

# ETHNIC STUDIES/PHILOSOPHY

## Kailua High School

### Teachers and Rooms:

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**Telephone:** 266 – 7900

**Concurrent Course:** U. S. History

**Next Course:** World History

**Extra Help:** Study Hall: Before/after school by appointment only

### Textbooks and other required resources for the course:

- 1 Ethnic Studies/Philosophy Student Workbook
- 2 Daily News Paper or On – Line News Sources
- 3 The Tattoo by Chris McKinney<sup>1</sup>
- 4 ONE MARBLE NOTE BOOK

### Course Description/Objectives:

Ethnic studies and philosophy at Kailua High School were both designed to help you gain a greater understanding of your own ethnic identity and to help you develop empathy for others as you participate in the standards – based community of inquiry. Ethnic studies and philosophy both examine historical and contemporary issues using dialogue, Socratic discussion, logic, and empathy. The two courses look at government, conflict and interdependence through a philosophical lens of concepts such as justice, reality, truths and ethics. It examines diverse cultural beliefs, values, activities and behaviors of various cultural groups by engaging students in thoughtful, logical, and reflective discourse and conversation. Upon your successful completion of the two courses, you will be awarded a 1 credit towards the 4 required Social Studies credits needed for graduation. More importantly it is our expectation that, through your participation in the KHS ethnic studies and philosophy course activities, you will develop the following characteristics:

- Increased knowledge of the history of various ethnic groups in the United States and other ethnic studies concepts
- Improved ability to think critically about ethnic studies concepts
- Improved inter – personal communication skills
- Improved understanding of your own ethnic identity
- Improved understanding of the ethnic identity of others
- Increased empathy for people different than your self
- Connectedness
- Improved sense of empowerment to make positive changes in your community (especially in regards to issues of violence)
- Improved personal reflection skills
- Increased awareness and knowledge about violence indicators in your own community
- Increased personal responsibility for resolving issues of violence in your own community

Ethnic studies course concepts center around issues of race, class and culture in the United States and will be explored using the dynamics of philosophical inquiry. Your inquiry will begin as you develop an extensive ethnic studies vocabulary - a personal ethnic studies glossary. This will enable you to talk and think with your peers about concepts like prejudice, acculturation, classism, ethnocentrism, and real verses ideal democracy (if you don't know what these are...then good thing you are taking the course). Throughout the semester you will continue to utilize the vocabulary as you in engage in larger Historical Inquires about: violence in our community, your own self – concept, the history of ethnic groups in Hawaii, and finally the deconstruction of the novel The Tattoo. Each of these inquiries will require you to produce a great deal of writing. However, throughout the majority of the course you will be assessed as you participate in weekly philosophical discussions (P4C). Our P4C classroom will demand that you think critically about the course concepts, maintain an intellectually safe environment and will help you become connected to your classmates through community dialogue. In addition, by the end of the semester you will be required to demonstrate how you have taken what we've learned in the classroom by applying it to a community service-learning project beyond the school.

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<sup>1</sup> An alternative book will be provided upon request. Please work with your teacher to select the appropriate alternative.

**Course Topics, Major Assignments and their Alignment to the Hawaii Content and Performance Standards III (HCPS II), Common Core, Habits of Mind (HOM) and General Learner Outcomes (GLO)**

