SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title:
Social Justice Activism

7. Action
☐ New Course
☐ Course Revision
☒ Title Change Only

2. Date Submitted: 10/13/14

8. Grade Level
☐ 9 ☒ 10
☒ 11 ☒ 12

3. Transcript Title/Abbreviation(s)

9. Prerequisites (Please list.)
☒ Required
Social Justice 1
☐ Recommended

4. Transcript Course Code/Course Number :

10. Seeking Program Distinction?
☐ YES (Check one below.) ☒ NO
☐ Honors ☐ AP ☐ Other

5. Subject Area
Elective/Social Science

11. Is this a CTE course?
☐ YES
☒ NO
If YES, complete Section C

6. Department
Social Science

12. Previously approved by UC?
☐ YES ☒ NO
Year approved
Year removed

13. UC ELIGIBILITY
Already eligible? ☐ YES ☐ NO
a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g ☐

Proposing eligibility? ☒ YES ☐ NO
a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g ☒
Please mark one for approved eligibility or proposed eligibility.

14. Unit Value/Course Credit/Length of Course
☐ 0.5 (semester or half-year
☒ 1.0 (one year equivalent)
☐ 2.0 (two-year equivalent)
☐ Other

15. School Contact:
Name:Erica Viray-Santos
Phone:(510) 618-4600 ext 2231
Email:eviraysantos@slusd.us
Position:Teacher

16. Signatures:
Department Chair:
Principal:

DISTRICT OFFICE USE ONLY
Date approved by Board Curriculum Committee
10-27-14
Date approved by Board

SECTION B. COURSE CONTENT

17. Course Description

Social Justice Activism is a service-learning, action-research based class in which students examine social justice campaigns and movements throughout history and assess and interact with various grassroots, non-profit, and/or community based organizations. It incorporates the following skills: active inquiry, research, critical thinking, expository writing, presentation, and campaign development and implementation. Essentially, the class equips students with civic knowledge, skills, and dispositions that are essential elements of active citizenship in a democratic society.

In the first semester, students will study community organizing as a means of achieving social justice. They will also become experts on the four main types of organizing within grassroots, non-profit, and/or community based organizations and movements, which are: education, advocacy, electoral work, and service providing. One of the big projects in the fall semester will be the creation of a fictional organization. This project will include the building of a website and a proposal for public funding. In the second semester, students will develop campaign proposals addressing topics identified in their community needs assessment. They will choose the best campaign proposal to run as a class. The students will also develop social justice activist resumes and portfolios in the spring semester.

Students in the Social Justice Academy will have already taken one year long introductory level elective class that provided students with a framework of oppression on personal, cultural and institutional levels. This class will build off of the knowledge and skills gained. It will also prepare them for their final elective class Q.U.E.S.T.

18. Course Goals and/or Major Student Outcomes

The purpose of Social Justice Activism is to allow students to individually engage in an authentic project-based experience that builds the skills and habits to make them fully autonomous learners, critical thinkers, active citizens and caring persons.

Through this course, the students will:

1. Become familiar with technology: using online databases, creating info-graphics, creating slideshow presentations, building websites and blogs, and typing narrative assignments.
2. Write analytical and reflective essays.
3. Effectively communicate with their peers and adults and practice effective listening through scheduling and conducting interviews and surveys in person, over the phone, and via email; developing and conducting workshops; and hosting events.
4. Attend community events such as city council meetings, protests, rallies, and community meetings.
5. Appreciate the role of the citizen (and the bystander) in affecting change and/or in maintaining the status quo in affecting change in our society.
6. Understand and clearly and confidently express ideas, opinions, information, attitudes and feelings to and from diverse audiences, through a variety of media.
7. Draw conclusions, solve problems or create through analysis, reflection, interpretation, reasoning and evaluation.
8. Become self-aware by identifying, accessing and utilizing skills, knowledge and resources towards development as a life-long learner, and to be accountable to one`s self.

