives students the opportunity to explore where their perspectives come from, who they are and how that fits with our course of study.</p>
<p>4. Empower students to advocate and become agents of social transformation by developing a multicultural perspective and the skills and knowledge that address the needs of the individual, community and the world.</p>	<p>This course will allow students to use community resources like TANA Taller Arte del Nuevo Amanecer, Empower Yolo and the Chicano Youth Leadership Project to engage and advocate for social change in the perspective of our students and community. In addition, students will be allowed to select a historic research project and conduct an in-depth analysis on various ethnic groups that have been unrecognized in their contributions to US History.</p> <p>Students will also be allowed to complete a community based project where students conduct an in-depth study of issues in the community and seek solutions.</p>

Race and Social Justice Student Survey Responses

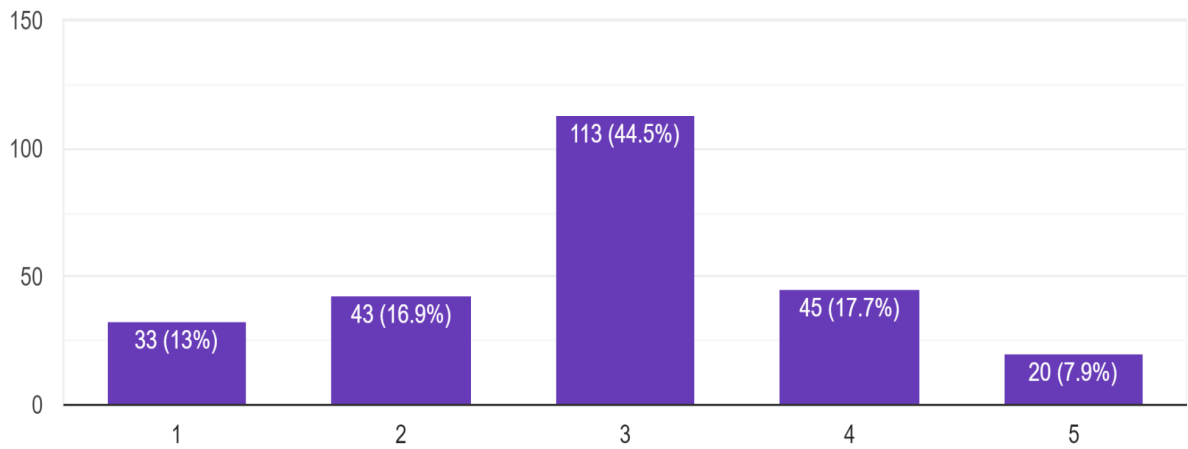
Which school do you attend?

254 responses



After reviewing the course outline for the revised Race and Social Justice course, how interesting does this course sound?

