

Woodland Joint Unified School District  
Educational Services  
**SECONDARY COURSE PROPOSAL APPLICATION**

Only typed forms will be accepted

SCHOOL: Lee Middle

DEPARTMENT: Electives

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

COURSE TITLE: Intro to Ethnic Studies

Proposed abbreviation (max 15 characters) IntroEthStu

- 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
- Ethnic Studies

Length of course Year \_\_\_\_\_

Credits per course 10 Academic Course: Academic

Grade range 8th TO 8th College Prep? No

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

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

Individual Submitting Course Proposal: Graciela Marlene Molina Position: EL Specialist

Primary Subject Area Credit: \_\_\_\_\_ Secondary Subject Area Credit: Electives

(Must select one)

Electives

State Course Code Number: 9179

For Career and Technical Education courses:  
Pathway \_\_\_\_\_

Introductory  
Concentrator  
Capstone

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
- Pending

CCAT Approval Date 03/04/2020

**For CARE Use Only:**

Course Code \_\_\_\_\_

Board Approved \_\_\_\_\_

Entered into AERIES \_\_\_\_\_

Woodland Joint Unified School District  
Educational Services

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

This Ethnic Studies course will examine race, ethnicity, gender, and the history of different minorities in the Americas and the United States. When students are exposed to a history and curriculum that emphasizes their own history and culture they are engaged and interested, while developing a stronger academic connection to their school community. The traditional K-12 curricula across the nation tends to exclude the history of students of color, whereas Ethnic Studies focuses on the excluded histories and promotes community. Content standards covered are all of the Social Justice standards as outlined by Teaching Tolerance. Social Studies standards covered will be 7th grade and 8th grade as outlined in the 2016 History-Social Science Framework with emphasis on student-based inquiry in instruction, and Align to the Literacy Standards for History–Social Studies within the California Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects, as appropriate. Students will also be engaged in Restorative Practices as part of the class dynamic in which we will promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo in an effort to generate discussions on futurity, and imagine new possibilities.

[https://www.tolerance.org/sites/default/files/2017-06/TT\\_Social\\_Justice\\_Standards\\_0.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)

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

This introductory course in Ethnic Studies examines the Pre-Columbian period and World history to U.S. history and contemporary social issues from multiple perspectives to arrive at a plural and multicultural understanding of U.S. society. It introduces students to core concepts and methods used in the study of race and ethnic relations in the United States. There will be special emphasis on students' community and its role in the political, economic, social and geographic development in the United States. Major topics include European colonization, native cultures and slavery, and immigration and labor. This course includes analysis of the U.S. Constitution, Supreme Court Rulings, and California state and local government issues related to the Ethnic groups.

Woodland Joint Unified School District  
Educational Services

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

**Content Standards**

**Key Assignments**

<b>1</b> See Attachment Ethnic Studies Course Proposal	<b>1</b> See Attachment Ethnic Studies Course Proposal
<b>2</b>	<b>2</b>
<b>3</b>	<b>3</b>
<b>4</b>	<b>4</b>
<b>5</b>	<b>5</b>

Woodland Joint Unified School District  
Educational Services

**IV. Method(s) of evaluating student achievement on the essential assignments.**

(Tests, work projects and products, and performances)

See attachment.

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

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

<b>Materials/personnel</b>	<b>Fiscal/FTE</b>	<b>Fund Source</b>
Text: Rethinking Columbus ISBN: 9780942961201	\$ 18.95/book	Lottery, LCAP Textbook Funds
Text: Our Stories in Our Voices ISBN 9781524968755	\$ 124.99/book	Lottery, LCAP Textbook Funds
	\$	

**Additional information to support probable cost:**

This course will be offered through the regular section allocation. The number of sections will be based on the student course registration.

**IV. How does it change the current “balance” or proportion of curriculum offerings?**

It is anticipated that this course will draw students from other elective offerings.

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

Multiple Subject Credential with CLAD emphasis or a single subject in English or Social Studies with CLAD.  
The teacher should be trained in Restorative Practices.

Woodland Joint Unified School District  
Educational Services

Secondary Course Proposal Signature Page

Course Title: Intro to Ethnic Studies

*If applicable:*

Dept. Chair Approval(s): *Selena Dalmacio* Date: 10/18/2019  
Signature

*Melissa Edsall* Date: 12/20/2019  
Signature

Principal Approval: *Lore Carrillo* Date: 11/06/2019  
Signature

Principal Approval: *Shelley Friery* Date: 01/07/2020  
Signature

Director of Secondary Education Approval: *Jacob Holt* Date: 01/06/2021  
Signature

Counselor verifies that course title matches with UC System title.