9. Effectively work and lead in groups, families and communities by actively demonstrating respect and accountability.

19. Course Objectives (standards)

The class will have students engage and be knowledgeable in:

- Gathering, Analyzing, and Assessing Information
- Researching and Communicating Positions
- Understanding and Respecting Diverse Points of View
- Influencing Policy by Engaging with Public Officials
- Working Cooperatively to Take Action in the Community

20. Course Outline

COURSE OVERVIEW				
	Quarter 1	**Quarter 2**	**Quarter 3**	**Quarter 4**
Section	Community Organizing: History of Social Movements & Community Activism	Types of Organizing	Campaign Development & Class Campaign Implementation	Doing Democracy: Individuals & Groups
Section Detail	Students will study community organizing as a method of achieving social justice. They will assess the effectiveness of past social movements, community organizations, and campaigns. They will focus on organizing surrounding class, race, gender, education, and social services.	Students will become experts on the four main types of organizing: education, advocacy, electoral work, and service providing.	Students will conduct a community needs assessment and develop different campaign proposals in groups. They will present their group's campaign proposals, and the class will choose a class campaign.	Students will finalize the skills and knowledge gained in a portfolio, which they will present for a public audience at our academy year-end event.
Benchmark Assignments within Section	• Analyzing News Media • Researching a Public Issue • Engaging in Civil Dialogue • Writing a Letter to the Editor • Writing a Press Release • Testifying before a Public Body	• Starting a Grassroots, Non-Profit, or Community Based Organization • Organizing a Fundraiser • Organizing a Public Demonstration • Creating and Designing a Website for a Community Organization • Proposing the Organization for Public Funding	• Researching a Public Issue • Contacting and Interviewing Experts • Creating and Conducting an Opinion Survey • Writing and Circulating a Petition • Communicating with a Public Official • Creating an Action Plan with Non Violent Social Justice Tactics • Preparing a Public Presentation of All of the Above	• Create an Activist Resume and Portfolio based on their Interests • Present their Work for a Public Audience consisting of their Peers, Family, and SJA's Community Partners
Sources Used	• Doing Democracy (text) • Youth Organizing	• Doing Democracy (text) • Youth Organizing for	• Doing Democracy (text) • Youth Organizing for	• Doing Democracy (text) • Youth Organizing

	for Community Power (text) • On Strike! (documentary) • Precious Knowledge (documentary) • Passing it On (documentary) • Miss Representation (documentary) • Colonize This! Anthology on Feminism (book) • Sicko (documentary) • Food Inc. (documentary)	Community Power (text) • Mobilizer's Guidebook (text) • Communication Matters (text)	Community Power (text) • Mobilizer's Guidebook (text) • Communication Matters (text)	for Community Power (text) • Mobilizer's Guidebook (text) • Communication Matters (text)

21. Instructional Materials:

Board approved required text

Title: *Racial and Ethnic Groups*

Edition: *12th*

Publication Date: *2009*

Publisher: *Pearson*

Author(s): *Robert T. Schaefer*

URL Resource(s):

Usage: Primary Text X Read in entirety or near entirety

Supplementary materials

Title: *Sociology*

Edition: *3rd*

Publication Date: *2003*

Publisher: *Holt McDougal*

Author(s): *Rinehart and Winston Staff Holt, W.Laverne Thomas*

URL Resource(s):

Usage: Primary Text X Read in entirety or near entirety

Bibliography of Materials Used

Bower, Bert, and Diane Hart. *Doing Democracy: A Toolkit for Civic Action*. 2nd ed. Teacher's Curriculum Institute, 2009. Print. Government: Power, Politics, and You.

Food, Inc. Movie One, 2008.

Hernández, Daisy, and Bushra Rehman. *Colonize This!: Young Women of Color on Today's Feminism*. New York: Seal, 2002. Print.

McCutcheon, Randall, James Schaffer, and Joseph Wycoff. *Communication Matters*. Minneapolis: NTC/Contemporary Group, 1994. Print.

McKenna, Kalin I. *Mobilizer's Guidebook: How to Pave the Highway to Youth Empowerment*. 1st ed. Richards, 2005. Print.

Miss Representation. Girls' Club Entertainment, 2011. DVD.

On Strike! California Newsreel, 1999. DVD.

Passin' It On: Black Panthers Search for Justice. Perf. Dhoruba Bin Wahad. Independent Television Service (ITVS), Nosotros Moving Pictures, 1993. DVD.

Precious Knowledge. Dos Vatos Films, the Independent Television Service (ITVS), Arizona Public Media, and Latino Public Broadcasting, with Funding Provided by the Corporation for Public Broadcasting (CPB), 2012. DVD.

Sicko. Dir. Michael Moore. Prod. Michael Moore and Meghan O'Hara. By Michael Moore and Michael Moore. The Weinstein Company, 2007.

Youth Organizing for Community Power: Organizing Skills Training Manual. Oakland, CA: SOUL, School of Unity & Liberation, 2007. Print.

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22. Key Assignments:

1. **Quarter 1:** History of Community Organizing- Students will learn about different social movements, and evaluate their effectiveness in addressing the needs of the communities they sought to serve. Students will understand the framework of community activism and organizing, and will conduct a compare/contrast analysis of past campaigns and organizations with the objective of constructing traits of effective campaigns and organizations. This will push students to employ the use of critical lens theory.
    a. **News Media and Source Analysis:** Students will learn to effectively choose credible sources when analyzing historical and current social justice movements, events, and issues. They will analyze the pros and cons of qualitative and quanitative data collection and types of media.
    b. **Editorial:** After learning about various social movements, they will write editorials evaluating the effectiveness of the organizations and campaigns. This will push students to brainstorm the significance of new understandings through narration, description and exposition. They will also have to develop a claim and utilize pieces of evidence to support it.
    c. **Press Release:** Students will choose a social justice organization or campaign that they learned about and create a press release about a fictional historical event. For example, after learning about the Free Speech Movement at the University of California, Berkeley, the student might choose this, and write a press release about one of the public demonstrations. This skill will be utilized in the second semester as well. Students will learn to use writing as a means of exploring, processing, synthesizing and making meaning from the understandings they've gained through research.
    d. **Testimony:** As a culminating project, students will educate and testify before a public audience about the importance of their chosen social justice organization or campaign that was covered. They will attempt to convince their audience about the significance of the organization and campaign in United States history and why it should be celebrated. The editorial and press release will be major components of their testimony. Students will learn effective organization of ideas within a presentation and public speaking.
2. **Quarter 2:** Types of Organizing- The students will learn about the four main types of organizing within grassroots, non-profit, and/or community based organizations and movements, which are: education, advocacy, electoral work, and service providing. Students will understand the purpose of and various models of needs assessments as tools to analyze social issues. They will also understand components of and the methods employed by effective grassroots, non-profit, and/or community based organizations when addressing the needs of the communities they seek to serve.
    a. **Grassroots, Non-Profit, and/or Community Based Organization Conception, Mission and Vision:** After completing a community needs assessment, the students will conceptualize a grassroots, non-profit, and/or community based organization that they feel addresses a need in the community. This organization can be any one or a

mixture of the types of organizing that were covered, such as an advocacy group or a service providing institution. Students will demonstrate understanding of larger goal setting, how to utilize rhetorical writing strategies such as audience, purpose, and format, as well as how to utilize appeals to achieve desired outcomes

b. **Fundraiser:** The students will plan a fictional fundraiser in support of the development of their organization. When presenting it, fictional funding will be awarded to the most effective mission, vision, and fundraiser plan.
c. **Public Demonstration:** The students will also learn how to organize an effective and productive public demonstration for their organization. To aid in the development of this, the students will become familiar with different non-violent strategies employed by grassroots, non-profit, and/or community based organizations to express dissent or raise awareness. Students will learn how to use written and oral communication to achieve their desired outcomes.
d. **Grassroots, Non-Profit, and/or Community Based Organizational Website Creation, Design, and Launch:** The students will become familiar with website design and development. They will evaluate different organizational sites and elements of those sites, such as having a section explaining the history/development of the organization or a section on issues they address.
e. **Propose Organization Built to Public Audience for Funding:** As a culminating assessment tying all of the above mentioned pieces together, the students will present their organization's website, logo, public demonstration, and fundraiser at a "Organizations for Social Justice Fair" with an audience of experts from the academy's community partners. The most effective, well- developed organizations addressing pressing needs will be awarded "public grants" from the community partners in attendance.

2. **Quarter 3:** Class Campaign Development- After learning about the failures and successes of different historical movements and organizations and developing a clear understanding of types of community organizing, the students will work in groups to develop a campaign addressing a need in their school or city. Students will have to develop an action plan that addresses the issue they are targeting and group(s) they are advocating for. They will have to establish a clear goal, target, base, and allies. Their action plan must demonstrate understanding of and deliberate planning of goals, strategies and tactics.
    a. **Interviews with Experts:** Students will learn how to use written and oral communication to make queries to and establish relationships with community experts to narrow the scope of their campaign. Contacting and interviewing experts is an essential skill for gathering information in a campaign. Students will understand that in order to accomplish something in your community, you might contact experts in government offices, businesses, nonprofit agencies, or academic institutions for help or advice.
    b. **Opinion Survey:** Student will develop a set of questions designed to gather information about what a group of people is thinking about the topic or issue they've chosen to address. This will aid in determining whether their chosen issue is addressing a pressing need or concern in the community. The size of the group will depend on the purpose of the survey. In survey design and implementation, students will need to determine goals, select samples, develop question types (multiple choice and open ended), scales, and challenge bias.
    c. **Petition:** Students will learn how to develop and circulate a petition. They will use these to someone in a position of power, such as a school principal, local city council, school board, Congress, or even the president to gain support and bring attention to their concerns to their identified target, allies, and base.

d. **Action Plan:** Students will have to develop an action plan that addresses the issue they are targeting and group(s) they are advocating for. They will have to establish a clear goal, target, base, and allies. Their action plan must demonstrate understanding of and deliberate planning of goals, strategies and tactics. This action plan will not include what they learned from the community experts, their opinion survey and petition, but a strategy outlining different non-violent tactics and methods they would employ and why.
e. **Public Presentation and Voting:** Students will compile and present all of the aforementioned assessments together in a power point for stakeholders in the community they are addressing and advocating for. Students will again be expected to practice and learn effective organization of ideas within a presentation and public speaking. This will have become common practice in the course to ensure full development of this essential skill in community activism. The proposals will be presented and the class will vote on the campaign that they would like to put into action as a class.

3. **Quarter 4:** Activist Portfolio- In addition to putting the campaign proposal that they voted on as a class in the last semester into action, they will also be developing an activist portfolio individually. The activist portfolio will have them imagine the accomplishments and organizations they've participated in and developed as social justice change agent over the course of a decade. This portfolio will have them look back at the skills they've learned and utilized over the course of the year, such as writing a press release or making an effective survey. This portfolio will also contain a cover letter and resume.
   a. **Activist Cover Letter and Resume:** Students will learn about writing cover letters and resumes. These autobiographical pieces will serve as a reflection of issues they feel are important to them and the communities they believe need to be served. Some of the writing prompts that will aid in the development of these will surround things like organizations they would have worked with, what campaigns they have worked on, what events they have organized, what issues might concern them based on their socioeconomic background, where they might have gone to school or received training and/or media (books, songs, articles, art, poetry, and so forth) they created as an activist.
   b. **Activist Portfolio:** Students will develop a portfolio containing a sample of their work as an activist. It will contain writing pieces (examples: editorial or press release), strategies in civic engagement (examples: survey or petition), a sample action plan (of a campaign they've worked on), social justice media they've created (examples: infographic, political poster, or website homepage), and investigative journalism piece (interdisciplinary piece).
   c. Activist Short Video Profile: Students will learn to make short videos on the program iMovie. These two minute videos will contain a profile of their work as a social justice activist and advocate over the course of ten years. It will highlight their accomplishments and their experiences.
   d. "The Dream" Award Ceremony: At this ceremony, there will be a gallery containing pieces of the students' portfolios and their videos. Students will be celebrated in this mock reunion/celebration.

23. Instructional Methods and/or Strategies

The teacher of the class will guide students through the coursework utilizing direct instruction, small group collaboration, and individual student work. Mini-lessons and guided instruction will provide students with skill-sets necessary to complete assignments, while students will

collaborate in groups to engage in peer review of assignments and projects. The teacher will have daily check-in meetings with students to monitor work and provide feedback on benchmark assignments. The instructional methods above provide the teacher opportunity to guide each student's project while teaching concepts and skills at a specified pace for the entire class. Additionally, the varied arrangement of direct instruction, small group collaboration and individual student work time allows the instructor to gradually release control to students as they gain the skills necessary to master the framework of the action-research project. Direct instruction will be utilized to teach the individual steps of an action-research project, to teach research methodologies, and to guide students through the use of technology. Small group collaboration will be utilized throughout brainstorming, reflective, and guided instruction phases of the project. Individual student work time will be used to apply knowledge from direct and guided instruction to particular projects.

The course outline and the key assignments detail the student and teacher activities including the instructional methods and strategies used in the class.

