

Course Approval, Ethnic Studies

*Every Student, Every Day.
Leaving No One Behind!*

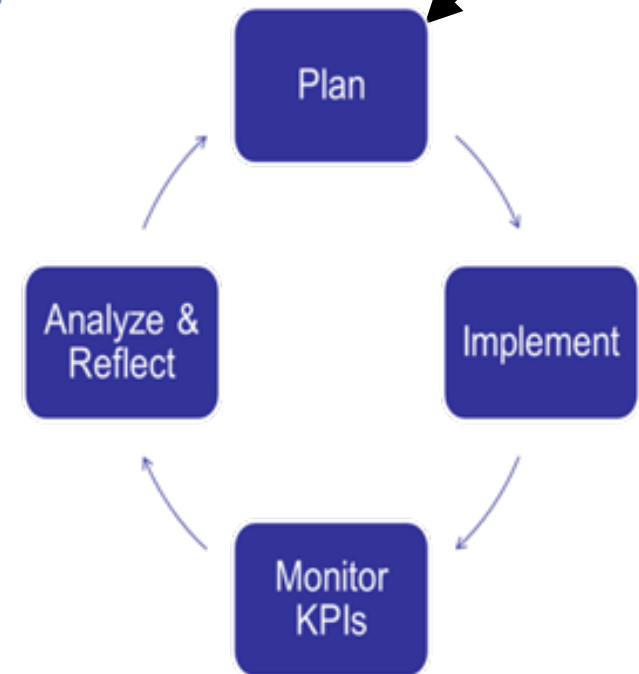
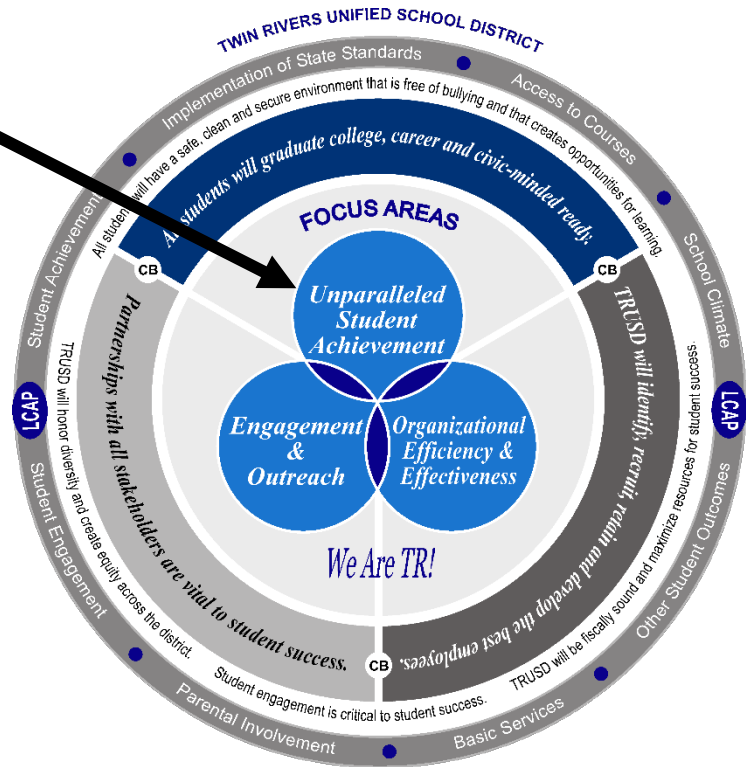
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Development

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Presentation to the Board of Trustees

December 14, 2021

Twin Rivers Unified School District: *Inspiring each student to extraordinary achievement every day!*





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Purpose

The purpose of this presentation is to gain board approval for the Ethnic Studies course outline.

Process

The course outline has been developed utilizing the following critical stakeholders:

- **Community Advisory Group**
- **Social Science Subject Area Committee Teachers**
- **Principal Advisory**
- **Parent Input Meetings**

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Process Continued

The course was developed utilizing the following resources:

- **CDE Model Framework**
- **UC Doorways Model Courses**
- **Experts in the field of Ethnic Studies**
- **Input from community, teachers, and administrators**

Presentation of the Course Outline

**What follows are the four
units developed and approved
by UC Doorways.**

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Course Outline as Approved by UC Doorways

Summary of Course Description:

- In-depth study of various ethnic groups
- Intended for students of all backgrounds and cultures
- Understanding of and an appreciation for the various cultures in their community
- Aims to cultivate respect and empathy for individuals
- Build student awareness of their personal connections to local and global histories



Unit 1: Introduction to Ethnic Studies and Identity

The overall objective of the Identity Unit is for students to explore themselves and how they fit into society.

This unit will also explore the following topics:

- How identity is shaped by ancestral and community ties and experiences**
- How we define our various identities: national, state, local, and community**
- How we perceive ourselves and how others perceive us (perceived popularity)**
- Examination of how images and stereotypes reduce or magnify an individual and how that has changed over time**



Unit 2: History and Movement

This is a survey unit to establish settlement patterns, context and changing perceptions of immigrants as well as immigrant and indigenous groups in the United States. Students will then determine how each group has and continues to negotiate the tension between maintaining their identity and assimilation.

This unit will include a focus on the following people groups:

- **Asian immigration (Chinese, Japanese, Southeast Asian, etc.)**
- **European immigration (Italians, Jewish, Polish, Irish, Serbian, etc.)**
- **Native/Indigenous (Maidu, Miwok, Nisenan, etc. Movement)**
- **Latin American immigration (Mexican, El Salvadorian, Honduran, Guatemalan, etc.)**
- **Middle Eastern immigration (Syria, Pakistan, Iraq, Afghanistan, etc.)**
- **African Diaspora and Slavery**



Unit 3: Systems of Power

In this unit students will define and examine past and existing systems of power including:

- **Systemic racism**
- **Privilege in society**
- **Impact in everyday life**
- **Power structures and how they impact decision-making and the**
- **Construction of narratives.**
- **Social construction of race and how it connects to structures of power.**



Unit 4: Social Movement and Equity

In this final unit, students will study and identify historical and contemporary issues of oppression or threats to identity in order to become advocates for their community.

Students will learn:

- **The power of activism**
- **Efforts to confront dehumanizing systems**
- **Exploration of the Declaration of Human Rights.**

Students will envision justice, equity, and democracy to their fullest extent and generate practical methods for activism, allyship, and transformative social change.



Final Recommendation

We request that the Board of Trustees to approve the Ethnic Studies course outline as presented.



Next Steps

01

Provide the Board
with options to
include the course in
high school
curriculum

02

Board Vote on
where and how to
place the course

03

Implementation of
the course

Questions?

Thank you

