FAXED 5/3/13 SG

SAN LEANDRO UNIFIED SCHOOL DISTRICT

SECTION A. COURSE DESCRIPTION COVER PAGE

1. Course Title: Social Advocacy	6. Prerequisites By Approval Only
2. Action: ___ New Course ___ Course Revision __X__ Title Change Only	7. Grade Level: 11 and 12
3. Transcript Title/Abbreviation:	8. Elective/Required: Elective
4. Transcript Course Code/Course Number:	9. Subject Area: English
5. CBEDS Code:	10. Department: English
11. Length /Credits: ___ 0.5 (half year or semester equivalent) __X_ 1.0 (one year equivalent) ___ 2.0 (two year equivalent)	
12. Was this course previously approved by UC? __X_ Yes ___ No If so, year removed from list: *Social Justice 1 is currently offered in The Social Justice Academy to 10th graders.*	
13. Meets the "____g___" requirements in the a-g university/college entrance requirement. Approval date: ____2007-2008_____	
14. School Contact Information Name: Linda Granger Phone: (520) 618-4600 E-Mail: lgranger@sanleandro.k12.ca.us	Title/Position: Principal Fax: (510)
15. Signatures: Department Chair: _____ Site Leadership Chair/Site Curriculum Committee Chair: _____ Principal: _____ Other: _____	
16. Date Approved by Board of Education:	

SECTION B. COURSE CONTENT

17. Course Description:

Students will be trained to serve as peer educators for the San Leandro High School campus, spending the first semester building a foundation of concepts around race, class and sex, and developing confidence, self-knowledge, empathy and problem solving skills through a variety of service-learning projects that address the major needs of our local community and cross-age peer tutoring. Students will utilize a course reader that will provide readings on the most prominent issues; the readings will be used to catalyze discussion, and to identify the roots of issues that face our community.

Students will work with their peers throughout the course of the semester in order to act upon the knowledge they build in the classroom. For example, Leading Social Justice students will be the school leaders who run the school-wide event: The Season of Service, Period of Peace. The Season of Service, Period of Peace runs from MLK Day to Chavez's birthday, a time in which the school comes together to teach and to learn both men's teachings of non-violence.

18. Course Goals and/or Major Student Outcomes:

- Students will write effectively in exposition, position, analytical and reflective papers. (*ESLRS*)
- Students will display responsibility, honesty, interpersonal skills, appreciation of diversity and build self-esteem. (*ESLRS*)
- Students will engage knowledgeably with other students and community members on the issues of a diverse community. (*Standards of Achievement*)
- Students will use problem-solving skills in intercultural conflicts and misunderstandings. (*Standards of Achievement*)

19. Course Objectives (Standards)

Objectives	Standards (optional)
Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.	Language Arts 11/12 Reading Comprehension 2.1
Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax and word choice in the text.	Language Arts 11/12 Reading Comprehension 2.2
Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace and public documents.	Language Arts 11/12 Reading Comprehension 2.3
Analyze an author's implicit & explicit philosophical assumptions &	Language Arts 11/12

beliefs about a subject.	Reading Comprehension 2.5
Critique the power, validity & truthfulness of arguments set forth in public documents; their appeal to both friendly & hostile audiences; & the extent to which the arguments anticipate & address reader concern & counterclaims (eg, appeal to reason, authority, pathos & emotion).	Language Arts 11/12 Reading Comprehension 2.6
Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.	Language Arts 11/12 Literary Response and Analysis 3.2
Analyze recognized works of world literature from a variety of authors: b. Relate literary works and authors to the major themes and issues of their eras. c. Evaluate the philosophical, political, religious, ethical and social influences of the historical period that shaped the characters, plots and settings.	Language Arts 11/12 Literary Response and Analysis 3.7 (b.c)
Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach.)	Language Arts 11/12 Literary Response and Analysis 3.8
Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive or descriptive writing assignments.	Language Arts 11/12 Writing Strategies 1.1
Structure ideas and arguments in a sustained, persuasive and sophisticated way and support them with precise and relevant examples.	Language Arts 11/12 Writing Strategies 1.3
Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).	Language Arts 11/12 Writing Strategies 1.6
Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).	Language Arts 11/12 Writing Strategies 1.7
Integrate databases, graphics, and speadsheets into word-processed documents.	Language Arts 11/12 Writing Strategies 1.8
Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tome in ways that are consistent with the purpose, audience & genre.	Language Arts 11/12 Writing Strategies 1.9
Write reflective compositions: a. Explore the significance of personal experiences, events, conditions or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). B. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. C. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.	Language Arts 11/12 Writing Strategies 2.3 (a, b, c)
Deliver multimedia presentations: a. Combine text, images and sound and draw information from many sources (e.g., tv broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select and appropriate medium for each element of the presentation. c. Use the selected	Language Arts 11/12 Writing Strategies 2.6 (a, b, c, d)

