

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

SCHOOL: PHS DEPARTMENT: English

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

COURSE TITLE: English 9 Puente

Proposed abbreviation (max 15 characters) Eng 9 Puente

- New Course
 Revision or reinstatement of existing course. Existing course # SB510Y
 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 Fall Term Only
 Term Spring Term Only

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

Grade range 9 to 9 (i.e., 10th to 11th) College Prep? Yes No Pending

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: Adrienne Scott Position: Teacher

Primary Subject Area Credit:
(Must check one)

Secondary Subject Area Credit:
(If any)

- | | | |
|---------------------------------------|-------------------------------------|--------------------------|
| English | <input checked="" 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 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 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
 Pending

State Course Code Number: 2130

**For Career and Technical Education courses:
Pathway** _____

- Introductory
 Concentrator
 Capstone

CCAT Approval Date _____

For CARE Use Only:

Course Code _____
 Board Approved _____
 Entered into AERIES _____

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 readings in Puente 9 represent historically marginalized communities. For example, some of the major readings include: House on Mango Street, Sandra Cisneros, a Chicana writer's fictional account based on her own experience growing up as a poor young girl in Chicago; The Absolutely True Diary of a Part Time Indian, Sherman Alexie, a Native American author's semi-autobiographical account of growing up poor on an Indian reservation; Across a Hundred Mountains, Reyna Grande, a fictional immigration story based on her own experience; Enrique's Journey, Sonia Nazario, a nonfiction story of a boy's journey from Honduras to the US; A Raisin in the Sun, Lorraine Hansberry, a play about an African American family facing prejudice.
2. Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements.	Assignments and supplemental readings focus on both a celebration of various cultures and an understanding of the historical and current injustices faced by these groups. For example, after reading Twelve Angry Men, by Reginald Rose, 9th graders write an essay in which they explore various types of prejudice, and how it is handled in their own community, including class prejudice, which is a theme of the play.

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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>Throughout each unit, discussions and writing assignments center on the works read, and what they have to teach us about society and ourselves. Supplemental reading reinforces this. For example, each week, students in both Puente 9 and 10 read a current event that often ties to the core reading and helps them make connections between the themes of the course and current events, and their own world: a recent current event was on the “migrant caravan.” Another article read and discussed, during the unit on <i>The Absolutely True Diary of a Part Time Indian</i>, centered on current controversies about using Indians as team mascots.</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>One of the tenets of the Puente program is to prepare students to attend a 4-year college and return to the community as mentors and leaders. Throughout their four years as Puente students, a focus is placed on service and understanding their role in the community. Puente Club organizes community service activities. In the classroom, activities tied to real-world current events help to give them knowledge to understand important social issues of our time. Students in both Puente 9 and 10 learn about some of the prominent agents of social change, such as Cesar Chavez, Dolores Huerta, and Ernesto Galarza. The sophomore book, <i>In the Time of the Butterflies</i>, by Julia Alvarez, is a fictionalized retelling of the true story of the Mirabal sisters who rebelled against an oppressive government in the Dominican Republic. This knowledge lays the foundation for understanding the difference an individual can make.</p>

Secondary Course Proposal Signature Page

Course Title: English 10 Puente

If applicable:

Dept. Chair Approval(s): Yes No _____ Date: _____
Signature

Yes No _____ Date: _____
Signature

Principal Approval: Yes No _____ Date: _____
Signature

Principal Approval: Yes No _____ Date: _____
Signature

Director of Secondary Education Approval:
 Yes No _____ Date: _____
Signature

Associate Superintendent of Educational Services Approval:
 Yes No _____ Date: _____
Signature

Counselor verifies that course title matches with UC System title.

Counselor Approval: Yes No _____ Date: _____
Signature

Counselor Approval: Yes No _____ Date: _____
Signature

Modified Courses Only

Director of Special Education Approval:
 Yes No _____ Date: _____
Signature

Board Approval

WJUSD School Board President:

Signature Date: _____