Counselor Approval: \_\_\_\_\_ Date: 10/21/2019  
Signature

Counselor Approval: \_\_\_\_\_ Date: 01/06/2020  
Signature

Assoc. Superintendent: *Elodia Ortega-Lampkin* Date: 01/07/2021  
Signature

**Modified Courses Only**

Director of Special Education Approval: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature

**Board Approval**

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



### 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 12<sup>th</sup> 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 12<sup>th</sup> 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
<p>1. Be centered on the experiences of historically marginalized communities.</p>	<p>The course in the middle school would be focused on the groups that were most affected by Western colonization. We will focus on the arrival of Columbus in the Americas, and the lasting impact that it has had on Native communities. This impact is not limited to Native communities, but expands to the effects of colonization on Africans brought over as slaves. The book that will be used for the purpose of examining these communities is <i>Rethinking Columbus</i>, 2<sup>nd</sup> edition.</p> <p>The first writing that students will be engaged in will be an introductory ethnographic piece in which they identify their own history and family, further connecting with how they came to be a part of the community of which they currently are a part of.</p> <p>The next writing piece will have students venture into their community and interview a person from their community. They will be engaged in interviewing and researching the story of said individual.</p> <p>The next writing piece will require students to interview and learn about someone from the community who is different from themselves. They must make connections, and call attention to the differences they have with this individual.</p> <p>The final writing piece will be an analysis of the current student community, while making connections to the course content.</p>



<p>2. Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements.</p>	<p>Through <i>Rethinking Columbus</i> topics of race, class, gender, and sexuality will be addressed in relation to the political systems, social structure, and social justice movements. Readings that focus on these concepts will be used in class. Different readings from <i>Rethinking Columbus</i> that will be used are as follows:</p> <ul style="list-style-type: none"> <li>• Why Rethink Columbus?</li> <li>• We Have No Reason to Celebrate America to Indians: Stay in the 19th Century!</li> <li>• Indians Claim Italy</li> <li>• Discovering Columbus: Re-reading the Past</li> <li>• Sugar &amp; Slavery</li> <li>• African-American Resistance</li> <li>• My Country, 'Tis of Thy People You're Dying</li> <li>• Historic Tribal Locations Map</li> <li>• A Friend of the Indians</li> <li>• 1492 (song)</li> <li>• The Untold Story</li> <li>• The Sacred Buffalo Rosalie Little Thunder</li> <li>• Once Upon a Genocide: Columbus in Children's Literature</li> <li>• George Washington: An American Hero?</li> <li>• Scalping: Fact &amp; Fantasy</li> <li>• Indian Lands for Sale Poster</li> <li>• A Barbie-Doll Pocahontas</li> <li>• Good Intentions Are Not Enough: Recent Children's Books on the Columbus-Taíno Encounter</li> </ul> <p>Rethinking Thanksgiving</p> <ul style="list-style-type: none"> <li>• The Delight Song of Tsoai-Talee</li> <li>• Giving Thanks: The Story of Indian Summer</li> <li>• Thanking the Birds</li> <li>• Alphabet of the Americas</li> <li>• Why I'm Not Thankful for Thanksgiving</li> <li>• Plagues &amp; Pilgrims: The Truth about the First Thanksgiving</li> </ul> <p>The Trial (The People vs. Columbus, et al.)</p> <ul style="list-style-type: none"> <li>• For the Sake of Gold</li> <li>• A Class Role Play</li> <li>• The Trial in the Elementary Classroom</li> <li>• Columbus's Diary: Reading Between the Lines</li> <li>• The First Few Days: The Journal of Christopher Columbus</li> <li>• Timeline: Spain, Columbus, and Taínos</li> <li>• "Open Your Hearts" -adapt. from Bartolomé de las Casas</li> </ul> <p><b>The Taínos</b></p> <ul style="list-style-type: none"> <li>• The Taínos: "Men of the Good"</li> <li>• Imagining the Taínos</li> <li>• The Gold People</li> </ul>
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	<ul style="list-style-type: none"><li>• Taíno Resistance: Enrique's Uprising</li><li>• Rethinking Terms</li></ul> <p>Secondary School Issues</p> <ul style="list-style-type: none"><li>• Ceremony</li><li>• Talking Back to Columbus: Teaching for Justice and Hope</li><li>• Columbus Day</li><li>• Broken Spears Lie in the Roads</li><li>• Black Indians &amp; Resistance</li><li>• Indian Singing in 20th Century America</li><li>• Cowboys and Indians: On the Playground</li><li>• Human Beings Are Not Mascots</li><li>• Looney Tunes and Peter Pan: Unlearning Racist Stereotypes Bones of Contention</li><li>• Three Thousand Dollar Death Song</li><li>• Canada Apologizes to its Native People</li><li>• What's in an Apology?</li><li>• Elizabeth Peratrovich Day</li></ul> <p>Contemporary Struggles</p> <ul style="list-style-type: none"><li>• Current Struggles around the Hemisphere</li><li>• Treaty Rights: An Overview</li><li>• A Modern Hero: Rigoberta Menchú</li><li>• Resistance at Oka</li><li>• The Unity of Native Peoples</li><li>• Leonard Peltier: An American Political Prisoner</li><li>• Loo-Wit</li><li>• The Theft of the Black Hills</li><li>• Shrinking Indian Lands Map Series</li><li>• The Earth is a Satellite of the Moon</li></ul> <p>Environmental Issues</p> <ul style="list-style-type: none"><li>• To the Women of the World: Our Future, Our Responsibility</li><li>• People vs. Nature in 15th-century Europe</li><li>• Radioactive Mining: Good Economics or Genocide?</li><li>• All Pigs on Deck: The Columbus Myth &amp; the Environment</li><li>• The Land of the Spotted Eagle</li><li>• The Earth and the American Dream: Selected Quotes from the video</li><li>• The Earth and the American Dream: Questions</li><li>• Red Ribbons for Emma</li></ul> <p>Final Words</p> <ul style="list-style-type: none"><li>• Remember</li><li>• For Some, a Time of Mourning</li><li>• The Blue Tiger</li><li>• Colibrí</li></ul>
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<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>Teacher will begin and end each week with community building circles. Students will engage in dialogue which will require them to critically analyze their self, community, and society. Connections to what is being learned in class will be constant and central to the dialogue. The purpose for the circles will be to ensure students have an active voice for their understanding of what is covered in their ethnic studies course. The course will further engage students in dialogue around naming their own reality, identifying elements that need to possibly be transformed, reflection on the actions for transformation, and evolving toward actions that create change. Students will be involved in working towards transforming school environment among their peers with the understanding that equity and respect is part of that change. Instructor will reach out to local community artists, and students will engage in art as a form of resistance and education.</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>Students will gain a perspective in which they understand that their own advocacy is crucial for social transformation. It is critical that students understand that the cultural wealth that they come to school with is valued and critical to the community of which they are a part of. Students can value their own leadership capacities and nourish that within the learning of themselves and community. Skills that will be developed center around, reading, writing, and speaking out. Students will be engaged in helping to educate their school community on the aspects of Ethnic Studies that they are learning as well. Connections and correlations will be made to both 7<sup>th</sup> grade and 8<sup>th</sup> grade history for the purpose of developing a critical world view that is applicable to student dialogue and transformation.</p>

