Dear Students and Guardians,
Welcome to ninth grade, SoHDA, and Ethnic Studies class. I look forward to working with you. Please be aware that there is no social promotion in high school, so students must pass their classes in order to graduate. SoHDA has a strong academic reputation and college acceptance rate. This is due to our high expectations. Our staff provides a lot of support, but students must be prepared to work hard. Please contact me regarding questions and concerns.

COURSE DESCRIPTION
The main purpose of this course is to educate students to be socially, politically and economically conscious about their personal connections to local and national history. It addresses social justice, social responsibility, and social change. The course spans from past to present, allowing students to identify similar social patterns and universal qualities present in other societies and their own. The course will explore cultural issues thematically and it will also focus on the experiences of Native Americans, Latino Americans, African American, and Asian Americans and the LGBTQ community.

UNITS

FOCUS: LATINO/A AMERICANS  Theme: Identity
In this unit, students will explore individual and group identity and the meaning of terms such as race and ethnicity. They will clarify their own feelings and values through reading, writing, speaking and listening. Students will focus on the experience of Latino Americans both historically and in terms of contemporary issues. They will engage in a case study of the Chicano Movement. Students will also begin their History Day Project. This year’s theme is “Taking a Stand.”

FOCUS: NATIVE AMERICANS  Theme: Ethnocentrism
In this unit, students will explore the concept of ethnocentrism. Students will focus on the experience of Native Americans both historically and in terms of contemporary issues. They will engage in a case study of the effects of California missions on the native population. Students will also create a group project called “Beyond the Books,” in which they compare the mission mythology with Native American reality.

FOCUS: AFRICAN AMERICANS  Theme: Race
In this unit, students will explore race as a social construct. Students will focus on the experience of African Americans both historically and in terms of contemporary issues. They will engage in a case study of the Montgomery Bus Boycott. Students will also write an argumentative essay about race as a category.

FOCUS: LGBTQ COMMUNITY  Theme: Scapegoating
In this unit, students will develop an understanding and respect for the LGBTQ community. Additionally, students will explore gender stereotypes. Students will focus on the experience of the LGBTQ community both historically and in terms of contemporary issues. They will engage in a case study of same-sex marriage. Students will also participate in a deliberation called “Marriage and the State.”

FOCUS: ASIAN AMERICANS  Theme: Diversity
In this unit, students will explore California’s ethnic diversity. Students will focus on the experience of Asian Americans both historically and in terms of contemporary issues. They will engage in a case study of the diverse ethnic groups living in California. They will participate in a role play about California public policy on diversity.
TEXTBOOKS
- *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki (and/or)

**GRADES**
Grades will be calculated by dividing the points the student receives by total points possible:

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<th>Percentage Range</th>
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<tr>
<td>100-90%</td>
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<td>89-80%</td>
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<td>79-70%</td>
<td>C</td>
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<td>69-65%</td>
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**ACTIVITIES** (See Course Outline for specific activities.)
Students will be expected to complete homework *before* class in order to comprehend and participate in activities. Much of their written work will be placed in an INTERACTIVE NOTEBOOK.

- Annotating Text
  - Proactive Reading
  - Analyzing Informational Text
- Reciprocal Teaching
- Flashcards – for key information
- CCSS Graphic Organizers (some “Foldables”)
- Depth of Knowledge (DOK) Questions
- Proactive Watching: Video Response Questions
- Document Analysis: APPARTS

- Socratic Seminars
- Presentations – individual and group
- Quizzes and Tests
- Essays
- Deliberations/Debates
- Role Plays
- Projects – individual and group
- History Day
- Project Based Learning (PBL)

**ASSESSMENTS** (See Course Outline for specific assessments.)

**FORMATIVE ASSESSMENTS**
- Reading Students will read a variety of secondary and primary sources that relate to the Common Core State Standards (CCSS). They will write do annotating text individually and do reciprocal teaching in groups.
- Writing Students will write a variety of assignments that relate to the Common Core State Standards (CCSS). They will make flashcards, use graphic organizers, answer DOK questions, and do proactive watching and document analysis.
- Speaking/Listening Students will participate in discussions, Socratic Seminars, and presentations.
- Students will take quizzes and tests periodically.

**SUMMATIVE ASSESSMENTS:**
Performance Assessments Each unit will culminate in an essay, debate, role play or project. All students will complete a History Day entry titled “Taking a Stand” and will also participate in a ninth-grade team PBL experience titled “Health is Wealth.”

**LATE WORK**
Students will have as many days to make up work as they have excused absences. Credit for work turned in one day late will drop 10%, up to one week late will drop 20%. After one week, work will receive 50% credit. Work will not be accepted after a grading period has closed.

**BEHAVIOR**
Students are expected to be respectful to everyone. If their behavior disrupts teaching and learning, they will be given a warning. If it continues, they will be given an after school detention. If their misbehavior is severe, they will be sent to an administrator immediately.

Note: The teacher reserves the right to modify assignments as necessary.
ETHNIC STUDIES – Ms. Ryley

Please sign below to indicate that you have reviewed the syllabus. Please return by: ________________

<table>
<thead>
<tr>
<th>Student Name (PLEASE PRINT)</th>
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<th>Guardian Name (PLEASE PRINT)</th>
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Guardian Phone Number: _____________________________________________

Guardian Email: __________________________________________________________________________________

Is there anything that you feel I need to know in order to help this student to be successful in this class?

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Thank you,

Ms. Ryley