

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

SCHOOL: DO Submission

DEPARTMENT: English

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

COURSE TITLE: Voices & Resistance through Literature and Multimedia

Proposed abbreviation (max 15 characters) VoicesInLit

New course

x Revision or reinstatement of existing course. Existing course# SB141Y

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 Ethnic Studies Correlation form [Link](#) .)

Length of course: Semester x Year Grade range 12

Credits per course 10 Academic Course: Academic College Prep? Yes

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

Can course be repeated? No If yes, how many times? 0 Repeat for credit? No

Individual Submitting Course Proposal: Sarah Horn / Crystal Pham Position: Teacher

Primary Subject Area Credit: English Secondary Subject Area Credit:
(Must select one)

Meets UC/CSU Requirements for: A-
History/Social Science

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

State Course Code Number: 9112

For Career and Technical Education courses:

CTE Advisory Approval
Pathway:

Introductory Concentrator
Capstone

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. II. What type of teaching credential is needed?

This course meets all four goals of the LCAP: (See attached Course Description for rationale)

English

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

This course is designed to cover the college applications criteria B (English) and the Ethnic Studies requirement through an Ethnic Studies framework – one that emphasizes the role of literature and mixed-media through race and social justice in local, national and global communities. Students will leave with a more thorough understanding and comprehensive view of literature and mixed-media’s role in identity, history and current issues which center race, ethnicity and other intersectional and minority identities in our community.

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

Through rigorous engagement with literature and multimedia, this course aims for 12th grade students to develop a critical lens and thorough appreciation of diversity, community, and our shared existence within the framework of Ethnic Studies - one that emphasizes the role of race and social justice in their communities and the world at-large. Students will develop a thorough understanding and comprehension of marginalized voices, representation, single stories, and counter narratives with the intention to transform the human experience. This course will evaluate the question: By examining marginalized and diverse voices within literature and multimedia, how will we learn of, celebrate, and uplift the power inherent to them in order to transform the human experience and create change within our communities and the world? Students will discuss, research, and analyze different uses of literature and media that represent the voices of marginalized communities in the United States, including (but not limited to) BIPOC, LGBTQ+, and immigrants/migrants.

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

Students will be evaluated on their achievement for essential assignments at the culmination of each unit, including (but not limited to), individual/group projects, presentations, essays, formal letters, speeches, etc. Methods for evaluation will include meeting of CA CCSS for 11-12 grade, and the tenets of Ethnic Studies.

At course completion, students will demonstrate an understanding of Ethnic Studies and the impact literature and multimedia has on self-identity and the representation of marginalized communities within the United States and the global community.

VI. In developing this course, how did you include student voice and gather student input? **(Attach evidence of student feedback/input)**

Current 11th grade students at WHS and PHS (2024-2025 school year) were asked to complete an interest survey. Survey input attached

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VII. Academic content: **(Attach Course outline and sample syllabus)**

Complete the course outline document [LINK](#) , **download and attach it to this form. The course outline document you need to complete looks like this:**

Graduate Profile Competency Alignment:	Unit Title/ Topic	Standards	Instructional/Content Resources	Assessments

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

Materials/personnel	Fiscal/FTE	Fund Source
Social Justice Tour at SFSU Books requests (see...)	\$ (see attached VIII)	General textbook fund
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	\$	
	Total:	

Additional information to support anticipated cost:

For the book requests, we'd like to at least get teacher-copies of possible novels and collections, to be used initially as supplementary resources. We also want to bring our students to participate on the Ethnic Studies Tour through REACH at SFSU in the Fall Semester.

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

This would be an ethnic studies course within the English department (other than Puente, which is offered for 9th and 10th only); it is additionally the only other offered general level course for 12th grade English (with the other courses being Benchmark 12th or AP Literature; other choices being English 1A/1B through dual enrollment).

X. Any other information you'd like to provide about this course and its development:

Course was revised to meet the district Ethnic Studies standards.

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All required attachments included?

- x Evidence of student input
- x Course outline
- x Sample syllabus
- x Ethnic Studies Correlation
(if course is planned to fulfill Ethnic Studies graduation requirement)

Administrative Assistant Ed Services Signature:

Marlen Curiel

Course Title:

Dept. Chair Approval(s) *Monica Craggs* Date: 02/26/2026

Dept. Chair Approval(s) *Sarah Horn* Date: 03/12/2026

Principal Approval *Heather King* Date: 03/05/2026

Principal Approval *Gerald Salcido Jr* Date: 04/15/2026

Counselor verifies that course title matches with UC System title

Counselor Approval *Yulissa Rocha Fernandez* Date: 02/26/2026

Counselor Approval *Carla Serratos* Date: 04/14/2026

Modified or Special Education Courses Only

Director of Special Education Approval Date:

Equity and Access Review for Ethnic Studies Alignment

Director of Equity and Access Approval *M. Diaz* Date: 04/15/2026

College and Career verifies that all course components and required documentation included

Director of College and Career Approval *Christina Lambie* Date: 05/05/2026

Final Approval

Assistant Superintendent Approval *Gracie Guerrero* Date: 05/06/2026

Board Approval

WJUSD Board President Approval Date:

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

CLASS COPIES (75 copies per site)

"Never Whistle At Night", Hawk

Teacher Supplementary Texts (1 copy per site) - HIGH REQUEST

"The Best We Could Do: An Illustrated Memoir", Bui

"So You Want to Talk About Race", Oluo

"Between Worlds: Essays on Culture and Belonging", Gardner

"Solidarity: The Past, Present, and Future of a World-Changing Idea, Hunt-Hendrix & Taylor

"The Fantasy and Necessity of Solidarity" Schulman

Additional Teacher Supplementary Texts (1 copy per site)

Firekeeper's Daughter (Boulley)

Woman of Light (Fajardo-Anstine)

The Marrow Thieves

A Snake Falls to Earth

Everything you Wanted to Know About Indians But Were Afraid to Ask

Fry Bread (picture book)

The Beadworkers

Crooked Hallelujah

Berry Song (picture book)

The Black Panther Party: A Graphic Novel

Pedagogy of the Oppressed (Freire)

A People's History of the United States (Zimm),

Caste

The New Jim Crow

So You Want to Talk About Race

1984

Freedom is a Constant Struggle

Just Mercy

The Handmaid's Tale

The Distance Between Us

Exit West

The Book of Unknown Americans

The Joy Luck Club

American Street

Americanah

Sister Outsider

Girl in Translation

The Vanishing Half

The Left Hand of Darkness

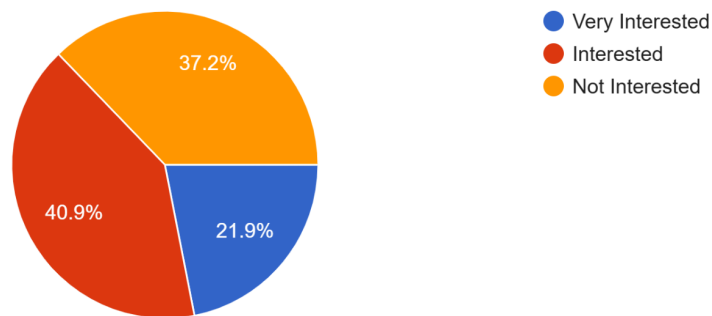
✓ Summary & Analysis: Interest in "Voices & Resistance through Literature & Multimedia" (English Class for Seniors)

[Complete survey and responses](#)

Below is a sampling of the questions on the student survey out of 20 questions.

Would you be interested in a class that offered opportunities for you to make a real-world impact?

Would you be interested in a class that offered opportunities for you to make real-world impact?
137 responses



Breakdown of Responses:

- **Very Interested:** 30 responses (21.9%)
- **Interested:** 56 responses (40.9%)
- **Not Interested:** 51 responses (37.2%)

Analysis:

1. High Level of Interest:

- The class seems to attract significant interest, as most responses fall into the **"Very Interested"** and **"Interested"** categories. This suggests that most participants feel real-world impact is appealing and meaningful to them.

2. Potential Engagement:

- The number of "Very Interested" responses (30) indicates that a solid core group is highly motivated to engage with the class. This could translate into active participation, a positive indicator if you're considering designing or marketing the class.

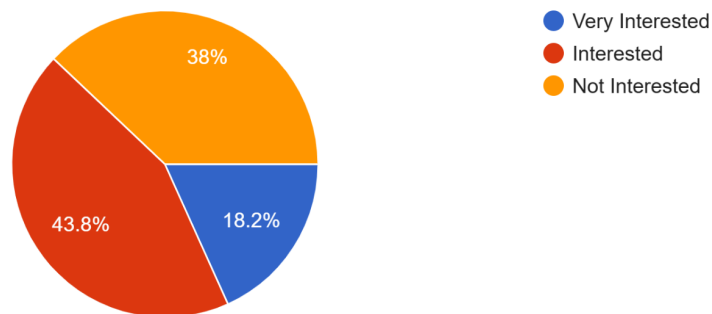
Conclusion:

The overall sentiment toward the class is quite positive, with a significant interest in making a real-world impact. To improve future offerings, it's worth exploring ways to turn the "Interested" group into "Very Interested" participants and understanding the reasons behind the "Not Interested" responses.

Would you be interested in a class that allowed you to participate and empathize in culturally diverse communities outside the classroom?

Would you be interested in a class that allowed you to participate and empathize in culturally diverse communities outside the classroom?

137 responses



Breakdown of Responses:

- **Very Interested:** 25 responses (18.2%)
- **Interested:** 60 responses (43.8%)

- **Not Interested:** 52 responses (38%)

Analysis:

1. High Interest in Culturally Diverse Communities:

- The most common response is **"Interested,"** indicating that most people are somewhat intrigued by the idea of participating in and empathizing with culturally diverse communities outside the classroom. This suggests that many participants see the value of engaging with different cultures, even if they may not be fully committed.

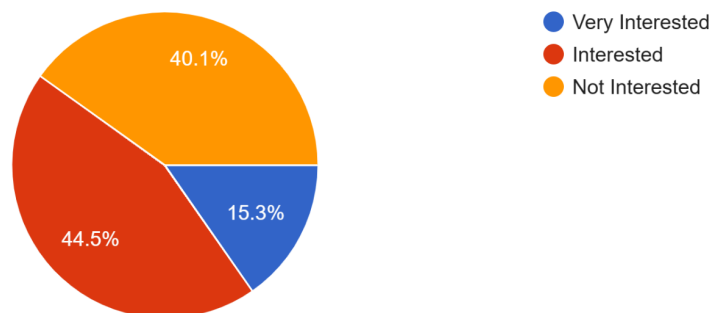
2. Strong Positive Response:

- **25 responses marked as "Very Interested"** show a strong core group of highly enthusiastic individuals about the idea. These people are likely to be the most committed and potentially act as advocates or influencers for the class, which could help with future enrollment or engagement.

Would you be interested in a class with lessons that center the stories, conditions, and lasting generational impacts in families and communities that undergo the immigrant experience?

Would you be interested in a class with lessons that center the stories, conditions, and lasting generational impacts in families and communities that undergo the immigrant experience?

137 responses



Breakdown of Responses:

- **Very Interested:** 21 responses (15.3%)
- **Interested:** 61 responses (44.5%)
- **Not Interested:** 55 responses (40.1%)

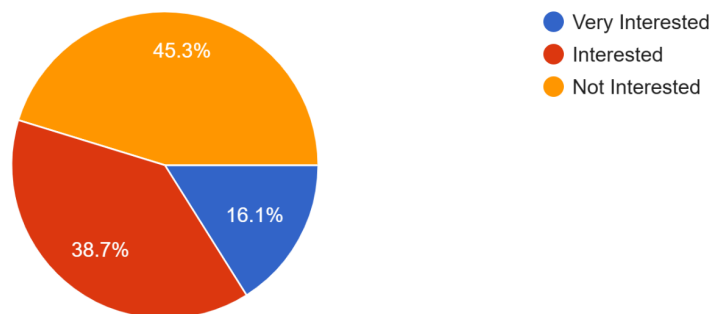
Analysis:

- The majority of respondents show interest in exploring the immigrant experience. This indicates strong potential for the course to be meaningful and relevant to a wide audience.

Would you be interested in a class with lessons that examine the United States government policy and theorize how we can make change?

Would you be interested in a class with lessons that examine the United States government policy and theorize how we can make change?

137 responses



Breakdown of Responses:

- **Very Interested:** 22 responses (16.1%)
- **Interested:** 53 responses (38.7%)
- **Not Interested:** 62 responses (45.3%)

Analysis:

- The majority of respondents show interest in exploring US government policy. This indicates strong potential for the course to be meaningful and engaging.

CORRELATION TO THE 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
<p>1. Be centered on the experiences of historically marginalized communities</p>	<p>This standard is addressed majorly throughout all the units of this course curriculum; It stands out the most in the following units:</p> <p>Unit 2: Centering Indigenous Voices. The purpose of this unit is to center the indigenous voices from around the world with a focus on the Native American experience. One of the suggested lessons within this unit would be to read and analyze Native American texts and media. For example, Sherman Alexie’s short story “This is What it Means to Say Phoenix, Arizona”, and study/identify stereotypical and accurate representation of Native Americans within various media, and then to analyze representation and Native American culture within the movie adaptation of the Alexie story, <i>Smoke Signals</i>. A suggested culminating project for this unit would be to research, review, and analyze the representation of Native American peoples within modern texts, shows, and/or films.</p> <p>Unit 3: Resisting Oppression. The purpose of this unit is to (1) examine the roots, violence, and long-term impacts of colonialism and racism in Western culture, and (2) center the stories and voices of resistance, struggle, and celebration of marginalized/ BIPOC communities in the United States. One of the suggested lessons within this unit would be to watch the documentary “13th” - a documentary that highlights the United States post-13th Amendment, and the prison industrial complex that followed - with a guided discussion afterwards. A suggested culminating project for this unit will be a research letter where students are tasked to research a current day experience of a historically marginalized community, compile their research into a letter, and to then address it to a lawmaker or person in a position of power advocating for change and awareness.</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>In Unit 1: “All Power to the People”, students will be introduced to critical concepts and frameworks such as but not limited to: diversity, cultural identity, counter-narratives, transcending the single story, critical race and post-colonial theories. A suggested lesson for this unit will be for students to examine the differences between “windows, mirrors, and sliding glass doors” - an introductory reading and discussion that allows students to see where they identify within these concepts at the start of this course.</p> <p>In Unit 3: “Resisting Oppression”, students will examine the roots, violence and long-term impacts of colonialism and racism in Western culture, and</p>

	<p>center the stories and voices of resistance, struggle, and celebration of marginalized/ BIPOC communities in America. A suggested lesson for this unit is for students to learn about the Framework of the 4 I's of Oppression and analyze how they are interrelated and mutually reinforcing. A suggested culminating project for this unit is for students to create a group presentation with the purpose of making an effort to dismantle an aspect of oppression they identify within their communities, in a way that addresses all four of the levels of oppression, and then to take action.</p>
<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>In Unit 5: "In Between Worlds", students will explore the complexities and fluidity of identity formation that go through and beyond colonial systems, such as gender binary and cultural patriarchy. A suggested lesson for this unit will be for students to research and comment on where labels come from, including terminology for communities and peoples, such as Chicax/Latinx, African "American"/Black, Asian "American", and Desi/Indian. Students would analyze their thoughts on labels and their importance in self-identity. A suggested culminating activity of this unit would be for students to complete a project on their own self-identity, where they consider their culture, strengths, struggles, and victories, and decide the part they want to play in the world and their community.</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>In unit 6: "Solidarity Forever!" students will plan and create an action project to unify our communities against injustices and oppression for the purpose of liberation; additionally, students will celebrate our new profound knowledge of our multicultural world and our individual existence around, with, and in it. A suggested culminating assignment for this unit will be a persuasive speech presented to their community on how we can create more community wealth, solidarity, and change.</p>

SCHOOL NAME
Voices & Resistance through Literature & Multimedia
EXAMPLE SYLLABUS

Instructor	Name & Email address
<p>Course Description: Through rigorous engagement with literature and multimedia, this course aims for 12th grade students to develop a critical lens and thorough appreciation of diversity, community, and our shared existence within the framework of Ethnic Studies - one that emphasizes the role of race and social justice in their communities and the world at-large. Students will develop a thorough understanding and comprehension of marginalized voices, representation, single stories, and counter narratives with the intention to transform the human experience. <u>This course will evaluate the question: By examining marginalized and diverse voices within literature and multimedia, how will we learn of, celebrate, and uplift the power inherent to them in order to transform the human experience and create change within our communities and the world?</u> Students will discuss, research, and analyze different uses of literature and media that represent the voices of marginalized communities in the United States, including (but not limited to) BIPOC, LGBTQ+, and immigrants/migrants.</p> <p>This course will satisfy both the CA state standards for 12th grade English, 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.</p>	

What is ETHNIC STUDIES?	Grading Policy
<p><u>Ethnic Studies Mission Statement:</u> 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.</p> <p>The approach to ethnic studies in this course is transformative, in that we are reading and viewing multicultural literature and media to try and understand from the other perspective; and moving into social action.</p> <p>Ethnic Studies is beneficial because it offers representations and validation to/for groups that don't typically have a voice in the mainstream, and allows those members of the mainstream group to become more aware of the true nature of our world, our society, and their place in it. This course will include fictional and non-fictional texts and media about the sociocultural experiences of underrepresented groups, including those who fall outside of the "mainstream" of race, ethnicity, religion, gender, sexual orientation, disability, or language.</p> <p>Because this class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class. I hold value in critical reasoning, evidence-based arguments, self-reflection, and the imagination. Building on these capacities, I hope to inspire empathy, social and environmental justice, and an ethical framework for our actions. We will hear thoughts, ideas, and opinions regarding mature themes and social issues, including assimilation, (toxic) masculinity, racism, violence, homophobia, bias, and political statements. I expect maturity and empathy from all my students when discussing these mature topics. EVERY STUDENT HAS A RIGHT TO THEIR OPINION, and no one will be silenced unless direct, unethical statements are made.</p>	<p>Report cards will be issued every six weeks, which means three times per semester. These dates are: Sept 20, Oct 25, Dec 13 (end of semester 1), Feb 21, April 10, and June 6 (end of semester 2).</p> <p style="text-align: center;">GRADING SCALE</p> <p style="text-align: center;">A 100% - 90% B 89% - 80% C 79% - 70% D 69% - 60% F 59% - 0%</p> <p>If students are ABSENT, students must make up the work they missed and advocate for themselves if they need help.</p>

Course Units	Full Texts & Films
<p>Unit 0: Building Community The purpose of this unit is to build community and class culture by discussing tenets, purposes, and community values within an ethnic studies lens.</p> <p>Unit 1: “All Power to the People” The purpose of this unit is to cover the origin, purpose, and tenants of ethnic studies. This unit will introduce various methods and theories that will provide a lens through which to view and discuss representation, single stories, and counter narratives with the intention to transform the human experience.</p> <p>Unit 2: Centering Indigenous Voices The purpose of this unit is to center the indigenous voices from around the world with a focus on the Native American experience.</p> <p>Unit 3: Resisting Oppression The purpose of this unit is to (1) examine the roots, violence, and long-term impacts of colonialism and racism in Western culture, and (2) center the stories and voices of resistance, struggle, and celebration of marginalized/ BIPOC communities in America.</p> <p>Unit 4: Immigration and Diaspora The purpose of this unit is to center the stories, conditions, and lasting generational impacts in families and communities that undergo the immigrant experience. This unit will also explore the diasporic spirit: negotiations, spirituality, and other thoughts that highlight resilience and celebration among one’s culture and community. This unit will also examine the United States government policy and theorize how we can make change.</p> <p>Unit 5: In Between Worlds The purpose of this unit is to explore the complexities and fluidity of identity formation that go through and beyond colonial systems, such as gender binary and cultural patriarchy.</p> <p>Unit 6: “Solidarity Forever!” The purpose of this unit is to plan and create an action project to unify our communities against injustices and oppression for the purpose of liberation; Additionally, to celebrate our new profound knowledge of our multicultural world and our individual existence around, with, and in it.</p>	<p>While most of the media for this course will be short stories, articles, interviews, and videos, we MAY also utilize the following complete texts & films:</p> <ul style="list-style-type: none"> ● Never Whistle At Night, Hawk ● Smoke Signals (1998) ● Reservation Dogs (2021) ● Rez Ball (2024) ● The 1619 Project (2023) ● 13th (2016) ● Zoot Suit, Valdez ● The Black Panther Party, Walker ● An Outrage (2017) ● Kindred, Butler ● The Distance Between Us, Grande ● The Mask You Live In (2015) ● Everything Everywhere All At Once (2022) ● The Namesake, Lahiri ● Salt of the Earth (1954)

Syllabus Agreement	
<p>THE STUDENT AND PARENT/GUARDIAN sign below to acknowledge they have read the syllabus and agree to follow course rules and requirements for academic work, behavior, and effort. They also agree that the student and/or parent/guardian will check Aeries at least once a week and communicate with the teacher for any concerns or needs; additionally, if the student will be on Independent Study, the school and teacher will be notified at least 2 weeks in advance if possible.</p>	
<p>Student NAME: _____</p>	<p>Student Signature: _____</p>
<p>Signature of Parent/Guardian: _____</p>	<p>Relation: _____</p>

Voices & Resistance through Literature & Multimedia (Previously: Senior Multicultural Literature) Revision COURSE OUTLINE

Ethnic Studies Statement of Purpose:

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.

Voices & Resistance through Literature & Multimedia Course Description:

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 B (English).
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 reflects 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 art and culture. These groups will include but not be limited to race, gender, socio-economic class, sexual orientation, and 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. Opportunities for students to make real-world impact via assignments.
2. Prepare students to participate and empathize in culturally diverse communities outside of the classroom.
3. Engage in the usage of 21st century technology, including the creation of podcasts, “zines”, video-blogs, presentations, etc.

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

Voices & Resistance through Literature and Multimedia

This course is designed to cover the college applications criteria B (English) and the Ethnic Studies requirement through an Ethnic Studies framework – one that emphasizes the role of literature and mixed-media through race and social justice in local, national and global communities. Students will leave with a more thorough understanding and comprehensive view of literature and mixed-media's role in identity, history and current issues which center race, ethnicity and other intersectional and minority identities in our community.

This course will satisfy both the CA state standards for 12th grade English 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).

Through rigorous engagement with literature and multimedia, this course aims for 12th grade students to develop a critical lens and thorough appreciation of diversity, community, and our shared existence within the framework of Ethnic Studies - one that emphasizes the role of race and social justice in their communities and the world at-large. Students will develop a thorough understanding and comprehension of marginalized voices, representation, single stories, and counter narratives with the intention to transform the human experience. This course will evaluate the question: By examining marginalized and diverse voices within literature and multimedia, how will we learn of, celebrate, and uplift the power inherent to them in order to transform the human experience and create change within our communities and the world? Students will discuss, research, and analyze different uses of literature and media that represent the voices of marginalized communities in the United States, including (but not limited to) BIPOC, LGBTQ+, and immigrants/migrants.

This course will satisfy both the CA state standards for 12th grade English, 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 Essential Question for Voices & Resistance through Literature and Multimedia - By examining marginalized and diverse voices within literature and multimedia, how will we learn of, celebrate, and uplift the power inherent to them in order to transform the human experience and create change within our communities and the world?

Essential Question					
By examining marginalized and diverse voices within literature and multimedia, how will we learn of, celebrate, and uplift the power inherent to them in order to transform the human experience and create change within our communities and the world?					
Unit	Purpose of the Unit	Ethnic Studies Tenets	Content Standards	Key Content (Vocab, Locality, Concepts, etc)	Sample Assignment(s), Texts, & Projects
2 Weeks Unit 0: Building Community	The purpose of this unit is to build community and class culture by discussing tenets, purposes, and community	Community and culturally responsive Sacred Indigenize and decolonize	CCSS.11-12.SL.1: Initiate and participate effectively in a range of collaborative discussions	Land Acknowledgements Mayan “the number zero” value	<ul style="list-style-type: none"> • Index cards (introduction, preferences, etc.) • Read In Lak’ech and dissect its purpose • Land acknowledgement

GRADUATE PROFILE COMPETENCY: Critical Thinkers and Problem Solvers, Civic-Minded and Culturally Aware, Creative, Communicators	values within an ethnic studies lens.			Purpose as teacher and students What does community mean?	
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3 Weeks Unit 1: “All Power to the People” GRADUATE PROFILE COMPETENCY: Civic-Minded and Culturally Aware, Academically Literate, Creative	The purpose of this unit is to cover the origin, purpose, and tenants of ethnic studies. This unit will introduce various methods and theories that will provide a lens through which to view and discuss representation, single stories, and counter narratives with the intention to transform the human	Resistance, Liberation, and Celebration Identity: Ancestral, Communal, Intersectional and Heterogeneous Relationship of Power Between Indigenous, Black, People of Color and U.S. Society Social Justice and Democratic Project	CCSS.11-12.RI.4: Determine the meaning of words and phrases as they are used in the text CCSS.11-12.RI.7: Integrate and evaluate multiple sources of information presented in different media or formats CCSS.11-12 RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	Break down essential question for the course Go over how the tenets are framing this course Representation: “Windows, Mirrors, Doors” in the media/literature we use - One of the lessons Community Wealth, Self Identity Lay out the groundwork of America: diversity, current reality; cultural identity	<ul style="list-style-type: none"> ● Student-created POSTERS for ethnic studies tenets (“translate” what they mean) ● Talk about the title of this unit: Click Here ● “Windows, Mirrors, and Sliding Glass Doors” (representation) ● “Ten Thousand Things” ● Challenging the Single Story of Migrants ● UC PIQs (what’s YOUR story?) ● FACING HISTORY: Transcending a Single Story <ul style="list-style-type: none"> ○ “On the Subway”

	experience.		inferences drawn from the text.	Introduce concepts/theories/frame works (counter-narrative, transcending single story, critical race, post-colonial, etc.) Emphasize counter narratives and single story frameworks.	
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5 Weeks Unit 2: Centering Indigenous Voices GRADUATE PROFILE COMPETENCY: Responsible and Productive, Civic-Minded and Culturally Aware, Academically Literate, Critical Thinkers and Problem Solvers	The purpose of this unit is to center the indigenous voices from around the world with a focus on the Native American experience.	Identity: Ancestral, Communal, Intersectional & Heterogeneous Healing, Regenerative Wellness & Thriving Third World & International Solidarity Intergenerational Sacred	CCSS.11-12.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text CCSS.11-12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Assimilation and acculturation Indian boarding schools Colonization/Decolonization/Indigenize Rites of passage: identity, gender, mixed race, Resistance movements: Standing Rock, Alcatraz Use of representation (why land acknowledgement) Appropriation vs appreciation Land Back Movements:	<ul style="list-style-type: none"> November "Thanksgiving" Break Occupy Alcatraz → Standing Rock We Hold the Rock "Urban Indian" Environmental Impacts, monuments <ul style="list-style-type: none"> Value systems in environment Mixed Races: example being Spanish and native Gender fluid practices, Two Spirits Redbone "We Were all Wounded At Wounded Knee" song analysis "The Man to Send Rain Clouds" Rites of Passage: Apache Sunrise Ceremony, Quinceanera, around the world "This is What is Means to Say Phoenix, Arizona"/ Smoke Signals (film) Boarding Schools Close Reading Mni Wiconi The Stand at Standing Rock "Standing Rock" Lyrics. Aaron Edwards & Trevor Hall Stand Up / Stand N Rock #NoDAPL (Official Video) Narrative/Informative Project

			<p>CCSS.11-12.RL.3.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama</p> <p>CCSS.11-12.RL.5 Analyze how an author's choices concerning how to structure specific parts of a text... contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>CCSS.11-12.L.5:De monstrate understanding of figurative language, word relationships, and nuances in word meanings.(nuances)</p> <p>CCSS.11-12.W.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>the significance of nature</p> <p>Monuments, landmarks, mascots</p>	<ul style="list-style-type: none"> ○ Interview narrative ● Reservation Dogs (show) ● Rez Ball (movie) ● No More Stolen Sister ● Missing and Murdered Indigenous Women ● Native Sports: lacrosse, archery, basketball <p>Potential Novels: <i>Firekeeper's Daughter</i> (Angeline Boulley), <i>Woman of Light</i> (Kali Fajardo-Anstine)</p> <p>Other potential texts: The Marrow Thieves, "Never Whistle at Night", A Snake Falls to Earth, Everything you Wanted to kNow About Indians But Were Afraid to Ask, Fry Bread (picture book), The Beadworkers, Crooked Hallelujah, Berry Song (picture book)</p>
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<p>7 Weeks</p> <p>Unit 3: Resisting Oppression</p> <p>GRADUATE PROFILE COMPETENCY: Communicators, Academically Literate, Critical Thinkers and Problem Solvers, Civic-Minded and Culturally Aware</p>	<p>The purpose of this unit is to (1) examine the roots, violence, and long-term impacts of colonialism and racism in Western culture, and (2) center the stories and voices of resistance, struggle, and celebration of marginalized/ BIPOC communities in America.</p>	<p>Resistance, Liberation, and Celebration</p> <p>Social Justice and Democratic Project</p> <p>Liberatory Praxis; Socio-Political, Economic, and Ecological Responsibility</p> <p>Healing, Regenerative, Wellness and Thriving</p> <p>Self Determination and Sovereignty</p> <p>Community and Culturally Responsive</p> <p>Relationship of Power Between Indigenous, Black, People of Color and U.S. Society</p> <p>Solidarity</p>	<p>CCSS.11-12.W.7-9 Conduct short as well as more sustained research projects to answer a question; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.11-12.RI.2: Determine two or more central ideas of a text and analyze their development over the course of the text.; provide an objective summary of the text.</p> <p>CCSS.11-12.RI.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CCSS.11-12.RI.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument</p> <p>CCSS.11-12.RI.6: Determine an author's point of view or purpose in a text</p>	<p>Roots of colonization & decolonization</p> <p>Transatlantic slave trade</p> <p>4 I's of Oppression</p> <p>Counter-narrative stories of oppression</p> <p>Resistance Movements</p> <p>Generational Trauma</p> <p>Gender/Sexuality</p> <p>Colorism</p> <p>Ableism</p> <p>Intersectionality</p> <p>Class/Socio-economic</p>	<ul style="list-style-type: none"> ● 13th <ul style="list-style-type: none"> ○ Opt out form ○ Discussion Questions ● Black Panthers: Link to Graphic Novel ● Victims of Violence: Emmett Till, Leo Frank ● BLM, NAACP, ACLU, HBCUS ● Langston Hughs, Still I Rise (Maya Angelou), Strange Fruit (Billie Holiday), Lift Every Voice, Won't You Celebrate With Me, Ballad of Birmingham, Blink Your Eyes ● "Black Men and Public Spaces" ● Jim Crow/Juan Crow Laws ● Zoot Suit Riots/<i>Zoot Suit</i> (Luis Valdez) ● LGBTQ+ Black Voices ● Community growth, love <ul style="list-style-type: none"> ○ Black Lottery ○ Kadija Mbowe ○ F.D. Signafier ● Research Letter ● Modern Protest/Activist Song ● Speech Analysis: <ul style="list-style-type: none"> ○ Death of MLK Jr ○ Fraud Sham & Hoax (civil rights) ○ For the Equal Rights Amendment ● Lynching <ul style="list-style-type: none"> ○ An Outrage (documentary) ○ Ken Gonzales-Day "Erased Lynchings" art exhibit ● 1619 Project <ul style="list-style-type: none"> ○ K-12 Curriculum Guide ● The Diasporic and Resistance Songs Class Playlist: Example

			in which the rhetoric is particularly effective		<p>Potential novels: <i>Homegoing</i>, <i>Americana</i>, <i>Kindred</i> (graphic novel)</p> <p>Other possible texts: <i>A People's History of the United States</i> (Zimm), <i>Caste</i>, <i>New Jim Crow</i>, <i>So You Want to Talk About Race</i>, 1984, <i>Freedom is a Constant Struggle</i>, <i>Just Mercy</i>, bell hooks, <i>The Handmaid's Tale</i></p>
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<p>8 Weeks</p> <p>Unit 4: Immigration and Diaspora</p> <p>GRADUATE PROFILE COMPETENCY: Civic-Minded and Culturally Aware, Communicators, Critical Thinkers and Problem Solvers, Creative</p>	<p>The purpose of this unit is to center the stories, conditions, and lasting generational impacts in families and communities that undergo the immigrant experience. This unit will also explore the diasporic spirit: negotiations, spirituality, and other thoughts that highlight</p>	<p>Identity: Ancestral, Communal, Intersectional and Heterogeneous</p> <p>Third-World and International Solidarity</p> <p>Intergenerational</p> <p>Healing, Regenerative, Wellness and Thriving</p>	<p>CCSS.11-12.W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.11-12.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings</p> <p>CCSS.11-12.RL.6: Analyze a case in which grasping a point of view requires distinguishing what</p>	<p>Generational Trauma</p> <p>Acculturation (assimilation, marginalization, segregation, integration)</p> <p>Migrant parents & third-child culture</p> <p>Reasons for migration: Forced/choice migration</p>	<ul style="list-style-type: none"> ● Informative/Narrative Project <ul style="list-style-type: none"> ○ "The Arrival" story writing ● NYT "What Makes An American" <ul style="list-style-type: none"> ○ "Immigrant Kids, Adrift" ● Photo Essay: Life on a NA Reservation ● NA Stereotypes & Representation ● Sherman Alexie, <i>This is What it Means to Say Phoenix, Arizona</i>. Film <i>Smoke Signals</i>. ● Unspoken, documentary about Native American boarding schools ● SHORT STORIES: <ul style="list-style-type: none"> ○ Adventures of an Indian Princess ○ The Setting Sun and the Rolling World ● Immigration Poetry <ul style="list-style-type: none"> ○ The Earth and I Gave you Turquoise ● Reyna Grande on giving her children the life she never had: Reading and questions ● Reyna Grande interview on writing and immigration; after the video, students should be given discussion questions to

	resilience and celebration among one’s culture and community. This unit will also examine the United States government policy and theorize how we can make change.		is directly stated in a text from what is really meant CCSS.11-12.SL.3 Present information, findings, and supporting evidence, conveying a clear and distinct perspective		<p>answer: Click Here for video</p> <ul style="list-style-type: none"> Journal entries tied to the chapters from <i>The Distance Between Us</i> (these entries can be completed as a stand alone assignment with modifications if choosing not to read <i>TDBU</i>): Click Here “Translations for Mamá” by Richard Blanco: students will read and analyze the poem as a class and then write their own: Click Here Examine and analyze “Diaspora’s Spirit” at the de Young–this can be assigned to a discussion post or done in a class discussion: Click here for exhibit information <p>Potential Texts: <i>The Distance Between Us</i>,</p> <p>Other Possible Texts: <i>Exit West</i>, <i>Book of Unknown Americans</i>, <i>The Joy Luck Club</i>, <i>American Street</i>, <i>Americanah</i>, <i>Enrique’s Journey</i></p>
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<p>5 Weeks</p> <p>Unit 5: In Between Worlds</p> <p>GRADUATE PROFILE COMPETENCY: Civic-Minded and</p>	The purpose of this unit is to explore the complexities and fluidity of identity formation that go through and beyond colonial systems, such as gender binary	<p>Identity: Ancestral, Communal, Intersectional and Heterogeneous</p> <p>Sacred</p> <p>Community and Culturally Responsive</p> <p>Intergenerational</p>	<p>CCSS.11-12.L.1A: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>CCSS.11-12.RL.6: Analyze multiple interpretations of a story, drama, or poem, evaluating</p>	<p>Self-Identity & place in the world/community</p> <p>Gender/Sexuality</p> <p>Feminism in the patriarchy</p> <p>Privilege</p>	<ul style="list-style-type: none"> Where language/labels come from (ie. Chicano vs Chicanx) (Kat Lazo Calls on Latinx) Padlet completed after reading “Latinx? Latino? Hispanic?”: Click Here for the reading, Click Here for an example padlet Machismo and Marianismo “The Mask You Live In” (documentary about masculinity) The Ties That Bind: La Familia, Heyck Identity Project

<p>Culturally Aware, Communicators, Critical Thinkers and Problem Solvers, Creative, Academically Literate, Responsible and Productive</p>	<p>and cultural patriarchy.</p>	<p>Indigenize and Decolonize</p> <p>Resistance, Liberation, and Celebration</p>	<p>how each version interprets the source text</p> <p>CCSS.11-12.SL.2: Present information, findings, and supporting evidence, conveying a clear and distinct perspective</p> <p>CCSS.11-12.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;</p>	<p>Liberation from the confines of “world”</p> <p>Ableism & access (disabilities)</p> <p>Terminology: Chicanx vs Latinx vs Latine, African American vs Black, Asian American vs Asian, Desi vs Indian</p> <p>Celebrating one's own struggles and victories</p>	<ul style="list-style-type: none"> ● Visual Presentation: Cultural Identity Project ● Interview with Jhumpa Lahiri on immigration and her thought process behind <i>The Namesake</i>; this activity should be followed with questions for students to answer: Click here for interview ● Discussion around arranged marriages and the cultural obligations; an example of one reading can be this article: Click here ● Film: Everything, Everywhere, All at Once ● Huda Essa’s “Your Name is Key!” TedTalk and discussion questions: Click here for tedtalk, click here for questions ● Funeral traditions from around the globe reading and discussion could follow after: Click here for reading <p>Potential Texts: <i>The Namesake</i></p> <p>Possible Other Texts: Sister Outsider, Girl in Translation, “Between Worlds” (essays), The Vanishing Half, Left Hand of Darkness, The Brief and Wondrous Life of Oscar Wao</p> <p>Resources: "Two Spirit" - Injunuity</p>
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<p>4 Weeks</p>	<p>The purpose of this unit is to</p>	<p>Resistance, Liberation & Celebration</p>	<p>CCSS.11-12.W.1 Write arguments to support claims in</p>	<p>Terminology around solidarity, boycotts, nonviolence, community</p>	<ul style="list-style-type: none"> ● Class discussion and mini praxis projects with an emphasis on the reflection aspect after the action

<p>Unit 6: “Solidarity Forever!”</p> <p>GRADUATE PROFILE COMPETENCY: Civic-Minded and Culturally Aware, Communicators, Critical Thinkers and Problem Solvers, Creative, Academically Literate, Responsible and Productive</p>	<p>plan and create an action project to unify our communities against injustices and oppression for the purpose of liberation; Additionally, to celebrate our new profound knowledge of our multicultural world and our individual existence around, with, and in it.</p>	<p>Solidarity</p> <p>Healing, Regenerative, Wellness, & Thriving</p>	<p>an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>wealth</p> <p>Praxis Model</p>	<ul style="list-style-type: none"> ● <i>Pedagogy of the Oppressed</i> by Paulo Freire ● Persuasive Speech - how to create more community wealth, solidarity, and/or change ● PROJECT on creating community wealth, solidarity, and/or change; PERSUASION on HOW their project will build this. ● Solidarity Project (can be edited for the Action Project) ● GLSEN Solidarity Week ● Change Through Nonviolence ● Cross-Curricular Solidarity ● Starbucks boycott reading with questions that follow: Click here for reading ● Assata - Tradition ● <i>Do The Right Thing</i>: film analysis ● Case Study: Salt of the Earth <ul style="list-style-type: none"> ○ Salt of the Earth: Grounds Students in Hope ○ Film: Salt of the Earth (1954) ○ March 14, 1954: Salt of the Earth Premieres ● United Farm Workers Union ● Discussion on how acts of services benefit ourselves and the community ● Ch 2 Solidarity & Ceremony, not Charity: Solidarity Work & Mutual Aid in Movements ● LES MC John Brown LP.docx <p>Other Potential Texts: “Solidarity: The Past, Present, and Future”; “Fantasy and Necessity of Solidarity”</p> <p>At course completion, students will demonstrate an understanding of Ethnic Studies and the impact literature and multimedia has on self-identity and the representation of marginalized communities</p>
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