media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.	
Demonstrate control of grammar, diction, and paragraph and sentence structure and in understanding of the English usage.	Language Arts 11/12 Written and Oral Language 1.1
Produce legible work that shows accurate spelling and correct punctuation and capitalization.	Language Arts 11/12 Written and Oral Language 1.2
Reflect appropriate manuscript requirements in writing.	Language Arts 11/12 Written and Oral Language 1.3
Recognize strategies used by the media to inform, persuade, entertain and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, languages).	Language Arts 11/12 Listening and Speaking Strategies 1.1
Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) a the local, state and national levels.	Language Arts 11/12 Written and Oral Language 1.2
Use effective and interesting language, including: a. Informational expressions for effect. b. Standard American English for clarity. c. Technical language for specificity.	Language Arts 11/12 Written and Oral Language 1.8 (a, b, c)
Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation and enunciation.	Language Arts 11/12 Written and Oral Language 1.9
Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.	Language Arts 11/12 Written and Oral Language 1.10
Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning and proof)	Language Arts 11/12 Written and Oral Language 1.13
Deliver reflective presentations: a. Explore the significance of personal experiences, events, conditions or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life. c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.	Language Arts 11/12 Speaking Applications 2.1 (a, b, c)
Deliver multimedia presentations: a. Combine text, images and sound and draw information from many sources (e.g., tv broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select and appropriate medium for each element of the presentation. c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.	Language Arts 11/12 Speaking Applications 2.4 (a, b, c, d)

20. Course Outline/ Scope and Sequence:

Week/ Content Ideas
Week 1-2: 1. *Overview* a. *About Peer Education* b. *How to use the course reader* c. *Theme: Identity* 2. *Our campus and community* a. *What issues are present at SLHS?* b. *What issues are present at FTK/* 3. *Service to the community*
Week 3-4: 1. *History of Race and Racism* a. *Historical Figure: Baynard Ruston* 2. *Unpack your racial identity*
Week 5-7: 1. *Effects of Racism* 2. *Perpetuation of Racism* a. *Individual versus Structural* b. *Examining manifestations of Racism in our society and systems: Examination of school* 3. *How do you systematically change racism?* 4. *Social change/ Activism Skill: Advocacy/ Raising Awareness/ Educating/ Cross-Age Peer Tutoring*
Week 8-10: 1. *Social Change/ Activism Skill: Advocacy/ Raising Awareness/ Educating/ Cross-Age Peer Tutoring* 2. *MLK to Chavez: Non-Violence* 3. *Peer Education: Season of Service- Non-Violence and Personal Responsibility* 4. *Wrap up Racism*
Week 11-13: 1. *What is Classism? How does it affect people in different ways?* 2. *History of Classism (Hierarchy)* 3. *Current Examples of Classism* 4. *Examining Your Own Economic History* 5. *Cross-Age Peer Tutoring* 6. *Peer Education: Season of Service- Non-Violence and Personal Responsibility*
Week 14-17: 1. *How does Employment/ Education affect how people live?* 2. *Poverty and its effects* 3. *Minimum Wage Project* 4. *Cross-age Peer Tutoring* 5. *Peer Education: Season of Service- Non-Violence and Personal Responsibility*

Week 18-20:

1. *Homelessness Awareness*
2. *Challenging the Institution of Classism*
3. *Cross-Age peer Tutoring*
4. *Peer Education: Season of Service- Non-Violence and Personal Responsibility*

Week 21-23:

1. *Freedom from Discrimination*
2. *Creating Systematic Change*
3. *Social Change/ Activism Skill: Advocacy/ Raising Awareness/ Educating/ Cross-Age Peer Tutoring*
4. *Peer Education: Season of Service- Non-Violence and Personal Responsibility*

Week 24-26:

1. *Media Analysis: What role does the media play in perpetuating social hierarchies?*
2. *Cross-Age Peer Tutoring*
3. *Peer Education: Season of Service- Non-Violence and Personal Responsibility*

Week 27-29:

1. *Sexism: Defined*
2. *Where does sex/ gender play a role?*
3. *Cross-Age Peer Tutoring*
4. *Wrap-Up: Peer Education: Season of Service- Non-Violence and Personal Responsibility*

Week 30-32:

