

Ethnic Studies: *Opportunity for Input*

Secondary Schools, Global Studies Department, & the Ethnic Studies Course Development Team



FUSD

FONTANA UNIFIED
SCHOOL DISTRICT

WHAT IS ETHNIC STUDIES?



Ethnic studies examines the histories, experiences and cultures of various racial and ethnic groups and explores race and ethnicity in various **social, cultural, historical, political and economic contexts.**



Ethnic Studies Courses Build Skills in:

**Reading
Writing
Speaking
Listening
Analysis
Research
Technology
Collaboration
Creativity
Historical Thinking
Self-Reflection & Self-Discovery**

Ethnic Studies is NOT:

**ONLY a history course
an Engagement ONLY elective
meant solely for “at risk” students
ONLY Culturally Responsive
Teaching/Pedagogy
indoctrination into a school of thought
teaching students to hate white people
& other groups
solely focused on race**

*Ethnic Studies: 10 Common Misconceptions from Rethinking Ethnic Studies
(Zavala, Henning, Gallagher-Geurtsen, 2019)*

ANSWERS TO FREQUENTLY ASKED QUESTIONS

- FUSD Board approved a graduation requirement for 10 credits in Ethnic Studies on 10/2/2024, impacting the class of 2029.
- Ethnic Studies will be offered at all high schools beginning 2025-26.
- Teachers, Parents/Guardians, Students and other members of the community will continue to be given opportunities to provide input regarding this course as different milestones are met.
- As we gather input on the course, examine data, and partner with high schools, the Secondary Academic Advisory Committee will consider the most appropriate grade-level to offer the course.



RESEARCH AROUND ETHNIC STUDIES

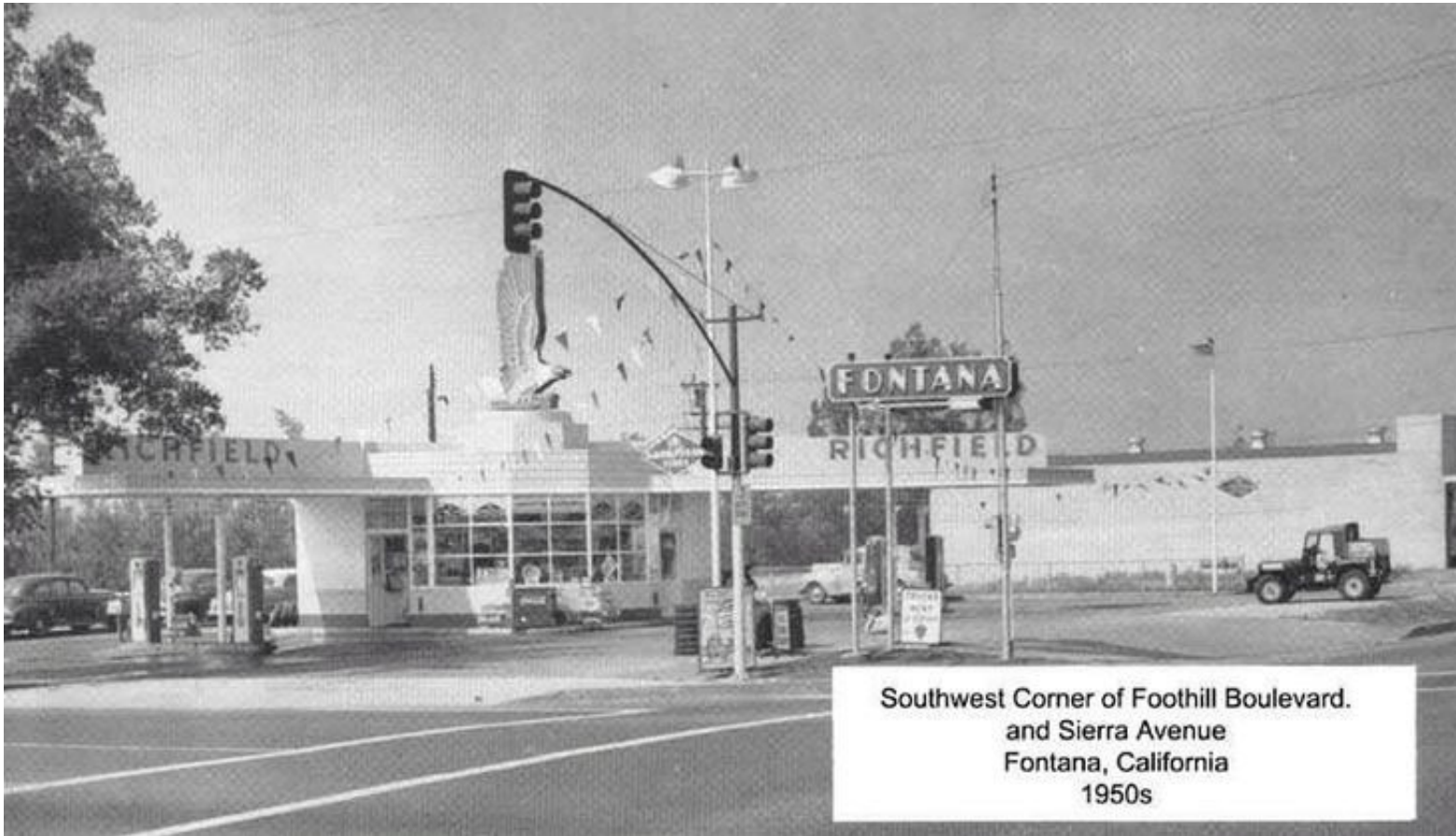
High School Students Enrolled in Ethnic Studies Courses ...

- Increased Their GPA by 1.4 Grade Points
- