



TAMALPAIS UNION HIGH SCHOOL DISTRICT

English Ethnic Studies

Course Description:

English Ethnic Studies will support students to become better writers, orators, and communicators to fight racism and uplift, amplify, and spread joy throughout our communities of color. African-American/Black, Indigenous, Chicane/Latine, Asian, and Pacific Islander writers and artists of color will be front and center while bringing in other intersections of identity. Students will learn how oppressive forces impact our communities of color while also learning about movements that rise up against such power. Students will learn how to read the world by analyzing poetry, stories, and art that movement makers and shakers have created to help spread information, heal communities, and uplift the joy that resonates among us. Most importantly, students will learn how to join the struggle to decolonize and liberate our communities of color not just in the classroom but in all aspects of their life.

*Please note, this course description uses the more inclusive ABILPOC acronym (Asian, Black, Indigenous, Latine, People of Color), as coined by Mary Rice-Boothe.

Overview Information

Title of Course: English Ethnic Studies	
Course Author(s): LoRayne Ortega, Robert Hill, Vanessa Kristal	Schools where the course will be taught: Tamalpais Union High School District schools
Length of Course: 1 school year; 2 semesters	Subject Area and Discipline: English
Grade Levels: 11-12	Is this course an integrated course? No
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? Yes, area B.
Prerequisites (required or recommended): None	Co-requisites (required or recommended): None
If there are prerequisites for the course, please include a justification as to why they are in place: N/A	
Check all that apply: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UC A-G course <input type="checkbox"/> Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> CTE 	
Approval by Curriculum Council <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Yes 	

- No
 [Course of Study Screener Feedback](#) (for writers)

Introduction to the Course

Course Overview:

Attending to the CA CCSS, students in this English Ethnic Studies course will read and analyze a variety of fiction and nonfiction texts (both audio-visual and print texts) demonstrating literacy skills that will help them express their identity, as well as analyze local and global historical and current political and social movements. The spotlight will be on the creative pursuits within activist movements that help push forward social justice and liberation. Asian, African-American/Black, Indigenous, Chicane/Latine writers and artists of color will be front and center while bringing in other intersections of identity to highlight how our marginalized and underrepresented communities have made strides to shift the balance of power. Students will collaboratively develop and deepen their social, political, and economic consciousness that will help them create their own campaign for a social movement.

*Please note, in this course proposal we will be using the ABILPOC acronym (Asian, Black, Indigenous, Latine, People of Color).

Unit Title #1: *Identity: How Names Define Us*

Unit Summary:

This first unit highlights key terms and focuses on identity. The introduction will lead students to explain who typically has the power in dominant narratives to name places and events while identifying the counter-narratives that redefine history as it happened in communities of color. Students will study the oral tradition of our indigenous cultures; research their local geographical structures and municipalities' name origins; and interview people in their own community to form a basis for their own name story. Using personal narrative to express one aspect of their identity, students will explore, research, and document where their name originates and share how their name came to be.

Essential questions:

- What power do names hold?
- Which dominant narrative(s) represent who holds/held power in our community?
- How do communities of color counter the dominant narrative(s)?
- What cultural wealth do I hold, and how does it help me?
- How do my names identify who I am and where I come from?

Unit Outcomes:

At the end of the unit, students will create a personal narrative to present orally about their name. This narrative will include references to their cultural wealth, where they're from, and how their name helps shape their identity.

Students will also demonstrate their understanding of how ethnic studies has helped counter the dominant narratives of our society using key terms and other historical references through collaborative discussions and reflection activities.

Sample Unit Assignments:

Throughout the unit, students will engage in:

- various whole-group and small-group collaborative discussions

- defining and using key terms in their oral and written assignments: race, ABILPOC, Global South, Global North, global majority, ethnicity, oppression, dominant and counter narrative, assimilation, acculturation, hegemony, nativism, discrimination, and integration
- writing informal descriptions related to the history of naming geographical areas/regions in Marin County
- reading a variety of model texts written by published and student authors
- researching their own names and cultural wealth by interviewing family members and friends
- writing personal narrative drafts that describe their own cultural worth and how their names illustrate who they are

Sample unit Assessment:

Students' collaborative discussions would be scored using a [collaborative discussion proficiency scale](#) or rubric aligned to the CA Common Core State Standards for comprehension and collaboration speaking skills.