1. *Media and Masculinity*
2. *Debate: Does Hip Hop music perpetuate Sexist attitudes?*
3. *Cross-Age Peer Tutoring*
4. *Project Development and Implementation*

Week 33:

1. *Freedom from Discrimination*
2. *Creating Systematic Change*
3. *Social Change/ Activism Skill: Advocacy/ Raising Awareness/ Educating/ Cross-Age Peer Tutoring*
4. *Project Development and Implementation*

Weeks 34-35:

1. *Project Development and Implementation*
2. *Reflection*

21. Instructional Materials:

Required Text(s): (*Previously Board Approved 2007-2008*)

Social Justice 1 Course Reader: The following represents the readings for the elective:

Doing Service

1. On Being a Good Neighbor	Martin Luther King Jr.
2. To Hell with Good Intentions	Ivan Illich

Racism

1. The Construction of Race and Racism	David Rogers and Moira Bowman
2. The Politics of Children's Literature: What's Wrong with the Rosa Parks Myth	Herbert Kohl
3. The Color of Elections	Bob Wing
4. Drink Cultural: Return to the Motherland	Jose Antonio Burciaga
5. In Search of Roots	
6. Gee, You Don't Seem Like An Indian From the Reservations	Barbara Cameron
7. When I Was Growing Up	Nellie Wong
8. I'm Black and Korean	Pearl Gaskins
9. A Note to My Reader	Sister Souljah
10. Laura Padilla	Texas Hispanic Journal
11. Asians Suffer Under Model-Minority Myth	Matt Grace
12. Generations of Lost Angels Found	Beau Sia

Classism

1. Work and Wages	Project Smith
2. We Don't Care	Kayne West
3. Hunger and Poverty Statements	Economic and Social Justice
4. Welfare Elsewhere	David Hilfiker, MD
5. White Trash: An Autobiography	Carol Tarlen
6. Nickel and Dimed	Barbara Ehrenreich

Sexism

1. WalMart Values: Selling Women Short	Liza Featherstone
2. Breaking the Mold	Graciela Rodriguez
3. Beauty and Body Image in the Media	Media Awareness Network
4. How the Media Define Masculinity	Media Awareness Network
5. Common Stereotypes of Men in Media	Media Awareness Network
6. Masculinity and Advertising	Media Awareness Network
7. Two Ways a Woman Can Get Hurt	Media Awareness Network
8. What Did He Hit You With?	Media Awareness Network
9. No Safe Haven	Jennifer Gonnerman
10. The Counselor	Sara Catania

LGBTQ

1. Out of the Ordinary: Charlotte — Meagan Rosser
2. Gay and Lesbian Youth: Selected Essays
3. Free Your Mind — Ellen Bass and Kate Kaufman
4. Facts and Figures about Kids with Gay Parents — www.colage.org
5. A Moral Battleground, A Civil Discourse — Charles C Haynes

Activism

1. Nonviolence vrs Jim Crow — Bayard Rustin
2. Jobs For All: A Fitting Tribute to the Rev. Dr. Martin Luther King Jr. — Mathew Forstater
3. Murals: Redefining Culture, Reclaiming Identity — Eva Sperling and Holly Cockroft
4. Cesar Chavez on How It Began — Luis Torres
5. Catfish & Community: People of Color Organize In and Around Unions — Mary Hollens
6. Black Nationalism and Black Pride: The Ballot or the Community — Malcolm X
7. Mexican American Parents Fight Segregation — Jesus Trevino

Required Text(s): (*Previously Board Approved 2002-2003*)

Making Peace: A Reading/ Writing/ Thinking Text on Global Community
Brooks and Fox

22. Instructional Methods and/or Strategies
    - Socratic discussion- both large and small group
    - Cross-Age Peer Tutoring
    - Service Learning
    - Project-Based Learning
    - Self-directed, Cooperative and Collaborative Learning
    - Traditional Lecture, Direct, Explicit instruction
    - Metacoginitive Activities
    - Reciprocal Teaching
    - Current Events
    - Required Reading
    - Problem Solving Activities
    - Thematic Analysis
    - Guest Speakers

23. Assessment and Evaluation
    - Participation in (on-campus) community service learning projects, including peer-based projects for The Season of Service (40%)
    - Cross-Age Peer Tutoring Logs (20%)
    - Written assignments, including weekly journals, reflections, analysis, evaluations (15%)
    - Required Readings (15%)
    - Evaluations, by instructor, self, peers (5%)
    - Weekly homework (5%)

