

Ethnic Literature 1-2

COURSE TITLE/CODES:

000365-000366

RECOMMENDED PREREQUISITES:

LENGTH OF COURSE/CREDITS:

5 credits per quarter
or trimester

Two quarters/trimesters

GRADE LEVELS: 12

I. COURSE DESCRIPTION

This course will focus on the foundational disciplines of ethnic studies: African American Studies, Asian American Studies, Chicano Latino Studies, and Native American and Indigenous Studies. This course will promote cultural understanding and empathy through a deep analysis and examination of how systems of power in the United States have affected these groups. The course will also examine the intersectionality of gender and sexual orientation. This senior level course aligns with the California State Standards for English Language Arts. Teaching Tolerance's Anti-Bias Framework along with culturally responsive strategies, such as Dr. Gholdy Muhammad's historically responsive teaching, will be part of the instructional design of the class. Students will engage in discussions, conduct research, synthesize different mediums from poetry to film, and craft analytical essays in order to understand the social and political systems that have shaped different marginalized groups in America. Students will deepen their understanding of self and others through exploring their own implicit biases. Students will have the option to take this course or existing English courses available. This course will earn PUSD English credit for 12th grade students, and will be submitted to the University of California (UC) for "B" credit.

II. COURSE GOALS

Upon successful completion of this course, students will:

- A. Establish historical context for the importance of learning about historically marginalized groups;
- B. Deeply examine their own individual identity and implicit biases;
- C. Examine how power and privilege is a complex framework that affects one's race, class, gender, and sexual orientation;
- D. Analyze how historically marginalized groups lack power and privilege in our current society;
- E. Examine the tools marginalized groups have used to achieve power despite being marginalized;
- F. Critically read texts in order to gain empathy for disempowered group;
- G. Explore first person perspectives in narratives, essays, memoirs, biographies, poetry, film that explore marginality and also accomplishments and success of these groups;
- H. Produce effective arguments that demonstrate an understanding of key ideas;
- I. Analyze the implicit power in creating historically marginalized groups, societal implications and who holds de facto and de jure authority.

III. COURSE OBJECTIVES

Students will:

- A. Evaluate the effectiveness of an author's argument (CCSS.ELA-LITERACY.RI.11-12.5)
- B. Synthesize multiple sources of information that are presented in different mediums (CCSS.ELA-LITERACY.RI.11-12.7)

- C. Identify and track theme development in a text (CCSS.ELA-LITERACY.RL.11-12.2)
- D. Craft effective claims and counterclaims and supply evidence (CCSS.ELA-LITERACY.W.11-12.1.B)
- E. Produce clear and effective writing that is appropriate to the task, purpose, and audience (CCSS.ELA-LITERACY.W.11-12.4)
- F. Generate research questions and gather relevant information (CCSS.ELA-LITERACY.W.11-12.7)
- G. Respond thoughtfully to diverse perspectives (CSS.ELA-LITERACY.SL.11-12.1.D)
- H. Present information in a clear manner that is appropriate to purpose and audience (CCSS.ELA-LITERACY.SL.11-12.4)

IV. COURSE OUTLINE

- A. What is my identity and power?
 1. Examine current landscape and establish the importance of the course
 2. Examine individual implicit biases and privileges
 3. Identify their own intersectionality to study how and why they are shaped by their environment

- B. In what ways and by whom have these groups lost power and/or not offered the opportunities to obtain power?
 1. African American
 2. Native/Indigenous People
 3. Asian American
 4. Chicano/Latinx

- C. How is each group currently marginalized in the media, laws, policies, and education?
 1. African American
 2. Native/Indigenous People
 3. Asian American
 4. Chicano/Latinx

- D. What are ways other than race where oppression dominates?
 1. Gender
 2. Sexual orientation
 3. Religion

- E. What is **transformative resistance**?
 1. Understand the tenets of transformative resistance
 2. Examine historical resistance movements
 3. Understand the tools that can be used to liberate oppressed people

- F. How can **students be agents of change in their communities**?
 1. Students will create an action research project that identifies an issue in the community and present an action plan to promote equity and justice.

V. ASSESSMENT METHODS AND/OR TOOLS

- A. Narrative essay
- B. Original poetry and creative writing
- C. Argumentative essay
- D. Research action project
- E. Student presentations
- F. Domain specific vocab assessment
- G. Counter **storytelling**/interview

VI. BASIC & SUPPLEMENTARY TEXTBOOKS - Teacher Teams are reviewing materials