

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



## APEX Ethnic Studies

<b>Board Approval Date:</b> November 17, 2022	<b>Course Length:</b> 1 Semester
<b>Grading:</b> A-F	<b>Credits:</b> 5 Credits per Semester
<b>Proposed Grade Level(s):</b> 9, 10, 11, 12	<b>Subject Area:</b> History/Social Science <b>Elective Area (if applicable):</b> History/Social Science Elective
<b>Prerequisite(s):</b> N/A	<b>Corequisite(s):</b> N/A
<b>CTE Sector/Pathway:</b> N/A	
<b>Intent to Pursue ‘A-G’ College Prep Status:</b> Yes	
<b>A-G Course Identifier:</b> (g) Elective	
<b>Graduation Requirement:</b> No	
<b>Course Intent: District Course Program (if applicable):</b>	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the <b>Title IX Coordinator and Equity Compliance Officer: Jim Huber, Ed. D., <a href="mailto:jhuber@fcusd.org">jhuber@fcusd.org</a> (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625</b></p>	

### COURSE DESCRIPTION:

**Ethnic Studies is a one-semester history and sociology course that examines the multicultural fabric of the United States. The course emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, culture and the media, and the formation of new cultures. In online Discussions and Polls, students reflect critically on their own experiences as well as those of others. Interactive multimedia activities include personal and historical accounts to which students can respond using methods of inquiry from history, sociology, and psychology.**

**Written assignments and Journals provide opportunities for students to practice and develop skills for thinking and communicating about race, culture, ethnicity, and identity. This course is built to state standards and informed by the National Council for the Social Studies (NCSS) Expectations of Excellence: Curriculum Standards for Social Studies as well as the National Standards for History published by the National Center for History in Schools (NCHS). -APEX Core Course Description**

**DETAILED UNITS OF INSTRUCTION:**

<b>Unit Number/Title</b>	<b>Unit Essential Questions</b>	<b>Examples of Formative Assessments</b>	<b>Examples of Summative Assessment</b>
<b>1. Identity</b>	What is meant by “identity”? How does family & family history influence identity? What is secondary socialization? How do social expectations influence one’s sense of self? In what ways can social identity lead to the oppression of another group? Are some people more equal than others? More privileged? How do perceptions of race, ethnicity, religion, and gender affect the treatment of minorities? In what ways are oppression and privilege related? How do stereotyping, prejudice, discrimination, and scapegoating contribute to social conflict?	*Quizzes *Journals *Discussion activities	*Unit test
<b>2. Culture In A Multicultural Society</b>	What is culture? On what things is culture based? How does our culture shape our identities? How do similarities and	*Quizzes *Journals *Discussion activities	*Unit test

	<p>differences in cultures contribute to cultural understanding and division?</p> <p>How does visible culture differ from hidden culture?</p> <p>How does a culture's values underpin its forms and behavior?</p> <p>Why are cultural norms difficult to change?</p> <p>What are examples of cultural blending?</p> <p>Who is right; who is wrong when it comes to cultural differences?</p> <p>Are each culture's norms/perspectives equally valid?</p> <p>How is "cultural relativism" able to diffuse conflict?</p> <p>How does "cultural absolutism" contribute to conflict and inequality?</p> <p>What does it mean to be multicultural?</p> <p>What is the difference between race, ethnicity, and culture?</p> <p>How does segregation lead to distrust/conflict?</p> <p>How does diversity lead to cooperation?</p> <p>How is cultural awareness like being able to stand outside your own skin?</p> <p>In what ways is ethnocentrism the opposite of cultural awareness?</p> <p>What are examples of cross-cultural communication skills?</p>		
<p><b>3. Race and Identity</b></p>	<p>How did the institution of slavery and the idea of Manifest Destiny underpin the development of racism</p>	<p>*Quizzes *Journals *Discussion activities</p>	<p>*Unit test</p>

	<p>in America?</p> <p>How do perceptions of cultural superiority influence government policy?</p> <p>Is race real?</p> <p>Why is the concept of race at the root of so much injustice?</p> <p>Are people born equal?</p> <p>What was it like to be a slave in pre-Civil War America?</p> <p>What were the consequences of the Dred Scott decision?</p> <p>What are examples of racial privilege?</p> <p>What was the experience of indigenous peoples during American expansion westward?</p> <p>How is the oppression of minorities and cultural absolutism related?</p> <p>Why is the idea of Manifest Destiny racist?</p> <p>How does assimilation serve the purposes of the dominant culture?</p> <p>Who is indigenous and who is an immigrant?</p> <p>How did your family/ancestors come to the U.S.?</p> <p>Is “melting pot” or “salad bowl” a better analogy for the blending of American cultures?</p> <p>What should U.S. immigration policy be?</p> <p>Who looks “American”?</p> <p>How were early immigration laws discriminatory against Chinese?</p> <p>How does achieving the</p>		
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	<p>American Dream depend on economic and political rights?</p> <p>In what ways was the aim of the 14th Amendment fulfilled/thwarted?</p> <p>How did Cesar Chavez and the United Farm Workers improve rights for farm workers?</p> <p>What are “civil rights”?</p> <p>How did the Civil Rights Movement come about and what resulted?</p> <p>Why is education considered a threat to racial supremacists?</p> <p>What were the aims of the Black Power movement?</p>		
<p><b>4. The Media, Race and Identity</b></p>	<p>How does the media foster stereotypes?</p> <p>Does Reality TV reflect reality?</p> <p>How does the media influence how people see themselves?</p> <p>Why is being able to critically understand or deconstruct the messages we receive from the mass media an important 21st century skill?</p> <p>Does the media shape culture or reflect it?</p> <p>How are people of minority cultures represented in the media?</p> <p>What are examples of the media spreading racist stereotypes in the past? The present?</p> <p>Who benefits &amp; why?</p> <p>What stereotypes of your ethnicity have you seen in the media?</p> <p>In what ways has the</p>	<p>*Quizzes</p> <p>*Journals</p> <p>*Discussion activities</p>	<p>*Unit test</p>

	<p>representation of people of color in the media historically been derogatory?</p> <p>Why was the 1915 movie The Birth of a Nation so controversial?</p> <p>If a finished movie portrayed you &amp; your family as stereotypes instead of complex, real people, what would you do?</p> <p>What progress have people of color made in recent times to represent themselves accurately in the media?</p> <p>How have independent filmmakers changed the balance toward genuine portrayals of ethnic groups?</p> <p>Does today's mainstream media represent ethnic minorities in a fair, accurate, and proportional manner?</p> <p>What racist stereotypes are still in the media?</p> <p>Should the media be regulated when it spreads false and harmful narratives? Who should decide?</p>		
<p><b>5. Understanding and Addressing Racism in the United States</b></p>	<p>Does racism still exist in the United States?</p> <p>What would a post-racial society look like?</p> <p>What challenges do we still face?</p> <p>How has racial equality advanced since the Constitution was written?</p> <p>What landmark legal cases or Constitutional</p>	<p>*Quizzes</p> <p>*Journals</p> <p>*Discussion activities</p>	<p>*Unit test</p>

	<p>amendments legalized more equality?</p> <p>What is the legacy of racism on the ethnic groups who have experienced it?</p> <p>How did the economic inequalities of the slave system pass down a legacy of racial inequality today?</p> <p>Why are more Black and Latino youths arrested? Are these groups more naturally inclined to criminal behavior?</p> <p>Could the money spent on jails &amp; prisons be used to prevent crime? What are alternatives to putting everyone who breaks the law in jail?</p> <p>What is institutional racism? How did it come about? Where did it/ does it exist?</p> <p>Why is funding for urban and suburban schools different?</p> <p>What is internalized racism?</p> <p>What can people do to end racism?</p> <p>Is it possible to end racism?</p> <p>Why are stories of positive ethnic role models important?</p> <p>Are there rights you'd be willing to fight for?</p> <p>How does one become antiracist?</p> <p>Can you put yourself into the shoes of another person or group who has experienced racism and feel how they feel?</p> <p>Is it better to be color-blind?</p> <p>Does teaching Ethnic</p>		
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	Studies cause divisiveness or does it help heal ethnic divisions? What do people who oppose Ethnic Studies believe? Why?		
<b>UNIT 6: Multicultural Studies Review and Exam</b>	All Units 1-5	N/A	*Final Unit Test

**ESSENTIAL STANDARDS:**

Common Core Reading in History/Social Science Standards : RH 1-10

Common Core Writing in History/Social Science Standards: WHST 1-10

CA ELD Standards: ELD.PI.9–10.1, 5, 9, 10a

(From History Social Science Content Standards)

CA HSS Analysis Skills (9–12):

*Chronological and Spatial Thinking-*

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. [Such as the effects of the doctrine of Manifest Destiny on Native American tribes; slavery and Jim Crow laws on African Americans; etc.]
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

*Historical Research, Evidence, and Point of View-*

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

*Historical Interpretation-*

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.



3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

11.1.2- Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights.

11.10.5- Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

11.10.6- Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

11.11.1-Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

12.2.1-Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

12.2.5-Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others.

12.5.4- Explain the controversies that have resulted over changing interpretations of civil rights, including those in Plessy v. Ferguson, Brown v. Board of Education, Miranda v. Arizona, Regents of the University of California v. Bakke, Adarand Constructors, Inc. v. Peña, and United States v. Virginia (VMI).

## **RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:**

### **Link to Common Core Standards (if applicable):**

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<http://www.corestandards.org/ELA-Literacy/RH/>

### **Link to Framework (if applicable):**

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter14.pdf>

### **Link to Subject Area Content Standards (if applicable):**

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/ci/cr/cf/esmc.asp>

### **Link to Program Content Area Standards (if applicable):**

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/ci/cr/cf/esmc.asp>

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**

<b>Board Approved</b>	<b>Pilot Completion Date (If applicable)</b>	<b>Textbook Title</b>	<b>Author(s)</b>	<b>Publisher</b>	<b>Edition</b>	<b>Date</b>
<i>Yes</i>		<i>APEX: Ethnic Studies</i>		APEX Online Courses		<i>1/1/2019</i>

**Other Resource Materials**

N/A

**Supplemental Materials**

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A