**ETHNIC STUDIES AND CIVICS**

**Ethnic Studies & Civics & College and Career Readiness Seminar**

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**College Credit Available for *Humanities 110D*, *Political Science 202***

**COURSE DESCRIPTION**

As a corrective to the standard narrative that excludes the meaningful participation of People of Color and minoritized people in the United States from English, History and Social Sciences curricula, ***Ethnic Studies*** examines experiences of Indigenous, Jewish and Muslim and Pacific Islands, East and South Asia, Latin America and Africa origin peoples in the US, focusing on their communities’ **resistance, adaptation, recognition** and **evolution**. Using a framing that emphasizes both the structural dimensions of race and racism and its associated cultural dimensions, the course educates students to be politically, socially, and economically conscious by focusing on themes of **identity,** **justice, responsibility** and **change** as these relate one’s self, family, groups and communities to civics.

***Civics*** encompasses critical analysis of US Supreme Court cases, laws and primary documents; the structure and powers of federal, state and Alaska/Native American governments; contemporary political process and political parties; the evolution of civil rights and liberties. The course centers experience of civic responsibilities and democratic discourse through study of US **voting regulations, education access, citizenship/ immigration eligibility** and **legal protections**.

***College and Career Readiness Seminar*** (CCRS) engages online tools such as Naviance, Collegescorecard.ed.gov, FAFSA and EverFi to progress students’ personal **High School and Beyond Plan**.

College credit for this course is earned as:

***HUM 110D (EvCC—5 credits)***

An interdisciplinary introduction to American Cultural Studies as an analysis of issues, concepts and theories of the Americanization process and American cultural values. Topics such as race, ethnicity, social class, privilege, gender and religious beliefs are explored through history, literature, sociology, art and communication.

***POLS 202 (EvCC—5 credits)***

Introductory analysis of the process by which policy is made at the national level in the United States. Constitutional origins and development; ideology; influence through public opinion and media, parties and elections; interest groups and PACs; policy-making by Congress, Presidency and courts; policies, including civil rights and civil liberties.

**K-12 COMMON CORE STATE STANDARDS**

SSS1.9-12.5 Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.

SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

C1.11-12.1 Analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they influence the social and political system.

C1.11-12.2 Analyze the impact of constitutions, laws, treaties and international agreements on the maintenance of national and international order.

C1.11-12.3 Apply civic virtues and democratic principles when working with others.

C2.11-12.1 Analyze citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national and/or international level.

C2.11-12.2 Analyze the origins, functions, and structure of government with reference to the United States, Washington state, and tribal constitutions.

C2.11-12.3 Evaluate the effectiveness of the American system compared to international governmental systems.

C2.11-12.4 Evaluate the effectiveness of our system of checks and balances in limiting the power of government at the national, state, and local levels.

C3.11-12.1 Evaluate the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order or disorder.

C3.11-12.2 Critique relationships among governments, civil societies, and economic markets.

C3.11-12.3 Evaluate the impact of international agreements on contemporary world issues.

C4.11-12.1 Use appropriate deliberative processes in multiple settings.

C4.11-12.2 Analyze and evaluate ways of influencing local, state, and national governments and international organizations to establish or preserve individual rights and/or promote the common good.

C4.11-12.3 Evaluate the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

C4.11-12.4 Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

E4.11-12.3 Evaluate how individuals and different groups affect and are affected by the distribution of resources and sustainability.

G1.11-12.2 Analyze interactions and conflicts between various cultures in the United States.

G1.11-12.6 Assess the social, economic, and political factors affecting cultural interactions.

G2.11-12.6 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

G2.11-12.7 Evaluate current opportunities and obstacles connected with international migration.

G3.11-12.4 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

G3.11-12.3 Analyze how the geography of globalization affects local diversity.

H2.11-12.3 Evaluate how individuals and movements have shaped contemporary world issues.

H2.11-12.4 Analyze how cultural identity can promote unity and division.

H3.11-12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives.

H4.11-12.3 Analyze how current events today are rooted in past events.