Students' Name Stories will be scored using a [narrative proficiency scale](#) or rubric aligned to the CA Common Core State Standards for narrative writing skills.

Recommended Texts and Resources:

- resources related to the histories of various geographic names in Marin County
- resources related to the [Third World Liberation Front \(twLF\)](#)
- [Tara Yosso's ideas about cultural wealth](#); [Tara Yosso's Cultural Wealth Model](#) (second resource)
- Various name stories, excerpts, and poems—both fiction and nonfiction, such as *The Moth* and *StoryCorps* podcasts

Unit Title #2: *Systems of Power and the Immigrant Experience*

Unit Summary:

The second unit serves as an overview of systemic oppression and how various ABILPOC communities have been excluded from “The American Dream.” In this unit, students will develop their informative/explanatory writing skills by exploring the systems of power that impact and limit the immigrant experience. Students will broaden their understanding of how power plays into shaping the immigrant dominant narrative by close reading nonfiction works, participating in academic discussions, and by writing social and cultural critiques, and identify which systems continue to dominate the present landscape.

Essential Questions:

- What are the conditions that lead communities typically from the Global South to immigrate?
- How have assimilationist policies in the U.S. impacted immigrant communities?
- How have such policies helped immigrants achieve or be denied access to “The American Dream”?
- Why is it important to discuss LGBTQ+ communities within the immigrant population?
- How has our community been shaped by waves of different immigrant populations?

Unit Outcomes:

In order to create their final product of creating a magazine, podcast episode, or film documentary, students will participate in various small group activities to support a project-based learning (PBL) performance task. Students will participate in academic and collaborative discussions, research a variety of text and audio-visual sources, and revise drafts of their articles or scripts. At the end of this project-based learning unit, students will report on “The American Dream” by choosing one of the following products: create a magazine, produce a podcast, or film a documentary.

Sample Unit Assignments:

Through this informative/explanatory unit of study, students will be able to research local and global histories of historically underrepresented marginalized groups in the U.S. Students will:

→ read and participate in academic discussions related to narratives of resilience and contributions from ABILPOC communities by answering these content questions:

- What are the conditions that led various communities of color to immigrate?
- What is the impact of whiteness, white fragility, and performing whiteness in the immigrant experience?
- How have assimilationist policies impacted immigrant communities? How have such policies helped immigrants achieve the American Dream? Why have immigrants been scapegoats in certain points of US History? Who benefits from this scapegoating? What are the effects of this scapegoating?
- Why is it important to discuss the LGBTQ+ community within the immigrant population? How has this community been shaped by waves of different immigrants?

→ participate in a jigsaw activity for investigating immigrant movements, especially as they relate to the diaspora of various communities of color that reside in the U.S. Students will work in collaborative teams to study a focused immigrant group and experience in order to teach and learn from their peers.

→ create a visual timeline of anti-immigration legislation in America and explore the immigrant responses to these policies.

→ read a variety of text and audio-visual resources to support their drafts.

→ write article or script drafts for their final product.

Sample unit Assessment:

Students' collaborative discussions would be scored using a [collaborative discussion proficiency scale](#) or rubric aligned to the CA Common Core State Standards for comprehension and collaboration speaking skills.

Students' articles/scripts will be scored using an [informative/explanatory proficiency scale](#) or rubric aligned to the CA Common Core State Standards for expository/informative writing skills.

Recommended Sample Texts and Resources:

- [San Francisco's Chinatown, 1880 Primary Source](#)
- [Immigration Policy, Mexican Americans, and undocumented Immigrants from 1954 to Present](#)
- [The History of US Immigration Laws: What Students Should Know](#)

Unit Title #3: *The Rhetoric of Revolution***Unit Summary:**

This unit explores the intellectual underpinnings of resistance, rebellion, and revolution. Students will analyze the writings and art that emerged from major social justice movements and be asked to deconstruct what made these works compelling, impactful, and galvanizing. Students will participate in informal assessments to compare and contrast the social conditions and dynamics that precipitated resistance movements and identify how artists, creatives, and political thinkers both reflected and influenced political movements. Based on this understanding, students will use the [OPTIC visual analysis strategy](#) to analyze current movements and determine which strategies and framings still apply today and which don't.

Essential Questions:

- What role do writing and art have in social change?
- What encompasses freedom of speech?
- How do systems of power seek to oppress freedom of expression, and does that maintain the

status quo?

- What is the relationship between liberation and freedom of speech and expression?