**1-Rationale for Ethnic Studies.** This Ethnic Studies course will examine race, ethnicity, gender, and the history of different minorities in the Americas and the United States. When students are exposed to a history and curriculum that emphasizes their own history and culture they are engaged and interested, while developing a stronger academic connection to their school community. The traditional K-12 curricula across the nation tends to exclude the history of students of color, whereas Ethnic Studies focuses on the excluded histories and promotes community. Content standards covered are all of the Social Justice standards as outlined by Teaching Tolerance. Social Studies standards covered will be 7<sup>th</sup> grade and 8<sup>th</sup> grade as outlined in the 2016 History-Social Science Framework with emphasis on student-based inquiry in instruction, and Align to the Literacy Standards for History–Social Studies within the California Common Core State Standards for English Language Arts and Literacy in History–Social Studies, Science, and Technical Subjects, as appropriate. Students will also be engaged in Restorative Practices as part of the class dynamic in which we will promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo in an effort to generate discussions on futurity, and imagine new possibilities.

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**2-Narrative Description of Ethnic Studies for Middle School.** . This introductory **course in Ethnic Studies** examines the Pre-Columbian period and World history to U.S. history and contemporary social issues from multiple perspectives to arrive at a plural and multicultural understanding of U.S. society. It introduces students to core concepts and methods used in the study of race and **ethnic** relations in the United States. There will be special emphasis on students' community and it's role in the political, economic, social and geographic development in the United States. Major topics include European colonization, native cultures and slavery, and immigration and labor. This course includes analysis of the U.S. Constitution, Supreme Court Rulings, and California state and local government issues related to the Ethnic groups.

