
Ethnic Studies Syllabus



Course Description - From the SMUHSD Ethnic Studies Course of Study

This Ethnic Studies course is designed for students to be politically, socially and economically conscious about their **personal connections** to local and to global histories. By studying the histories of race, ethnicity, gender, class and culture, students will cultivate **respect and empathy** for individuals and **solidarity** with groups of people locally, nationally, and globally so as to foster **active social engagement and community building**. Particular focus will be given to the contributions, and struggles of different racial and ethnic groups for liberty, equality, and justice in the United States. Students will **investigate** and **analyze** the historical factors of power and privilege and the subsequent impact on historically disadvantaged groups' ability to navigate and mitigate internal and external structures that influence their **human experience**. Students will apply in-depth analysis to contemporary issues and collectively pose creative, self-affirming solutions in a variety of ways to promote agency through grassroots **community advocacy and civic engagement**. This course is intended to help build inter-ethnic understanding and socio-cultural bridges in an increasingly more multicultural and multiethnic nation, which is imperative to **creating a just society**.

Course Objectives

Students will:

- ❑ have a better understanding of themselves in context of the history of the United States and our contemporary (current) society.
- ❑ be able to discuss their identities, including race, ethnicity, gender and the ways these categories are socially constructed and how they affect students' lives and the lives of others.
- ❑ be able to explain the dynamics among internalized, interpersonal, and institutional oppression and resistance.
- ❑ develop academic skills in speaking, reading, analysis, writing, and collaboration which can be applied in multiple academic courses.

Essential Course Questions

These questions will help drive the focus of our three units of study:

- **Unit 1:** *In what ways has precious knowledge emerged, been hidden, and re-emerged over time?*
- **Unit 2:** *How solidarity has been used to transform systems of inequity and inequality throughout history by challenging traditional power structures?*
- **Unit 3:** *What role can an individual play in constructing systems of liberation for self and others rooted in joy for the pursuit of a more just society?*

Units of Study:

- Unit 1: Stories (Self & Community)
- Unit 2: Systems & Solidarity
- Unit 3: Joy and Justice

Core Text

A Different Mirror for Young People: A History of Multicultural America by Ronald Takaki

Assorted articles, and other multimedia resources

Materials Needed Everyday

- Chromebook & Charger
 - **Bring your CHARGED device & charger daily**
 - **Daily** Canvas access
- Binder Paper / Notebook (your preference)
- 3-ring Binder
 - Can be history specific OR a section in a bigger binder.
 - **NO FOLDERS** (please do not ask)

Common Courtesies & Classroom Guidelines

In order to be successful in this course, the following policies and procedures (in addition to those mentioned in the Aragon Redbook) **must** be followed:

- **Be kind & respectful** to other students, teachers, staff members and their property.
- **Listen** to the teacher and others. Practice good listening skills like raising your hand when you want to speak, listening to others, not speaking when another person is talking.
- **Participate & communicate.** Please make sure to take part in class discussions, activities, projects, and in your own learning. Engaged bell to bell, Do not pack up early.
- **Be on time and prepared.** Be in class with your materials at the beginning of the scheduled period and working on the “Do Now” on the board. Be in your seat by the bell.
- **Food & Bathroom policy: Snacks** are fine, no full meals and clean up your trash. Bathroom breaks should take place BEFORE class starts.
- **Show integrity.** Do your very best work in and out of the classroom. Cheating on assessments, copying homework, plagiarism, and other such behavior show a lack of character and willful dishonesty.
 - See Academic Integrity Section in syllabus
- **Be a good digital citizen.** Please use all technology, including personal *and* school devices, in an appropriate manner.
- **Cell Phone Policy:** Phones and headphones **will not be used** during class time unless explicitly stated by the teacher.
 - All students will adhere to the guidelines presented in the SMUHSD Student Technology Policy as explained in the AHS Redbook



Any violations to these expectations may result in detention, contact home and/or further administrative action. Please remember, you are responsible for you and your own actions.

Assessment & Grading

Your overall grade will be calculated using a combination of weighted grading categories, and the final. The overall final grade weighting in the course will be as follows:

- **Classwork / Homework 35%**
 - may include classwork, do now's, exit tickets, other in-class activities, discussions, homework, etc.. These are assignments that inform the teacher of the students progress throughout the class. Students should view these assignments as practice assignments for the larger summative assignments.
- **Tests, quizzes & projects - 40%**
 - may include content-specific assessments, writing assignments, seminar discussions, presentations, or projects. These assignments measure the students comprehension of the content at the end of a lesson, section, or unit.
 - Specific rubrics will be handed out to show students how they will be graded on summative assignments.
- **Semester Final - 15%**
 - The final summative project is worth 15% of the overall grade. Detailed instructions will be given during the final unit.
- **Participation - 10%**
 - Do you have materials to participate? (chromebook, charger), are you being an collaborative group member? etc.

Total Grade Calculation - your overall grade will be calculated using this chart:

Letter Grade	Range
A+	100% to 97%
A	< 97% to 93%
A-	< 93% to 90%
B+	< 90% to 86%
B	< 86% to 83%
B-	< 83% to 80%
C+	< 80% to 76%
C	< 76% to 73%
C-	< 73% to 70%
D+	< 70% to 65%
D	< 65% to 63%
D-	< 63% to 60%
F	< 60% to 0%

Attendance & Make Up Work

In order to be successful in this class, you must attend class daily and be on time and in your seat by the bell. It is the student's responsibility to obtain any work they missed while absent from class. If students are absent, they **MUST** check Canvas to see what they have missed or speak to the teacher at an appropriate time.

It is expected that students will complete work on time as it will be used to prepare students for an upcoming lesson or reinforce content already learned. If students are unable to complete assignments on time, it is highly encouraged that the student talk to the teacher or email them at least 24 hours in advance to gain extensions if necessary.

Academic Integrity Policy: [\(link\)](#)

Aragon students hold themselves to the highest academic and ethical standards. We value every student's right and responsibility to learn and their teachers' right to teach. Because of these shared values, we abide by the following Academic Integrity Policy.

Students and Parents/Guardians agree that for all work, the student is fully responsible for:

- Submitting their own original work for each assignment and ensuring the work's content and integrity.
- Assuming that work needs to be completed individually unless the teacher states otherwise.
- Keeping confidential all information about any assessment.
- Completing all assessments without any aid unless the teacher states otherwise or as permitted by 504/IEP accommodations. This includes but is not limited to aid from grammarly, chatGPT, or any other artificial intelligence resource.
- Citing properly any resources that they consult in the process of completing an assignment.
- Contacting the teacher when uncertain about how to maintain academic integrity with an assignment.
- Not borrowing, lending, or sharing the content of any assignment (including electronically).
- Not re-submitting the same work for a different assignment.

Teachers are responsible for:

- Teaching students about how to maintain academic integrity in their classrooms.
- Proctoring assessments responsibly.
- Clearly explaining to students when collaboration and/or aides is and is not permitted.

VIOLATIONS		
Level A (First Time, Low-Value Assignment)	Level B (First Time on Assessment/End of Unit Paper/Project OR Repeated Level A)	Level C (High-Value, Final Exam/Paper/Project OR Repeated Violations)
<ul style="list-style-type: none">• Not submitting your own original work.• Collaborate or assist on an assignment that should be completed individually.• Use of any aids not permitted for the assignment (copy, plagiarize, fabricate/falsify).	<ul style="list-style-type: none">• Not submitting your own original work.• Collaborate, assist, or look at others' work on an assessment/paper/project when not permitted.• Give or receive information about the content of an assessment (steal, photograph, etc).• Use of any aids not permitted.• Falsification of any outside course approval, scholarship application, internship, volunteer, or employment documents.• Commit two A level violations.	<ul style="list-style-type: none">• Not submitting your own original work.• Collaborate, assist, or look at others' work on a final exam/paper/project when not permitted.• Give or receive information about the content of a final.• Use of any aids not permitted.• Unauthorized alteration of work to improve the grade on that assignment.• Alter any grade electronically or in a grade book.• Falsification of any college application materials.• Commit three A level violations.• Commit two B level violations.
Small, Low-Value Assignments		Big, High-Value Assignments
<ul style="list-style-type: none">• Homework (<i>applies to all HW assignments</i>)• Classwork (<i>unless specified by teacher, ex: lecture notes</i>)		<ul style="list-style-type: none">• Quizzes (<i>any unit quizzes, no matter size</i>)• Tests (<i>any unit exam or final exam</i>)• Projects

Communication:

- **Modules on Canvas for classwork:** For all items related to the class, please visit Canvas. Everything is on the site, including the Google Presentations, copies of handouts, and links to the online resources. To view the week's assignments be sure to watch the homepage for updates.
- **Emails:** We will do our best to answer emails in a timely fashion. However, emails sent after 6pm will not be checked until the morning. Remember, we are a community and should rely on each other for help. Please ask your classmates if you have questions or need clarification on an assignment or activity.

Please feel free to contact your teacher with any concerns and questions. We are looking forward to teaching you this semester!

Common Assurances on Dehumanizing Language

Aragon High School

We expect respectful and humanizing communication from all community members. The use of dehumanizing language perpetuates injustice and causes harm to individuals and our community.

Dehumanizing language is words or phrases that target people due to their perceived or actual race, culture, ethnicity, religion, outward appearance, gender identity or expression, sexual orientation, ability level, socioeconomic status, and/or language(s) spoken. Dehumanizing language strips people of their dignity, humanity, and worth.

Everyone deserves to be treated with dignity and respect. Valuing our diversity builds understanding and compassion. We are committed to creating a safe school community for all.

Aragon students and families agree to...

- **Use respectful, school-appropriate language** the entire time they are on campus.
- **Not use any word or variation of a word that is disrespectful** of the perceived or actual culture, ethnicity, religion, outward appearance, gender, gender expression, sexual orientation, ability level, or socioeconomic status of any member or guest of the Aragon community.
- **Not name-call**, even with friends, or use identities as insults.
- **Uphold these expectations in all forms of communication:** verbal, written, symbolic or in gestures, in person or electronically.

Aragon staff agree to...

- **Interrupt and address dehumanizing language.**
- **Foster positive cultural change** at our school.
- **Educate students** on the harm caused by dehumanizing language.
- **Involve a wide range of students** in efforts to address dehumanizing language.
- **Model humanizing behavior** in interactions with each other and our students.
- **Work in partnership as a staff.**
- **Engage our community** (district, feeder schools, parent groups, and visitors).

-----**SIGN NEXT PAGE AND SHOW TO YOUR TEACHER**-----

Movie Permission

From time to time, students will be asked to watch relevant movie content. Such movies are carefully chosen for their historical content and accuracy. At times, the best movies are rated PG-13 - R. For this reason, we are asking for a parent/guardian signature of this syllabus granting permission for your student to view such movies. Be assured that we will use discretion when showing excerpts of movies. Movies shown in class will be appropriate to the topic of study and, at times, only a short segment will be used. Please feel free to contact your students' teacher for clarification as needed.

MANDATORY Syllabus Confirmation

Please sign your name and have your parent/guardian sign on the line below. **Remember**, you should sit down with your parent/guardian to go over the syllabus.

**Parent/Guardian name
period**

Student Name

Class

Parent/Guardian Signature

Student Signature

Feel free to notify your students' teacher through email if you have any questions or concerns or would like to let them know any important information about your student