

**Ethnic Studies**

LAHSA RFK - **Course Syllabus: 2023-24**

**Contact Information**

Mr. Loer

Phone: (657) 201-7913

Email: [david.loer@lausd.net](mailto:david.loer@lausd.net)

**Course Description**

This Ethnic Studies course operates from the consideration that race and racism have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Latin Americans, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions.

The major purpose of this course is to educate students to be politically, socially, and economically conscious about their personal connections to local and national history. Ethnic Studies focuses on themes of identity, community, geography, history, social justice, social responsibility, and social change. The course endeavors to connect the past to the present, allowing students to understand how systems of power and oppression developed and currently function in our world. Students understanding will be enriched through investigation of current events and authentic & engaging projects

**Course Overview**

| Fall 2023   * Unit 1 - Personal Identity * Unit 2 - Family & Community Identity * Unit 3 - Global Identity & Geography | Spring 2024   * Unit 4 - Dehumanization & Humanization * Unit 5 - Power, Privilege, and Oppression * Unit 6 - Action & Change |
| --- | --- |

**Required Texts and Other Supplies**: Students are required have the following school materials available for class every day

* 3-ring binder (1-1 ½ inches) - students are expected to keep an organized binder with notes and assignments
* Spiral Notebook OR Lined Paper with 3-hole punch
* Writing Implement (pen, pencil, etc.)
* Textbook: A Different Mirror for Young People: A History of Multicultural America by Ronald Takaki [Provided by Teacher, PDFs of Required reading provided as well]

Any other supplemental materials will be provided in class. Items which students are required to provide will NOT be available through the class teacher.

**Assessment & Grading Practices**

This course will be graded according to the principles of Equity-based grading and instruction (EGI). This system is designed to help students build proficiency in focused skills throughout the year through practice, assessment, and feedback. Rubrics and scoring guidelines for written assignments will be provided for students to assess and improve their work through specific feedback. There are a total of 7 Learning Targets (LTs) for the school year. The goal is to demonstrate proficiency or higher in all of the learning targets during the course.

| **Learning Target** | **Description** |
| --- | --- |
| **LT1: Content Knowledge** | Explain important information and vocabulary |
| **LT2: Central Ideas & Details** | Identify key ideas and supporting details in media |
| **LT3: Speaking and Listening** | Demonstrate active listening & comprehension; present and speak in multiple settings |
| **LT4: Writing (Informational & Explanatory)** | Develop an explanation of a topic in writing |
| **LT5: Writing (Argumentation)** | Develop an argument in writing and support it with evidence |
| **LT6: Research and Inquiry** | Demonstrate research skills by pursuing a question or topic |
| **LT7: Reflection** | Reflect on identity, personal growth and connection to the subject being studied |

Report card grades will be based on proficiency levels of ALL LTs completed at the time of the grading period. Final grades will be based on proficiency levels (not averaging) of LTs. To demonstrate proficiency (B) you must earn a 3 or above. There will be opportunities to retake and redo assignments after enrichment and corrective instructions practices such as tutoring have been completed.

| **EGI Rubric for Learning Targets:**  A score of 0 will not be entered into the grade book. Students may see an M (Missing) or I (Incomplete). Students will have the opportunity to complete the work and demonstrate growth towards mastery of the Learning Targets. | |
| --- | --- |
| **4: Advanced** | Evidence demonstrates complete, detailed, and consistent understanding |
| **3: Proficient** | Evidence demonstrates understanding |
| **2: Approaching** | Evidence demonstrates significant, but incomplete understanding: |
| **1: Developing** | Evidence does not demonstrate understanding: |
| **0: No Evidence** | With assistance from teacher, the students shows no understanding of material or no evidence is presented |

| Grading Scale: Report card and final letter grades will be assigned based on the following criteria | |
| --- | --- |
| **Letter Grade** | **Description** |
| A | I have demonstrated Advanced (4) in MOST LTs covered during the course. |
| B | I have demonstrated Proficiency (3) in MOST LTs covered during the course. |
| C | I am Approaching proficiency by receiving a score of 2 in MOST LTs covered in the course. |
| D | I am Developing proficiency in the course by scoring at least a 1 in MOST LTs covered in the course. |
| F | Has not demonstrated understanding or there is no evidence. |

**Late Work:** Students are expected to submit all work in a timely manner. Do not submit incomplete work - if an assignment is incomplete, speak to Mr. Loer so we can work on a plan to complete the assignment. Assignments not submitted on time will be marked Missing or Incomplete in the gradebook.

**Re (Do’s, Take’s, Assessments) : Anything below a (2) or teacher specific:**

This is offered to all students who have not demonstrated proficiency within Units of study based on Learning Targets. Using the following steps:

* Attends Tutoring to review activity
* Completes activities with assistance from teacher
* Students may be assigned activities including: Enrichment, More Practice, More Instruction
* New/Alternative Assessment is provided to student

**Classroom Behavior Expectations:**

* **Be Respectful -** To peers, teachers, and self in both word and action; help maintain a positive culture of learning.
* **Be Involved -** Arrive ready to participate in class; be ready to read, write, speak, listen, and improve your skills!
* **Arrive On Time**
* **Put Away Cell Phones & other devices -** The first time I see the phone you will receive a verbal reminder. Second time I will ask to keep it until the end of class. Repeated phone use may result in the phone being kept until the end of the day or the parent being called to pick up the student’s phone. For further info see the LAHSA Cell Phone policy in the student handbook.
* All LAHSA rules and policies will apply in the classroom. Please refer to the RFK Code of Conduct for complete school rules
* Repeated misbehavior will be addressed according to the LAHSA Progressive Discipline Policy and may include student conferences, calls home, detention, parent conferences, counselor intervention, and administrator intervention

**After reading through the syllabus, please sign and complete and return the Syllabus Acknowledgement & Student Information Sheet below**

**Syllabus Acknowledgement & Student Information Sheet & (please return to Mr. Loer)**

**Student Information - all info will be kept confidential**

| Student Name: | Preferred Name / Nickname: |
| --- | --- |
| Preferred Pronouns: | Advisory Teacher: |
| What kinds of extracurricular or out of school activities will be participating in this year?  Please list below: | |
| Sports: | Other school extracurriculars: |
| Clubs: | Jobs: |
| Please describe in 2-3 sentences how you learn best & how I can best help you as a teacher. | |
| Is there anything else you would like me to know about you? | |

**Parent / Guardian Info:**

| Parent / Guardian Name: | Phone Number: |
| --- | --- |
| Parent / Guardian Name: | Email Address: |
| What is the best time of day to reach you? | |

| Student Section: (Check off and Sign) | |  | Parent Section:(Check off and Sign) | |
| --- | --- | --- | --- | --- |
|  | I have read the syllabus and understand the expectations of the course |  |  | I have read the syllabus and understand the expectations of the course. I can contact Mr. Loer at [david.loer@lausd.net](mailto:david.loer@lausd.net) for further questions |
| Student Signature: | |  | Parent Signature | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |