**Race and Identity 2025-2026**

**Ms. Novak, room 113**
The best way to communicate with me is through email: elizabeth.novak@mpls.k12.mn.us I often do not see comments in google classroom until it is too late.

About me: I have three kids- two in college and a junior at Southwest High School in Minneapolis. I am the proud mother of three rescue dogs who keep me on my toes. In my spare time, I like to hike and run with friends, and eat good food. This is my fourth year at Roosevelt, and my 26th year in the district. I love being a teacher, and I firmly believe that I teach the best kids in Minneapolis (besides my daughter).

**Course Description**
Ethnic studies courses combine elements of many subject areas to deeply examine race and ethnicity, and how they have impacted us historically and still do today. In 2020 Minneapolis Public Schools passed a new graduation requirement for all students to take a one semester Ethnic Studies course prior to graduation. At Roosevelt all students will take a course titled Race and Identity, with the option to take a more specifically focused Ethnic Studies course in the future.

**Unit 1: Identity**

- How does my racial identity intersect with other aspects of my identity and impact my experience in the world?
- What strength can I draw from my own cultural wealth?

**Unit 2: Unpacking Race**

- How have race and ethnicity been constructed and attached to white people, people of color, and indigenous people--and how has this construction evolved over time?
- How did settler colonialism, slavery, and migration create the racial dynamics in the US today?

**Unit 3: Resistance & Resilience**

- How have resistance, resilience, and solidarity been a part of the US experience?
- How have groups come together across identity categories in their struggle for liberation?

**Unit 4: Transformation & Liberation**

- What does justice look like in our community and our nation?
- How does race and ethnicity continue to shape the United States and contemporary issues?

**You can expect from me:**
- Willingness to learn with you goals
- Upholding classroom respect
- Creating lessons that teach the course
- Open to feedback on lessons and content
- Open- mindedness

**My expectations for you:**

- Be here on time and every day.
- Engage in the class and the work.
- Speak your truth. Ask questions to understand. Listen with an open mind. Help create a safe and brave space for all.
- Ask for help when you need it.

**Attendance:**
Arrive to class before the final bell rings. When the 1 minute bell rings, it's time to find your seat! If you'll be absent, check Google Classroom for missed work and send me an email if you have any questions.

**Course Materials:**
Please bring your Chromebook to class. Students will also need a notebook and a writing utensil.

**Technology Use Guidelines & Procedures**
Bring a charged Chromebook every day. You'll likely need to charge it every night, just like a cell phone. If your Chromebook is lost or damaged, see Ms. Hansen in the media center.

**Phone Policy:**
Due to the rigorous nature of the class, there will not be time for phones or earbuds during class. The expectation is to have your phones and earbuds put in the slot assigned to you at the beginning of class. The phone station is how I take attendance. If there is something going on in your life that requires you to check your phone, please let me know at the beginning of class.

**Late Work Policy:**
Assignment due dates will be communicated to you. No late work is accepted for points unless an extension is requested before the due date. Extension requests can be done through email, or you can fill out the Assessment Requestion form found in Google Classroom.

Students are encouraged and expected to ask for an extension if unable to meet the deadline. Assignments with teacher-granted extensions are not considered late work and will be graded for points. Teacher and student will work together to determine the new due date. All outstanding assignments are due the Monday before the last week of the quarter. Assignments turned in after the Monday before the last week of the quarter will not be graded. Students will submit a google form request via Google Classroom for each individual formative assessment extension request.

**Grading Scale:**

- **Summative Assessments** are 80% of your grade. In class we are using the MYP Criterion Rubrics in the areas of Knowing and understanding, Investigating, Communicating and Thinking Critically.
- **Formative Assessments** are 20% of your grade. graded on a 0-1-2 scale.
- Retakes will be permitted for summatives. You must talk with me if you are interested in doing a re-take and we'll discuss what you need to do. All re-takes must be done within two weeks of the original date. Refer to the RHS Assessment Policy for more details.

**Extra Support & Inclusion**
In this class you will be respected and honored by me and your peers. Please share with me, to the degree that you are comfortable, anything that is getting in the way of success in my class so I can make the appropriate accommodations. I am available before school if you need extra help. I can be available at other times too if we make a plan ahead of time.

**Academic Integrity**

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format. Refer to the RHS Academic Integrity Policy for more details.

**Student's Responsibility :**

- Read and understand the RHS Academic Integrity Policy.
- Read and understand the RHS Assessment Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

**Violation Procedures:** First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.

**Final word:** Learning is a shared journey. Together, we will challenge ourselves, support one another, and grow.