NUMBER	TITLE	Standards Addressed
Non -Sequential	Service Learning/Civic Action: Building empathy between our geographic boundaries	Standard: Participation and Citizenship HOM: Questioning and Posing Problems GLO: Community Contributor
I.	Citizenship and Participation in the Ethnic Studies Classroom	Standard: Participation and Citizenship HOM: Thinking Interdependently, Meta-cognition and Striving for Accuracy GLO: Community Contributor
II.	Building the Contextual Background of Ethnic Studies and the API Violence Research	Standard: Democracy and Participation and Citizenship HOM: Thinking and Communicating with clarity and precision Striving for Accuracy GLO: Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator
III.	Ethnic Studies Self – Concept	Standard: Historical Inquiry HOM: Thinking and Communicating with clarity and precision Striving for Accuracy GLO: Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator
IV.	Understanding Violence at KHS through the lens of The Tattoo	Standard: Participation and Citizenship, Cultural Dynamics, Change and Continuity HOM: Thinking and Communicating with clarity and precision Striving for Accuracy GLO: Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator
V.	Historic Struggles for Ideal Democracy	Standard: Participation and Citizenship, Cultural Dynamics, Change and Continuity HOM: Thinking and Communicating with clarity and precision Striving for Accuracy GLO: Self-Directed Learner, Community Contributor, Complex Thinker, Quality Producer, Effective Communicator
Non-Sequential	Common Core Standards (addressed throughout all units)	Writing: <ul style="list-style-type: none"> <li>● Text Types and Purposes</li> <li>● Production and Distribution of Writing</li> <li>● Research to Build and Present Knowledge</li> <li>● Range of Writing</li> </ul> Reading: <ul style="list-style-type: none"> <li>● Key Ideas and Details</li> <li>● Craft and Structure</li> <li>● Integration of Knowledge and Ideas</li> <li>● Range of Reading and Level of Text Complexity</li> </ul>

## GRADING POLICY

Students will demonstrate mastery of the standards through the following methods:

- 1 Homework/Classwork: 30%
- 2 Participation and Citizenship: 10%
- 3 Assessments: 60%

Grades will be awarded according to the following table:

Letter Grades	Standard Alignment	Percentage	Graduation Requirements
A	Advanced	90-100%	Passing
B	Proficient	80-89%	Passing
C	Partially Proficient	70-79%	Passing
<b><u>F</u></b>	<b><u>Novice</u></b>	<b><u>Below 70%</u></b>	<b><u>Not Passing</u></b>

Students may choose to revise assignments to achieve a higher score. Students', who receive anything below a "C" on an assignment, must make revisions to the assignment in order to meet the standards and benchmarks. Revisions must be made during tutorial. Grades and attendance will be recorded online at [www.jupitergrades.com](http://www.jupitergrades.com)

## MAKE UP WORK POLICY

It is the student's responsibility to request and complete anything missed due to an excused absence. The student must make an appointment with the teacher to make up the lost class time. This must be done **immediately upon returning to school during study hall**. Students' will not be able to make up an assignment due to an unexcused absence or tardy.

## LATE WORK POLICY

**Meeting deadlines are extremely important!!!** Deadlines will be strictly enforced and if an assignment is not completed on time, the highest grade a student can receive for it is a B.

## ACADEMIC INTEGRITY

Each student must take pride in their work and act with honesty and integrity when completing assignments.

- Cheating is not tolerated; anyone caught will receive a ZERO for that assignment.
- Copying and allowing someone to copy off of you will also result in a ZERO for that assignment.
- Plagiarism will result in a ZERO as well, if you like what someone wrote...give them credit for it by using a citation (APA Format.)

## ASSIGNMENTS

In an effort to address the needs of different learning styles, a variety of activities will be assigned. Students must be willing to participate in and complete all assignments that are given. All assignments/tests etc. will be announced in class along with their respective due dates.

## PHILOSOPHY FOR CHILDREN

In this class we will be using Philosophy for Children in order to aid students in the Historical Inquiry Process. History is all about perspectives; it is a collection of people's ideas and opinions about events that occurred in the past. As students in this course you will be required to think critically about the information that you receive and the ideas that are being presented in order to form your own unique historical perspective (your own interpretation of history based on your analysis of primary and secondary sources.)

## INTELLECTUAL SAFETY

As a student it is your responsibility to actively contribute to creating a community that is intellectually safe. An intellectually safe community is one where:

- All participants of the community feel free to ask any question or state any view as long as respect for all peers is honored. ~Dr. Thomas Jackson

## COMMUNITY CONTRIBUTOR HOURS

As one of Kailua High School's General Learner Outcomes, students need to be community contributors. As a requirement for KHS social studies, **students will need to complete 10 hours of community service per term.** This service can be done anywhere with an organization pending the approval of the students' parents and teacher.

## STUDENT ACCOMMODATIONS

Accommodations are made based on IEP and/or individual conferences with student, counselor, and/or parent. Lessons are designed to present and learn information in oral, written, visual and kinesthetic form. Teacher is available for extra help during scheduled tutor time and other times as announced in class.

## CLASSROOM EXPECTATIONS

1. Be Respectful
  - Treat others as you would like to be treated.
  - Practice intellectual safety
  - Celebrate and appreciate the diversity within the class
2. Be Responsible
  - Come to class on time prepared to learn
  - Keep track of all due dates and assignments
  - Complete work on time and to the best of your ability
3. Be Resourceful
  - Be proactive, if you don't understand something ask for help
  - Be aware of the vast amount of possibilities and opportunities around you
  - Use the resources you have appropriately and efficiently

## SCHOOL DISCIPLINE POLICY

Follow the Kailua High School expectations/policies, as well as the Hawaii Department of Education's Chapter 19 rules along with state and federal laws and regulations

## SCHOOL ATTENDANCE POLICY

In furtherance of Kailua's Educational Vision, **all students are required to attend classes daily and be present on time.**

- 1 An excused absence may be cleared for grading purposes only if and when a student makes up class work that was missed during the absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from the teacher. Official attendance records will continue to reflect an absence.
- 2 The student shall provide a written note for absences to the Registrar's Office.
- 3 When a student is truant, the student will continue to be enrolled in the class and upon his/her return to school will attend future classes on time and complete class work.
- 4 Students are required to be present in class on time. An excused tardy may be cleared for grading purposes only if and when a student makes up class work that was missed during the period of absence. The teacher will determine a reasonable due date for the completion of the work. It is the responsibility of the student to request make-up work from his/her teacher.
- 5 The teacher will complete a **Progress Report** form when a student reaches three and six unexcused absences from a class. The form will be submitted to the counselor for mailing to the student's parent or guardian. (*Note: Mid-Term and Term Progress Reports are entered into eSIS and are generated by the system.*)
- 6 The teacher will submit an **Action Plan Referral (APR)** to the Student Services Coordinator requesting attendance intervention for a student with 6 or more unexcused absences.
- 7 The teacher will submit a **Student Referral Form** for a student with 3 or more unexcused tardies to the designated vice-principal for administrative action.

STUDENT RESPONSIBILITIES

Please sign below to acknowledge reading and understanding of the attached syllabus.

Student's name (please print) \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_

Student Phone Number \_\_\_\_\_

Parent/Guardian name (please print) \_\_\_\_\_

Preferred Phone number \_\_\_\_\_

Is it okay to call these numbers between 2:00 p.m. – 4:00 p.m.? YES or NO  
If not, what times are you available?

Parent/Guardian name signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian email address \_\_\_\_\_

**Movies**

Throughout the course of the semester we will be viewing, documentaries, news clips, and movies/movie clips. Some of the material could be R rated due to its content. This is a permission slip to document your approval. Students who do not participate will be provided with alternate assignments.

\_\_\_\_\_  
Parent/Guardian Signature

**Novel**

The course also requires your child to read the local novel The Tattoo by Chris McKinney. The novel has some violence and bad language. We have incorporated this novel in the curriculum because this course is a violence prevention course, which is consequently being studied by the University of Hawaii Asian Pacific Youth Islander Violence Prevention Center. As a part of the violence prevention curriculum, students will be analyzing the characters' behavior in the novel. Many of the characters in the book do not make healthy decisions, and as a learning activity the students will be required to think of positive alternatives. The students will also discuss the conceptual issues relating to the characters' dilemmas during class, in an effort to work on developing healthy and positive behaviors in the students' own lives. This is a permission slip to document your approval. Students who do not participate will be provided with an alternative book. Please contact your child's teacher to arrange for this alternative. The students truly appreciate the novel and upon completion many have an increased appreciation for reading, which we know can be lacking with teenagers. So please if you have any questions/concerns do not hesitate to call.

\_\_\_\_\_  
Parent/Guardian Signature

**Guest Speaking**

If you have any experiences that you would like to share pertaining to the topics of this class, please let me know and I would be happy to arrange for you to guest speak to the class.

Mahalo Nui Loa,

Ms. Cheriesse Shiroma