Unit Outcomes:

Students will turn the classroom into a museum featuring portraits of revolutionary figures to create a Resistance Leaders Exhibit. Students will compose a portrait of their chosen revolutionary that includes visual allusions to the key aspects of their subject's life and contributions to their respective causes. Styles may include collage, multimedia, and traditional or abstract portraiture. Each portrait will be accompanied with wall text, which will function as a mini-essay using the OPTIC visual analysis technique to explain what each visual element represents in the social movement. This assignment references ancestral reverence for various communities of color and pays homage to our collective human inheritance of revolutionary work.

Sample Unit Assignments:

Throughout the unit, students will:

- employ Aristotle's rhetorical triangle, as well as a variety of rhetorical strategies, to write journal entries that compare and contrast historical events and present day socio-political conditions.
- create a collaborative slidedeck to analyze the ongoing impact of thought leaders, iconoclasts, and revolutionaries on our present political discourse and how their actions influence our notions of what is possible.
- adopt a dissident/revolutionary leader to write an OpEd "from beyond the grave" from the perspective of the dissident on a present-day problem or situation that relates to their life's work. This OpEd should clearly define the problem, explain how the problem has shifted or evolved since their death, and conclude with a call to action.

Sample unit Assessment:

Students' OpEd would be scored using a [Literary Analysis/Arg Proficiency Scale](#) or rubric aligned to the CA Common Core State Standards for comprehension and collaboration speaking skills.

Students' OpEd would be scored using a [Visual Analysis Rubric](#) or rubric aligned to the CA Common Core State Standards for comprehension and collaboration speaking skills.

Recommended Texts and Resources:

- [The Black Panther Ten-Point Program](#)
- *The Death and Life of Marsha P. Johnson* journal reflections

Unit Title #4: *From Rhetoric to Reality*

Unit Summary:

In this final unit, students will employ their strategic thinking, investigation, planning, and revolutionary rhetoric to craft their own social activism campaigns culminating in a collaborative multimedia presentation. Students will be tasked with identifying a campaign that is missing from a modern movement or launching a new movement that has yet to be created. By harnessing the research and critical thinking skills to unpack and understand systems of power alongside the ability to deconstruct modern movements, students will create a blueprint for their own movement through the incorporation of modern tools using social media, hashtags, and media blasts to a targeted audience ready to mobilize. In short, students will learn how to take meaningful action in order to create social change through the persuasive use of the written and spoken word.

Essential Questions:

- What does the modern movement look like?
- How are grassroots movements effective in mobilizing a community?
- How can activists use tools of the moment to further the movement (i.e. social media

- platforms and modern technology)?
- What modern movements are needed?

Unit Outcomes:

At the end of the unit, students will be able to use information from discussion, research, readings, and reflection to initiate different forms of activism through persuasive writing and speaking skills represented in a multimedia presentation. This presentation will demonstrate a well-structured and researched visual representation verbally delivering their manifesto that includes a necessary call to social action by following these key steps to activism: researching, collaborating, and mobilizing.

Sample Unit Assignments:

Throughout the unit, students will:

- define and use vocabulary related to activism: performative vs. direct action, allyship, accomplice, co-conspirator, advocacy/advocate.
- compile their research data in order to identify a social media campaign strategy to activate community engagement in social activism.
- create a campaign proposal outlining the need and call to action for a new social movement utilizing persuasive writing techniques.
- create a visual representation of their campaign in a multimedia presentation in a Google Slidedeck.
- draft and deliver a manifesto tied to a researched social movement of choice and include a Five-Point Program inspired by the Black Panthers and the Red Nation.

Sample unit Assessment:

Students' manifesto would be scored using a [Literary Analysis/Arg Proficiency Scale](#) or rubric aligned to the CA Common Core State Standards for comprehension and collaboration speaking skills.

Recommended Texts and Resources:

- [The Black Panther Ten-Point Program](#)
- [Red Nation Program](#)
- [BLM's 7 Demands](#)
- [M4BL's Demands](#)
- [The Red Nation's The Red Deal](#)
- ["Meet 13 Young Indigenous Rights Activists"](#)
- [Youth Activist Toolkit](#)
- ["The Four Roles of Social Activism" - The Commons Social Change Library](#)
- [Steal This Country](#) by Alexandra Styron
- [Yes You Can](#) by Jane Drake and Ann Love

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Board Approved 5.24.23

UC "B" Approved Spring 2023