24. Assessment Methods and/or Tools

	Connected Assignments	Goals
Benchmark Assessments		
History of Community Organizing Unit: Testimony Before a Public Body	1. News Media and Source Analysis 2. Editorial 3. Press Release	1, 2, 3, 5, 6, 7, 8, 9
Types of Organizing: Propose Organization Developed to Public Audience for Funding	1. Grassroots, Non-Profit, and/or Community Based Organization Conception, Mission and Vision 2. Fundraiser 3. Public Demonstration 4. Grassroots, Non-Profit, and/or Community Based Organizational Website Creation, Design, and Launch	1, 2, 3, 4, 5, 6, 7, 8, 9
Group Campaign Proposal: Public Presentation and Voting	1. Interviews with Experts 2. Opinion Survey 3. Petition 4. Public Official 5. Action Plan	1, 2, 3, 4, 5, 6, 7, 8, 9
Activist Portfolio	1. Activist Resume 2. Activist Portfolio 3. "The Dream" Award Ceremony	1, 2, 3, 4, 5, 6, 7, 8, 9
Signpost Assessments		
Rubric-based writing	1. Analytical and Reflective Essays 2. Editorials 3. Press Releases 4. Proposals 5. Public Testimonials 6. Action Plans 7. Narrative, Informational, and Argumentative Pieces of Writing	1, 2, 3, 4, 7, 9, 10,

Daily/ Weekly Assessments		
Student Daily Logs	1. Daily Logs & Journals 2. Current Events 3. Organizational Profiles	1, 6, 7

Sample Project:

Social Justice 2 Project: Build Organizational Website

Directions: For your project, you will be creating a website for the grassroots, non-profit, and/or community based organization you have been developing. You will use your Social Justice Academy Google account to create your website on Google Sites. This will be due the day of your final. You must share your webpage on the project Padlet. Be ready to propose it to community partners, local businesses, and city/school officials for possible public funding (proposal requirements on separate document).

Checklist of Requirements:
Your website must contain all of the pages and amount of pictures required.

1. ____ Page 1- Welcome!: You must have a homepage that contains the following:
    a. ____ a motto,
    b. ____ a picture or logo, and
    c. ____ a quote that symbolizes your organization.
2. ____ Page 2- About Us:
    a. ____ at least one picture,
    b. ____ a 1-2 paragraph origin story (the narrative explaining how, where, when, and why the organization was created, it could have started because of an event or to advocate for a certain group of people), and
    c. ____ 1-2 paragraphs on what your organization stands for.
3. ____ Page 3- Our Work:
    a. ____ at least one picture,
    b. ____ a detailed 2-3 paragraph description of the type(s) of organizing your organization engages in, and
    c. ____ a list of the programs your organization offers, with a brief description for each, you should have a minimum of 3 programs.
4. ____ Page 4- News:
    a. ____ at least one picture.
    b. ____ 2 events, campaigns, fundraisers, and/or actions described in 1-2 paragraphs each that your organization has coordinated, describe when it was, what it was for, and what the event was like.

25. Grading Policy

Grade Breakdown
Projects: 60%
Notes & Assignments: 30%
Participation: 10%

SECTION C

26. Context for Course (optional)

REQUIRED FOR CTE COURSES

NOTE: In order to understand the context for a new course, sometimes it is helpful to understand the broader educational program and/or reform efforts of the school. How does this course fit into broader departmental and/or pathway structure? How does it fit into the overall school restructuring plans? Is the course intended to be a core course or supplemental? What are the student/school/community needs met by this course?

Social Justice Activism is the second year elective in the three-year small-school program called The Social Justice Academy. In their first academy elective class, students gain background knowledge about social issues and skill sets for addressing those issues through peer education, workshop development, and community projects. In Social Justice Activism, students will apply knowledge and skills from that elective and from their English and History classes to engage in project based learning around civic engagement and in grassroots, non-profit, and/or community based organizing. This class strengthens core skills and concepts in English Language Arts and Social Science through those rigorous activities and projects.

27. History of Course Development (optional)

REQUIRED FOR CTE COURSES

NOTE: Likewise, it is sometimes helpful know the origins of a course and who was involved in its development. Was this course modeled after another course at another school? If so, is that course UC approved? How does the course being submitted differ from the course after which it was modeled? Has this course received any special recognitions, designations or awards? Has it been articulated to local community colleges or universities?

This course is modeled after training and development workshops and curriculum used in grassroots, non-profit, and/or community based organizations to build and empower activists. We have adapted those trainings and curriculum to meet the needs of our students, academy, and community. The course allows us to offer skills-based instruction and scaffolding for our students as they engage in processes that echo skills they will need for college-level work.