254 responses



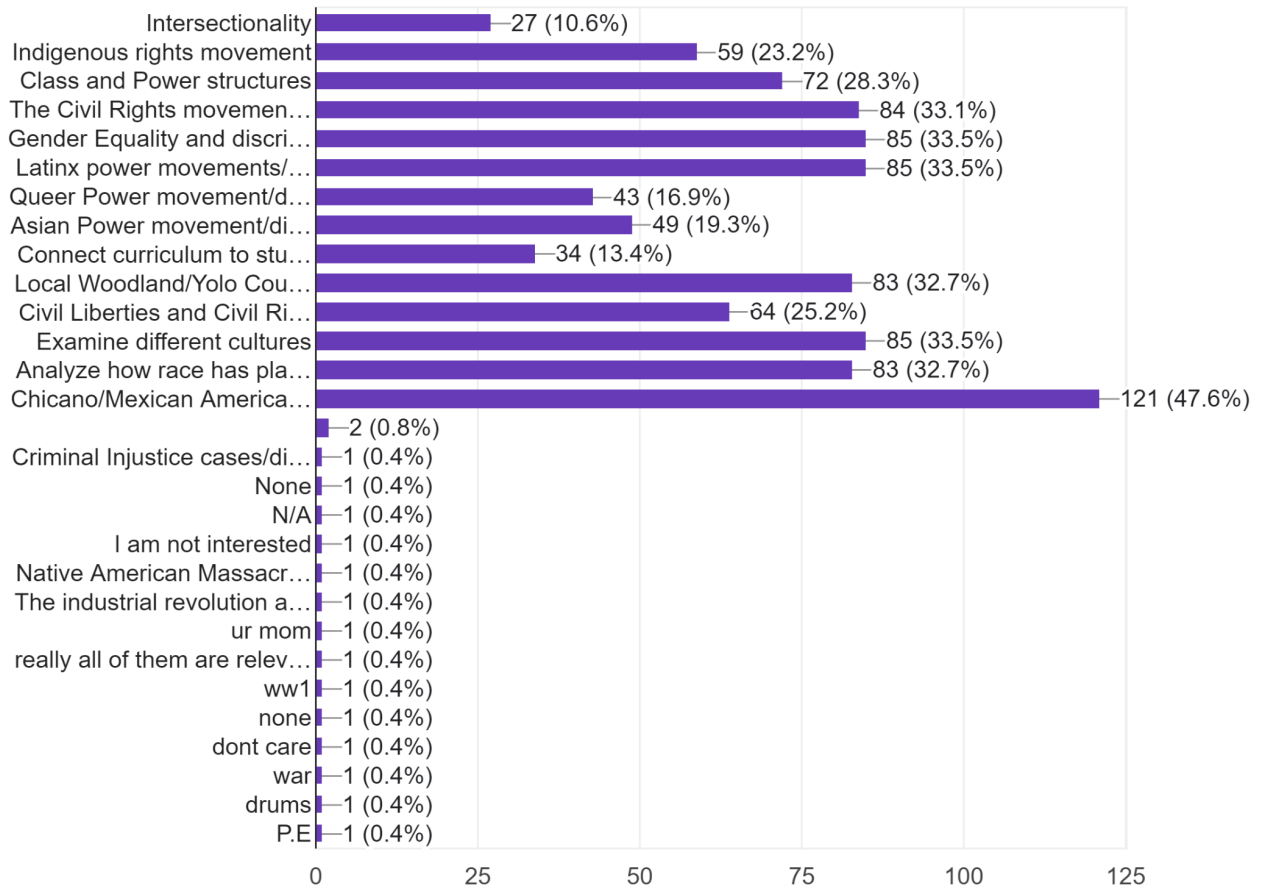
1 Not at all

5 Very interesting and relevant

Race and Social Justice Student Survey Responses

Which topic(s) were you most interested in, or which would be most useful?

254 responses



Is there anything you'd like to see/learn that we missed in revising this course? (explain below)

Responses shared as students submitted.

- I would like to learn about how hierarchies and how the world in the united satates along with other countries worked before adopting a democracy.
- Basic functions of the US Government
- What I would like to see is Indigenous rights movement to learn more about what happend.
- Nope! Looks good to me
- I think the course covers very good topics, I can't think of any that would be missed.
- Black history
- No, Its perfect.
- I think I would like to see something about Ana Frank
- Learning about other ethnicities
- I'd like to get into more detail of the social and racial discrimination throughout history.
- I would like to see the history of world war 2

Race and Social Justice Student Survey Responses

- I feel as though US history should involve the decisions and actions made before the founding documents were created. Meaning the actual first arrival of Europeans, as without that the America we know would be extremely different.
- pues nada haci como es es perfecto
- how the economy works and discriminates.
- Yes, laws and government.
- more details on the warfare used in WW1
- I would like to learn in the course that for example Tulsa Race Massacre in 1921, Pope Gregory IX that started the black plague, and Los desaparecidos (The disappeared).
- I want to learn more about asian country disputes (ex: philippines and the chinese takeover)

What questions did we forget to ask you? Is there any other feedback you'd like to give us?

Responses shared as students submitted.

- Have actual people of those communities teach those courses not some random people that don't have personal experiences/connections to those people.
- I do not want to learn about white supremacy
- I think this is a good course for those who want to learn more about civil rights and rights in general.
- I would like to see more Latinx courses and selections like that.
- in my opinion students should not be taught queer things that should be on their own to do research on that stuff
- Limit your choices on topics and get the ones that rather grab attention or are requirements
- no en realidad suena muy interesante lo que esta .
- No, I think the course is very interesting and would be good for students to learn about history from different perspectives.
- No, other than to make sure it's organized well
- will be learning about sikhism
- you could ask if we want to learn about modern politics and older politics from unbiased views