24. Grading Policy

100-97	A+	96-93	A	92-90	A-
89-87	B+	86-83	B	82-80	B-
79-77	C+	76-73	C	72-70	C-
69-67	D+	66-63	D	62-60	D-
59-0	F				

25. Fiscal Impact
    a) Price of Textbook - 0 (We already have enough at the school)
    b) Estimated number of Sections - 3
    c) Estimated number of students per section - 30
    d) Estimated textbook expenses - 0
    e) Teacher Stipend, if appropriate - 0
    f) Total Estimated Expenditures =

26. Context for offering the course:

Social Advocacy has been created as a response to the many societal issues that come to our campus every day. Social Advocacy will help the school to bridge the current gap between our Freshman and Main campuses. The course will allow peers to work with- and to influence- their peers, in a positive way. The course will help target bullying issues at San Leandro High School. And it will be a forum to inspire student leaders within our nationally recognized Season of Service, Period of Peace.

SAN LEANDRO UNIFIED SCHOOL DISTRICT
Instructions for Completing the New Course Description Form

SECTION A.		
Item #	**Title**	**Directions**
1	Course Title	Record the title of the new course
2	Action	Check the appropriate space to indicate the type of action being requested
3	Transcript Title	TO BE COMPLETED BY EDUCATIONAL SERVICES
4	Course Code	TO BE COMPLETED BY EDUCATIONAL SERVICES
5	CBEDS Code	TO BE COMPLETED BY EDUCATIONAL SERVICES
6	Grade Level	Indicate the grade level of the students who are to be enrolled in the course
7	Elective/Required	Circle whether the course is an elective or required
8	Prerequisite(s)	Indicate prerequisite skills needed in order to be enrolled in the course
9	Subject Area	Indicate the subject area of the course
10	Department	Indicate the department from which the course is being offered
11	Length/Credits	Indicate the credits to be assigned upon successful completion of the course
12	UC approved	Indicate if the course has been UC approved at any point in time, if removed from the list, indicate date of removal
13	A-G Requirement	Indicate which A-G requirement the course fulfills, including the approval date
14	School Contact Information	Record all contact information of individual to be contacted in the event that questions arise
15	Signatures	Include ALL appropriate signatures
16	Board Approval Date	Record the date that the course was approved by the Board of Education

SECTION B. COURSE CONTENT		
Item #	*Title*	*Directions*
17	Course Description	Provide a sufficient detail to clearly define and describe the course, enumerate the broad concepts covered within the scope and sequence of the written curriculum
18	Course Goals and/or Major Student Outcomes	List the course goals and/or major student outcomes for this course (major strands addressed from grade level/content standards).
19	Course Objectives	State course objectives in terms of what the students will know and be able to do as a result of successful completion of the course (essential standards within each strand/substrand). This list should include the SLUSD essential standards and benchmarks and should not be simply a listing of all subject area content standards. It is expected that thoughtful consideration will be given to the listing of standards and that instruction will provide for both depth and complexity of learning objectives.
20	Course Outline	This section provides scope and sequence details including a timeline (or pacing schedule) of course topics by grading period. Each unit of instruction should include an ordered sequence of topics addressed, planned assessments, alignment to content standards is expected and should be obvious when looking at the list of units/topics. Do not list content standards here.
21	Instructional Materials	Provide an accurate list of both required instructional materials (Board approved core materials) and supplemental materials including the names of all textbooks, novels, or other curricular materials to be used directly with the students. Include Title, Publisher, Edition, and Copyright
22	Instructional Methods and/or Strategies	Instructional methodologies and strategies should include a wide range of appropriate teacher techniques designed to meet the needs of diverse learners. The focus here is on what the teacher will do to organize content and deliver it to students. For example, note taking is not an instructional strategy, but a learning strategy used by the students to develop a better understanding of key ideas presented in course material. A statement should be included here to address how the teacher

		will differentiate instruction for special needs populations, specifically, special education students, English learner students, and those students most at risk of not meeting course objectives.
23	Assessment	Assessment and evaluation must be focused on academic factors: the observable and measurable acquisition of academic content. Non-Academic factors (like class participation, effort, conduct) should not be part of the academic assessment of students.
24	Grading Policy	Include the basis for assigning grades (the policy must be aligned to the District's grading policy).
25	Fiscal Impact	Must include any impact to General Fund or non-site based categoricals (including instructional materials, supplementary materials, lab, stipends, etc.)
26	Context for offering the course	Include here any additional information regarding by there is a desire to offer this new course, i.e. is it meeting some identified student interest or specific need that is not being met through current course offerings.