<u><b>Content Standards</b></u>	<u><b>Theme and Essential Questions/Key Assignments</b></u>
<p>Unit 1: Social Science Framework Units: 7-1. The World in 300 CE (Interconnections in Afroeurasia and Americas) 7-6. The Americas, 300–1490 (Maya, Aztec, Inca)) 7-8. Sites of Encounter in Medieval World, 1150–1490 (Mongols, Majorca, Calicut) 7-9. Global Convergence, 1450–1750 (Voyages, Columbian Exchange, Trade Networks, Gunpowder Empires; Colonialism in the Americas and Southeast Asia, Atlantic World) 8-2 Envisioning A New America</p> <p><u>CCSS.ELA-LITERACY.STANDARDS</u> <u>RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources. <u>RH.6-8.2</u>-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. <u>.RH.6-8.3</u>-Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Theme and Essential Questions:</p> <p>Building Community, Identity and Knowledge of Self: Who am I? Where do I come from? Where am I going? How do different tools help me better, understand myself?</p> <p>Key Assignments:</p> <p>1-Who are we? A written narrative analysis of self and community. 2-Rethinking Columbus- A project presentation where students are engaged in critical analysis, as they are rethinking and critically analyzing history.</p>
<p>Unit 2: Social Science Framework Units: 7- 7. West Africa, 900–1400 (Ghana, Mali) 8-3 The Divergent Paths of the American People (1800-1850) 8-2 Envisioning A New America 8-4 The Causes, course, and Consequences of the Civil War</p> <p><u>CCSS.ELA-LITERACY</u> <u>RH.6-8.7</u>-Integrate visual information (e.g., in charts, graphs, photographs,</p>	<p>Theme and Essential Questions:</p> <p>Mapping Memories: Looking at Woodland and California, how does geography influence our identities? What stories can maps tell us? What stories can we tell using maps?</p> <p>Key Assignments:</p> <p>1-Resistance- Research on the resiliency and resistance of Africans during the slave trade through the Civil war to contemporary America. Written Paper and Presentation</p>

<p>videos, or maps) with other information in print and digital texts.  <u>RH.6-8.8</u>-Distinguish among fact, opinion, and reasoned judgment in a text.  <u>RH.6-8.9</u>-Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>2- Project on Ghosts of the past. Making connections to Dias de Los Muertos and how students continuously connect to traditions and ancestral practices.</p>
<p>Unit 3.  Social Science Framework Units:  7-3. Southwestern Asia, 300–1200: Persia and the World of Islam (Persia, Umayyad and Abbasid Caliphates, Development and Spread of Islam, Sicily, and Cairo)  7-4. South Asia, 300–1200 (Gupta Empire, Spread of Hinduism and Buddhism, Srivijaya) 7-5. East Asia, 300–1300: China and Japan (China during Tang and Song, Spread of Buddhism, Korea and Japan, Quanzhou)  8.2 Envisioning A New America  8.3 The Divergent Paths of the American People 1800-1850</p> <p>CCSS.ELA-LITERACY  <u>RH.6-8.4</u>-Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <u>RH.6-8.5</u>-Describe how a text presents information (e.g., sequentially, comparatively, causally).  <u>RH.6-8.6</u>-Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>Theme and Essential Questions:</p> <p>Colonization, Castes, Colonialism, and Beyond:  What are the consequences of colonization, past and present? How do hierarchies maintain Colonialism, racism, sexism, and other forms of oppression, discrimination and hierarchies?</p> <p>Key Assignments:</p> <p>1-Angel Island: Immigration Project on the divergent paths American people have taken to be part of this country.</p>
<p>Unit 4.  Social Science Framework Units:  7.2. Rome and Christendom, 300 CE–1200 (Roman Empire, Development and Spread of Christianity, Medieval Europe, and Sicily)  8.2 Envisioning A New America</p> <p>CCSS.ELA-LITERACY  <u>RH.6-8.4</u>-Determine the meaning of words and phrases as they are used in a</p>	<p>Theme and Essential Questions:</p> <p>Resistance as Resilience and Liberation:  How do we resist? Why do we resist? What is transformational resistance and why does it matter? How can restorative justice facilitate liberation?</p> <p>Key Assignments:</p> <p>1-Ethnocultural analysis of world religions and their impact on a New America. Classroom Museum that will be open to the community to view.</p>

<p>text, including vocabulary specific to domains related to history/social studies.  <u>RH.6-8.5</u>-Describe how a text presents information (e.g., sequentially, comparatively, causally).  <u>RH.6-8.6</u>-Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	
<p>Unit 5.  7-10. The Impact of Ideas, 1500–1750  (The spread of Religions, Reformation, Renaissance, Scientific Revolution, Enlightenment)  8.1 The Development of American Constitutional Democracy  8.2 Envisioning A New America  8-5 The Rise of Industrial America 1877-1914</p> <p><u>CCSS.ELA-LITERACY.STANDARDS</u>  <u>RH.6-8.1</u>- Cite specific textual evidence to support analysis of primary and secondary sources.  <u>RH.6-8.2</u>-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  <u>RH.6-8.3</u>-Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Theme and Essential Questions:</p> <p>Re-imagining as Decolonization:  What is decolonization? Why does it matter? How can we reimagine our realities to transform ourselves, our communities, our world? What is transformation</p> <p>Key Assignments:  1-Self-Inquiry research project on local community</p>

IV. Methods in which students will be evaluated on essential assignments will be products, work on projects, and presentations/performances.