

Woodland Joint Unified School District  
 Educational Services  
**SECONDARY COURSE PROPOSAL APPLICATION**  
 Only typed forms will be accepted

SCHOOL: Woodland High School DEPARTMENT: Social Studies

SCHOOL(S) WHERE COURSE WILL BE OFFERED:  DMS  LMS  PHS  WHS  CCHS

COURSE TITLE: Race & Social Justice in US History

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

New Course

Revision or reinstatement of existing course. Existing course # \_\_\_\_\_

Change of **Title Only** (Do not complete course description.)  
 List former title **and** course # \_\_\_\_\_

Replaces course(s) entitled (include course #): \_\_\_\_\_

Dual Enrollment

Length of course

Year  Fall Term Only

Term  Spring Term Only

Credits per course 10 Academic Course:  Academic  Non-Academic  Honors

Grade range 11 to 12 (i.e., 10<sup>th</sup> to 11<sup>th</sup>) College Prep?  Yes  No

Pre-requisite:  Yes  No Pre-requisite course title **and** course #: \_\_\_\_\_

Can course be repeated?  Yes  No If yes, how many times? \_\_\_\_\_ For credit? Yes  No

Individual submitting course description: Javier Marin, Alberto Tamayo Position: Social Studies Instructor

**Primary Subject Area Credit:**  
(Must check one)

**Secondary Subject Area Credit:**  
(If any)

- |                                       |                                     |                                     |
|---------------------------------------|-------------------------------------|-------------------------------------|
| English                               | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Math                                  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Life Science                          | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Physical Science                      | <input type="checkbox"/>            | <input type="checkbox"/>            |
| World History/Geography               | <input type="checkbox"/>            | <input type="checkbox"/>            |
| US History                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| American Government                   | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Economics                             | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Health                                | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Fine Arts/World Language/CTE Capstone | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Physical Education                    | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Technology                            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Algebra I                             | <input type="checkbox"/>            | <input type="checkbox"/>            |
| Electives                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

**Meets UC/CSU Requirements for:**

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

**State Course Code Number:** 2709 US History

**For Career and Technical Education courses:**

- Pathway** \_\_\_\_\_
- Introductory
  - Concentrator
  - Capstone

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

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**I. 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 a cultural lens and incorporate various historically relevant events that shape our society. This course is modeled after curriculum from Davis Joint Unified School District among other approved UCOP courses.

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).

Given the existence of "achievement gaps or opportunity gaps" in Public Education, the Ethnic Studies course is centered around three major concepts of ARC: Access, Relevance, and Community.

Access

referred to providing students opportunities to receive quality education and urged educational institutions to open their doors to more students of color.

Relevance

Ethnic Studies defined quality education as one that is relevant and directly connected to the marginalized experiences of students of color.

Community

To connect these experiences, Ethnic Studies' purpose was to serve as a bridge from formal educational spaces to

community involvement, advocacy, organizing and activism. Ultimately, students in Ethnic Studies leveraged their education towards the betterment of their communities.

This ARC of Ethnic Studies provided students with a critical hope that shaped their engagement with their own education (Gonzales et al. 2009; Tintiango-Cubales 2012

**II. 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 a different perspective – one that emphasizes the role of race and justice in American history. Students will leave with a more thorough understanding of our nation's history and a clearer view of current issues around race and ethnicity in our community. The entire class will be focused on evaluating attainment of ideals set forth in our founding documents for all Americans. This course meets the California State Standards for Social Studies, and satisfies all high school graduation and college admission requirements.

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

**Content Standards**

**Key Assignments**

<p>1. <b>Unit 1 (Weeks 1-4). History-Social Science</b> <b>Content Standards for California Public Schools:</b> <b>Unit 1 11.1:</b> 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. 1. Use statistics from David Thelan and Roy Rosenzweig in <u>The Presence of the Past</u></p> <p>2. Journal: Related to Presence of the Past (pg. 3 in RSJ Reader)</p> <p>3. <u>Walkout (video clip)</u> and Race and Students Perceptions (video clip)</p> <p>4. Class/group discussion:              a. How is race defined?              b. The term Caucasian and its origin              c. How did slavery happen? The move from indentured servitude.</p> <p>5. Compare and Contrast different perspectives of early Revolutionary events: Boston Massacre/Tea Party (British/American perspective)</p> <p>Examine the Declaration of Independence and the U.S. Constitution and decide whether or not these documents are color-blind. Interpretation of these</p>
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	<p>documents by government and people has not been always been color-blind (The beginning of "Institutionalized Racism")</p> <ol style="list-style-type: none"> <li>1. Increasing Native American Wars – <u>Video Clip</u> from "Empire Upon the Trails"</li> <li>2. <u>View film clip- Dances with Wolves</u></li> <li>3. Missionaries in the West – <u>Video Clip</u> from "Empire Upon the Trails"</li> <li>4. <u>Video Clip</u> "Trail of Tears" from PBS' <i>The West, Empire Upon The Trails</i></li> <li>5. Anti Mexican American War Sentiment (various statements on pg. 12 in RSJ Reader)</li> <li>6. Journal Entry: Can we meaningfully make things right with Mexico?</li> <li>7. The Daily Life of Slaves (pg. 14 in RSJ Reader)</li> <li>8. <u>View film clip- Amistad</u></li> <li>9. Nat Turner and Denmark Vesey uprisings (pg. 16 in RSJ Reader)</li> <li>10. Sea Island Experiments – Why didn't it work?</li> <li>11. 54<sup>th</sup> Massachusetts Regiment and the Contraband Army</li> <li>12. The Fight For Equal Rights (pg. 18 in the RSJ Reader)</li> <li>13. <u>View film Glory</u></li> <li>14. The Homestead Act - Exodusters – Pap Singleton and the movement to Kansas (Video clip)</li> <li>15. <u>Journal Entry:</u> What needs to be reconstructed?</li> <li>16. African American Freedom – Independence vs. Impudence</li> <li>17. A Letter to My Master ( pg. 19 in RSJ Reader)</li> <li>18. Exercise: Minstrel Music</li> <li>19. Birth of A Nation (clip)</li> </ol> <p><u>Gone With The Wind</u> excerpt</p>
<p><b>Unit 2 (Weeks 5-7) HSSC: 11.2:</b> 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>Social Darwinism as the reason for treatment of workers and child labor. The Philosophy of Social Darwinism and its effects:</p> <ol style="list-style-type: none"> <li>1. Video Clip – Battle At Kruger</li> <li>2. The Urban Effects of Industrialism – Tenements</li> <li>3. Difficulties Faced by Workers (RSJ Reader, pg 25)</li> <li>4. Child Labor (RSJ Reader, pg. 26)</li> </ol> <p>1. Film Clip- Story of Camella Teoli</p> <p>Workers response to Industrialism and growth of labor movement and the rise of Labor Unions</p> <ol style="list-style-type: none"> <li>1. Causes – Video Clip - Scofield Mine Accident</li> <li>2. Difficulties of Organizing – <i>Matewan</i> video clip</li> <li>3. Successes and Failures and</li> <li>4. Video Clip – Coal Strike of 1900</li> </ol> <p>Role of African Americans in the Industrial</p>

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	<p>Revolution</p> <ol style="list-style-type: none"> <li>1. Sharecropping and a non-role in Industrialism</li> <li>2. EXERCISE – Letters to the North from African Americans</li> </ol> <p>Growth of racism in the wave of immigration. How did new ethnic groups cope with their new homeland?</p> <ol style="list-style-type: none"> <li>1. Why they came, and how they got here</li> <li>2. Push and Pull – reading from <i>The Devil's Highway</i> (RSJ Reader, pg. 30)</li> <li>3. Race and fear in the 2<sup>nd</sup> Wave of Immigration period</li> <li>4. Ellis Island Examination (RSJ Reader, pg. 32)</li> <li>5. Political cartoons focus on Southern and Eastern Europe, Chinese, Italian, and Irish immigration.</li> <li>6. Case Study – Leo Frank</li> <li>7. The Chinese Exclusion Act and the Angel Island Experience</li> <li>8. EXERCISE – Angel Island v. Ellis Island (RSJ Reader, pg. 34)</li> <li>9. Ethnic Communities – what they were and what they looked like.</li> <li>10. Public Education and assimilation</li> <li>11. Internal migration <u>after</u> ethnic communities – where do immigrant populations go after initial arrival?</li> <li>12. Do immigrants assimilate? (RSJ Reader, pg. 35)</li> </ol>
<p><b>Unit 3 (Weeks 8-10) HSSC: 11.3:</b> Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding moral liberty.</p>	<p>Rise of minority movements (NAACP and Anti Defamation League) and women's rights movement Progress</p> <ol style="list-style-type: none"> <li>1. Beginnings – Seneca Falls Reading (pg. 36 in the RSJ Reader)</li> <li>2. Video Clip – One Woman, One Vote</li> </ol> <p>The growth of health and safety standards in industry The effect of political programs and activities of Populists and Progressives like progressive income tax and 19<sup>th</sup> Amendment</p> <ol style="list-style-type: none"> <li>1. Case Study – Jack Johnson and Eugenics (Mann Act)</li> <li>2. Miscegenation Laws – <i>Rollins v. Alabama</i></li> <li>3. Sterilization Laws – <i>Buck v. Bell</i></li> <li>4. Bath Riots in El Paso, TX. (RSJ Reader, pg. 43)</li> <li>5. Development of IQ exams and the rise of Nativism Ozawa and Thind cases (RSJ Reader, pg. 45)</li> </ol>
<p><b>Unit 4 (Weeks 11-13) HSSC: 11.4:</b> Students trace the rise of the United States to its role as a world power in the twentieth century.</p>	<p>Causes of Imperialism and understanding of the White Man's Burden.</p> <ol style="list-style-type: none"> <li>1. Pear Soap Advertisement Music of Imperialism</li> </ol>