**COURSE GRADING SYSTEM**

**4+** This work demonstrates end-of-year COLLEGE LEVEL targets for skills and knowledge.

**4** This work meets end-of-year HIGH SCHOOL/current quarter COLLEGE LEVEL targets.

**3** This work demonstrates current quarter HIGH SCHOOL LEVEL skills and knowledge.

**2** This work attempts targeted HIGH SCHOOL LEVEL skills and knowledge.

**1** This work is an incomplete attempt (some requirements missing).

**MI** No submission received.

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| --- | --- | --- | --- | --- |
| **EvCC****transcript will show** | EvCC Scale |  | JHS CIHS Scale | **JHS****transcript shows** |
| **A** | 3.8-4.0 |  | 3.3-4.0 | **A** |
| **A-** | 3.4-3.7 |  | 3.0-3.2 | **A-** |
| **B+** | 3.1-3.3 |  | 2.7-2.9 | **B+** |
| **B** | 2.8-3.0 |  | 2.3-2.6 | **B** |
| **B-** | 2.4-2.7 |  | 2.0-2.2 | **B-** |
| **C+** | 2.1-2.3 |  | 1.8-1.9 | **C+** |
| **C** | 1.8-2.0 |  | 1.4-1.7 | **C** |
| **C-** | 1.4-1.7 |  | 1.1-1.3 | **C-** |
| **D+** | 1.1-1.3 |  | 0.9-1.0 | **D+** |
| **D** | 0.8-1.0 |  | 0.7-0.8 | **D** |
| **D-** | 0.7 |  | No D-………………  |
| **F** | 0.0-0.6 |  | 0.0-0.6 | **F** |

**GRADE FORMULA FOR EACH SEMESTER**

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| --- | --- |
| Summative Assessments | 70% |
| Formative and Collaborative Work | 30% |

EvCC course grades = the average of the 2 semester final grades **OR** the score earned on the course summative assessment, *whichever is higher.*

**COURSE OBJECTIVES**

**Identity, Democracy and Discourse**

Independently and collaboratively use class resources to develop and apply understanding of:

* How identities are recognized and treated under federal, state, tribal law currently and historically
* What *ethnicity* comprises; how it relates to other legal categories and identity concepts
* How beliefs about ethnicity, race, class, cultural affiliation and differences affect self and others
* How to conduct inclusive, cooperative and collaborative inquiry and discussion
* What personal post-high-school goals are and tasks during senior year that help achieve them.

**Anchors**: *Article VI; Title VI;* Admissions and Financial Aid cases and laws; Common and Coalition Applications, HS and Beyond Plan

**Civil Rights and Civic Responsibilities**

Employ strategies for discussion, representation and response in public, shared, scholarly space to develop and apply understanding of perspectives on:

* Roles of the public, political parties, special interest groups, civil society in policy making and implementation
* How federal, state and local law impacts individuals’ and groups’ power, exercise of rights and scope of liberties
* Principles of the *US Constitution*
* State and federal supreme court interpretations related to voting, citizenship, access to education
* Effective citizenship and advocacy in a democratic system.

**Anchors:** *US Constitution*; Supreme Court and state cases and laws

**Ethnic Group Studies**

Research, analyze and synthesize source materials to develop and communicate understanding of:

* Africa Origin Peoples in US territories
* Indigenous Peoples in US territories
* Latin and South America Origin Peoples in US territories
* Jewish (Ashkenazi/Sephardic and other) Americans
* Muslim (Arab, Africa/Middle East Origin and other) Americans
* Pacific Islander Origin Peoples in US territories
* South Asia Origin Peoples in US territories
* East Asia Origin Peoples in US territories

With these **guiding questions**:

Who are these people, where do they reside in historical and current territories of the US, and Why?

What contributions have been made by these people to US society, culture, economy and politics?

What milestones shape the experiences of diverse communities WITHIN this group in the US?

How have those communities resisted, adapted, been recognized and evolved in response, and Why?

What challenges to identity, justice, responsibility and change do they face, and Why?

What opportunities/responsibilities do you have to enact change in light of your understanding?

**INDEPENDENT ASSIGNMENTS**

**Independent Reading and Reflections (Formative Work)**

Document your Independent Reading titles and impressions as well as Reflection Question responses.

**High School and Beyond Plan (Graduation Requirement/ 5 parts)**

Research and identify career goals, aided by a career interest inventory. Research steps for meeting educational goals of 13th year and beyond. Develop financial plans to meet personalized pathway, career and educational goals. Draft résumé that includes activities, athletics, leadership, work experiences and community service. Complete WAFSA/FAFSA/[CSS](https://cssprofile.collegeboard.org/) Profile, scholarship, college and organization applications and other optional materials as relevant to personal goals. *Submit required responses on Naviance to meet graduation requirement.*

**Me, by Me (Summative Assessment #1)**

Create a multi-stage, multimedia introduction of your academic/pre-professional identity using Adobe Express (or alternate platform), responding to prompts.

**Precious Knowledge (Summative Assessment #2)**

Produce an explanatory segment relevant to the experience of a US ethnic group you studied to insightfully add to/correct the standard narrative taught in public school, crediting all sources.

**Ancestry Research (Summative Assessment #3)**

Propose, prepare and document info from databases, maps and other social science research resources and primary sources (like interviews) you gather and study to add to/correct what you know about your own ancestry, family, background or about others you wish to connect to, respecting the privacy and dignity of individuals whose material you access and discuss.

**Civic Engagement (Summative Assessment #4)**

Review and reflect on your learning in this course to prepare a response to the White House’s call for public feedback/comment on proposals to change race and ethnicity category standards. Responses may be in written, paragraph form or other format (video, etc).

**Identity Essay/Presentation (Alternate Assessment #1)**

Draft a maximum 650 word essay/2 minute presentation (other format of your choice) explaining “I bring **?** contributions (not already sufficiently available) to **?** college/org by using **?** experience/knowledge in **?** way.” *Only essays submitted by the feedback deadline will receive comments.*

**Personal Interviews (Alternate Summative Assessment #2 or #3)**

Prepare and document a live personal interview presenting first person experiences/knowledge salient to a US ethnic group you studied which adds to/corrects the standard narrative taught in public school, respecting the privacy and dignity of interviewees.

**Amicus Brief (Alternate Summative Assessment #4)**

Prepare a response to a hypothetic Congressional call for proposals for federal budget changes. Express your reasoning, researched data and predictions of effect.

***Pluribus Project* (Summative Assessment for HUM 110D credit)**

Design a portfolio insightfully introducing to a public school audience contemporary contributions to/adaptations of US mass culture by a set of artists affiliated with a US ethnic group you studied by compiling representative examples and annotations of their art, dance, design, fashion, literature, media, music, performance or other CREATIVE content. *You may propose an alternate demonstration of learning for instructor approval.*

***?-ation Nation Game* (Summative Assessment for POLS 202 credit)**

Design a game/user experience insightfully presenting a selection of historical challenges/opportunities related to colonization, discrimination, education, exploitation, immigration, integration, legitimation, mobilization, politicization or other SOCIOLOGICAL [*-ation*] process experienced by a US ethnic group you studied for use in a public school classroom. *You may propose an alternate demonstration of learning for instructor approval.*

**Civics portion of USA Naturalization Test (Alternate Summative Assessment for Civics credit)**

Prepare in advance and deliver *on-demand* responses to questions demonstrating understanding of US government.

**COLLABORATIVE WORK**

**Class Charter and Meetings**

Participate in drafting, approving and implementing a formal, binding charter defining purposes, freedoms and responsibilities of instructor, invited guests and students, principles for power sharing, structures for class time, tasks and resources. Activities vary, and roles are self-selected.

**Safe/Brave Sharing**

Prepare for and contribute to formal, large group information sharing and discussion of materials by offering responses to prompts and steps of protocols.

**Table Talk Journal**

Share and collect information with your tablemates to record responses and perspectives on sources and discussion topics.

**Simulations**

Participate with others in role plays and virtual experiences according to prompts and protocols.