

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Ethnic Studies (2 Semesters)

Board Approval Date: December 15, 2022	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: History/Social Science Elective Area (if applicable): History/Social Science Elective
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (g) Elective	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
<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 Title IX Coordinator and Equity Compliance Officer: Jim Huber, Ed. D., jhuber@fcusd.org (grades TK-12), 1965 Birkmont Drive, Rancho Cordova, CA 95742, 916-294-9000 ext.104625</p>	

COURSE DESCRIPTION:

“This Ethnic Studies course is designed to develop an understanding of how race, ethnicity, nationality, and culture have shaped and continue to shape individuals and society in the United States. The course prepares students to participate in concurrent or subsequent social studies and literature courses with a solid understanding of historical trends and historical thinking. This course is designed to provide students with the knowledge to achieve an understanding of and an appreciation for the various cultures in their community. The focus is around the experiences of African Americans, Asian Americans, Latinos/as, and other racialized peoples in the United States. Students will be engaged in both intellectually and emotionally rigorous content constructed around issues of ethnicity, identity, service, and social justice. Students will research and examine how 20th Century events reveal power, privilege,

ethnocentricity, systemic oppression, and cultural hegemony that influence their individual experiences into the 21st Century.” -Ethnic Studies Model Curriculum, CDE, California State Board Approved in March of 2021

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p>1. Introduction to Ethnic Studies and Identity-Inventing Images, Representing Otherness</p>	<p>What is Ethnic Studies? What is the concept of Indigeneity? How does the influence of language, spirituality, history, or other factors of identity impact relationships? How do we define our various identities: national, state, local, and community? How do we perceive ourselves and how do others perceive us? Who is the in-crowd and who is the other? What is the process of our identity formation? How has the development of images, often stereotypes, reduced or magnified an individual? What does it mean to be American? How has the perception of hyphenated Americans changed over time, both within and between ethnic groups? The overall objective of the Identity Unit is for students to explore themselves and how they fit into society.</p>	<p>*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes</p>	<p>*Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Unit 1 Project Option: “Know Thy Selfie”</p>

<p>2. History & Movement- Ghosts of the Past</p>	<p>What historical events are important to different ethnic communities in the United States? How do different groups and individuals connect with their indigeneity? What historical events significant to different ethnic communities are connected to current events experienced by ethnic communities today?</p>	<ul style="list-style-type: none"> *Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes 	<ul style="list-style-type: none"> *Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Project Option: Migration/Immigration Interview -or- Sacramento Library Primary Source Research Project- The groups covered are African American, Chinese American, Japanese American, Native American, Filipino American, LatinX American, and Americans within the LGBTQ+ community. Each publication is specific to the Sacramento Region.
<p>3. Systems of Power- A Glimpse of California</p>	<p>What agencies, organizations, institutions, policies, or practices restrict movement? How do individuals and organizations resist being controlled by others? Historically and currently.</p>	<ul style="list-style-type: none"> *Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes 	<ul style="list-style-type: none"> *Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Research essay option: Students will write a research essay (about 1000 to 1500 words) analyzing causes, trends, and policies in regard to one specific marginalized group. Students will be assessed on the quality of research sources and the validity of information incorporated into their essays.

<p>4. Social Movements and Equity- Solidarity</p>	<p>How do various social movements involving multiple groups that come together counter oppression? How do different communities establish solidarity between their past and present to struggle for a harmonious future?</p>	<ul style="list-style-type: none"> *Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes 	<ul style="list-style-type: none"> *Tests/Exams *Projects *Research papers *Essays *Presentation *Expository writing *Research Paper option: Students will research a particular social or civil rights movement and examine how it is connected to Sacramento, Rancho Cordova, or Folsom. Students will show how historical issues are linked to current issues in the community.
<p>5. Asian American Focus- Identity, History & Movement, Systems of Power, Social Movements and Equity</p>	<p>What are the cultural and political similarities/differences between various Asian sub-groups? What role did Asian Americans play in the growth and development of the United States? How did political power develop within the Asian American community and how has this power evolved to work effectively with changing power structures in the United States? How has immigration impacted the political, social, and economic realities of Asian Americans? To what extent do Asian Americans conform to the idea (real or imagined) of the “model minority”? What challenges continue</p>	<ul style="list-style-type: none"> *Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes 	<ul style="list-style-type: none"> *Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Debate Option: Working in groups, students will prepare for a debate on the question: Is the perception that Asians are the “model minority” accurate? Groups should be prepared to present varying sides of the issue and argue their position based on evidence. Groups must have multiple forms of evidence, including but not limited: levels of education, economic data, voting data, etc.

	<p>to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans?</p>		
<p>6. American Indian Focus- Identity, History & Movement, Systems of Power, Social Movements and Equity</p>	<p>How has cultural conflict affected American Indians? How have the experiences of different tribes within the United States varied and what impact have these differences had on the economic/political status of the tribes? What role has assimilation played in the experience of American Indians? How did political power develop within the American Indian community and how has this power evolved to work effectively with changing power structures in the United States? What role have gambling licenses played in the economic reality for both the tribes with and without these licenses? What challenges continue to face American Indians? What opportunities do students have to enact positive change for American Indians?</p>	<p>*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes</p>	<p>*Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Research Project Option: Students will select a Northern California tribe to study and investigate. Questions to research include: What was the experience of the tribe in relationship to the United States government? How was your tribe impacted politically and economically by its relationship with the United States government? This should include both historical and current impacts. What challenges continue to face your tribe? What opportunities exist for positive change for your tribe? Research will be presented in a report and presentation of key findings. Additionally, groups will prepare poster presentations that provide key findings. The class will synthesize all presentations into a policy analysis that summarizes the historical findings and makes recommendations on</p>

			actions tribes moving forward.
7. Latina/o/x American Focus- Identity, History & Movement, Systems of Power, Social Movements and Equity	<p>What are the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans?</p> <p>What role did Latinos play in the growth and development of the United States?</p> <p>How did political power develop within the Latino American community and how has this power evolved to work effectively with changing power structures in the United States?</p> <p>To what extent has immigration impacted the political, social, and economic realities of Latino Americans?</p> <p>How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the United States?</p> <p>What challenges continue to face Latino Americans?</p> <p>What opportunities do students have to enact positive change for Latino Americans?</p>	<ul style="list-style-type: none"> *Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes 	<ul style="list-style-type: none"> *Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing <p>Project Option: Immigration Policy Investigation: students create their own questions around six immigration policies since 1965 that impacted Latina/o/x communities. Students collect, organize, and evaluate information, draw conclusions and share results through presentations and explanations. Students may demonstrate the results of their investigations through different types of products and experiences, including the writing of a paper, the development of artwork, oral presentations, audio and videotape productions, or photographic essays.</p>
8. African American Focus- Identity, History & Movement, Systems of Power, Social Movements and Equity	<p>What role did African Americans play in the growth and development of the United States?</p> <p>What role did self-determination play in the trajectory of the</p>	<ul style="list-style-type: none"> *Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes 	<ul style="list-style-type: none"> *Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Problem

	<p>African American community? How did political power develop within the African American community, and how has this power evolved to work effectively with changing power structures in the United States? Was the Civil Rights Movement the work of one man? What role did youth play in the Civil Rights Movement? How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans?</p>		<p>Solving/Decision Making Project Option: Students will select an issue facing African Americans today. Using methods employed by post – WWII Civil Rights activists, students will suggest a course of action that would lead to the resolution of the issue. All recommendations must be grounded in evidence.</p>
<p>9. Youth Participatory Action Research</p>	<p>In this unit, students become agents of change in their community through research and project-based learning. Students will select a topic and ask... How does this topic affect my community? How does this topic affect the future of my community? How will my research and action project serve my community?</p>	<ul style="list-style-type: none"> *Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes 	<p>*Youth Action Participatory Project: Students will create an action research project in which they identify a problem/issue/conflict locally. Students will learn about the power that youth have to research, investigate, and evaluate social problems that affect their community while learning how their research can shape policy changes that could alter outcomes for marginalized and oppressed groups.</p>

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/11-12/>

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

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>A committee of teachers reviewed</i>		<i>Our Stories in Our Voices</i>	Dale Allender and Gregory Yee Mark	Kendall Hunt	Second Edition	6/1/2019

<p><i>the textbook curriculum. This text will be board approved with the approval of this outline..</i></p>						
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Other Resource Materials

Our Stories in Our Voices, Workbook- teacher copy only Ethnic Studies Model Curriculum- Sample Lessons and Topics, Approved by the State Board of Education on March 18, 2021 Ethnic Studies Model Curriculum- Lesson Resources, Approved by the State Board of Education on March 18, 2021 A Different Mirror for Young People: A History of Multicultural America (For Young People Series), Ronald Takaki

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):
Media- Precious Knowledge, Ari Luis Palos and Eren Isabel McGrinnis, Dos Vatos Productions, 2012