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	<p>EXERCISE - Case Study: The Decision to Acquire the Philippines (RSJ Reader, pg. 38)</p> <p>Students will analyze the impact of World War One in terms of</p> <ol style="list-style-type: none"> <li>1. The American Homefront and Committee on Public Information</li> <li>2. Anti- immigrant sentiment during World War One</li> <li>3. African American response of Wilson's reasons for war</li> <li>4. Growth of propaganda and its effects on American life going forward(to present)</li> </ol>
<p><b>Unit 5 (Weeks 14-16) HSSC: 11.5:</b> Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast several events in the 1920s (PPT)</li> <li>2. Reasons for the return of the KKK (RSJ Reader, pg. 55)</li> <li>3. Youth slang in the 1920s (RSJ Reader, pg. 53)</li> <li>4. Rise of consumerism in the 1920s and the rise of mass production and its impact on American society</li> <li>5. The Rise of Consumerism in the 1920s</li> <li>6. Consumer Leagues – <i>Chicago Whip's</i> "Spend Your Money Where You Can Work", Chicago (1929) / Consumer Research</li> <li>7. Journal Entry: How can one use consumerism to make a civil rights statement?</li> <li>8. Collage Project- Compare and Contrast Roaring 20's and Today.</li> </ol>
<p><b>Unit 6 (Weeks 1-3) HSSC:11.6:</b> Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government</p>	<ol style="list-style-type: none"> <li>1. New Deal Programs ABC booklet</li> <li>2. Fear of job competition – Repatriation of Mexican-Americans - Clip from film <i>Mi Familia</i></li> <li>3. Continued racism – The Case of the Scottsboro Boys</li> <li>4. The world of Entertainment and African American involvement</li> <li>5. <u>View Film clip:</u> Cinderella Man</li> <li>6. <u>Journal Entry:</u> How did the New Deal affect ethnic groups. Was it overall positive or negative?</li> </ol>
<p><b>Unit 7 (Weeks 4-8) HSSC:11.7:</b> Students analyze America's participation in World War II</p>	<ol style="list-style-type: none"> <li>1. Band of Brothers Ep. 2, Pearl Harbor, Saving Private Ryan</li> <li>2. WWII Propaganda gallery walk</li> <li>3. Japanese Internment: Dorothea Lange Photograph analysis</li> <li>4. View Film clip: Ralph Lazo Story</li> <li>5. Race Riot (Zoot Suiters) primary source analysis</li> <li>6. Bracero Program (Operation Wetback) primary sources</li> <li>7. Womens roll in the war effort</li> <li>8. Minorities serving</li> </ol> <p>View Film Clip: My Family/Mi Familia Journal Entry: Do migrant camps still exist? If so,</p>

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	<p>locally? Evaluate their purpose. <u>Veterans Project</u>: How did minorities support the war effort and what were their struggles?</p>
<p><b>Unit 8 (Weeks 9-11) HSSC: 11.8:</b> Students analyze the economic boom and social transformation of post-World War II America</p>	<p>The strategies used by America to fight the Cold War</p> <ol style="list-style-type: none"> <li>1. Nuclear weapons and the ideas of brinkmanship and mutually assured destruction - PPT</li> <li>2. View Film Clip: 13 Days</li> <li>3. Using the CIA in the Cold War (RSJ Reader, pg. 82)</li> <li>4. The Cold War on the homefront and its effects on ethnic groups primary sources.</li> <li>5. Blacklisting and the rise of Joseph McCarthy clips, and documents.</li> <li>6. <u>View Film Clip</u>: Hidden Figures</li> <li>7. Analyze FBI Communist File – Corwin Matlock</li> </ol> <p>Conformity in the 1950s American society</p> <ol style="list-style-type: none"> <li>1. 1950s society commercials, and advertisements analysis.</li> </ol>
<p><b>Unit 9 (Weeks 12-13) HSSC: 11.9:</b> Students analyze U.S. foreign policy since World War II.</p>	<p>Students will analyze the Vietnam War and its effects on Modern America. The impact of the war on the American Soldier and their homecoming</p> <ol style="list-style-type: none"> <li>1. <i>Platoon</i> video clip</li> <li>2. Vietnam Veterans come home (video clip)</li> <li>3. The Vietnam War protest movement and its relation to other free speech movements of the era.</li> <li>4. Presidential Views on Vietnam/American Military Strategy (RSJ Reader, pg. 102)</li> <li>5. Vietnam War Protest Movement (video clip)</li> </ol>
<p><b>Unit 10 (Weeks 14-18) HSSC: 11.10:</b> Students analyze the development of federal civil rights and voting rights.</p>	<p>Students will analyze the American Civil Rights Movement in terms of: Brown v. Board of Education and “end” of legalized segregation Gains of the Civil Rights movement and continuing challenges Cesar Chavez and impact on farm labor in America. The growth of the Free Speech Movement and counterculture of the 1960s. The civil disobedience of Martin Luther King as a strategy as well as more militant groups led by Malcolm X among others.</p> <p>How successful was the civil rights movements with focus on how groups are portrayed in popular culture.</p> <ol style="list-style-type: none"> <li>1. Attica Prison Uprising primary source analysis</li> <li>2. Images from Boston – fallout of <i>Swann v. Mecklenburg</i></li> <li>3. <i>The Century</i> (video clip) – Busing in Boston</li> <li>4. Rise of Christian Fundamentalism in the United States</li> <li>5. Growth of Militancy and Malcolm X and The Black Panthers clips - research project PowerPoint assignment</li> </ol>
<p><b>Unit 11 (Weeks 19-20) HSSC: 11.11:</b> Students analyze the major social problems and domestic policy issues in contemporary American society.</p>	<p>In a final research paper project, students will analyze where America is now in terms of</p> <p>Drug issues in inner cities and or the students local</p>

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	community Ethnic communities in America Americans with Disabilities Act Earnings in America by racial groups War on Terror Cyber Bullying Black Lives Matter, ALT Right, Prison Industrial Complex Border Issues, Dreamers LGBT+ Harvey Milk influence Demographics of certain communities Wage Gap Sexual Assault and Awareness
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**IV. Method(s) of evaluating student achievement on the essential assignments.**

(Tests, work projects and products, and performances)

Throughout the year, there will be a various formative assignments that will take the form through written-essay and technological projects, journal entries, and reflections, and participation in group discussions and assignments. Summative assessments will be at the end of each unit that will be a multiple choice exam accompanied by 1 written-response question. The community project will take place in February with the Veterans Project. The 1st semester final will be a cumulative multiple choice exam, and the 2nd semester final will be a research project on America's standing in terms of race/ethnic inclusion into society and our community.

**V. Probable costs involved and identified funding sources:**

(Material, equipment, textbooks, personnel FTE, facilities requirements)

Materials/personnel	Fiscal/FTE	Fund Source
Race and Social Justice in United States History Reader	\$350 per section	Supplemental concentration
"The Americans" <i>McDougal Littell</i>	\$ 0 current textbook	
Student chromebook	\$ 0	

**Additional information to support probable cost:**

Race and Social Justice Reader maybe a temporary supplement until the State releases its ethnic studies standards. Once this is done, there could be updates to curriculum as well as materials containing these standards.

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

This class would replace sections of 20<sup>th</sup> US History within the social studies department meaning no change to staffing.

**VII. What type of teaching credential is needed?**

**Social Studies**

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Secondary Course Proposal Signature Page

Course Title: Race & Social Justice in U.S. History

If applicable:

Dept. Chair Approval(s):  Yes  No [Signature]  
Signature

Date: 4/19/18

Yes  No [Signature]  
Signature

Date: 4/9/18

Principal Approval:  Yes  No [Signature]  
Signature

Date: 4/9/18

Principal Approval:  Yes  No [Signature]  
Signature

Date: 4/9/18

Director of Secondary Education Approval:  
 Yes  No [Signature]  
Signature

Date: 4/17/2018

Counselor verifies that course title matches with UC System title.

Counselor Approval:  Yes  No [Signature]  
Signature

Date: 4/9/18

Counselor Approval:  Yes  No [Signature]  
Signature

Date: 4/9/18

Modified Courses Only

Director of Special Education Approval:  
 Yes  No \_\_\_\_\_  
Signature

Date: \_\_\_\_\_

Board Approval

WJUSD School Board President:  
\_\_\_\_\_  
Signature

Date: \_\_\_\_\_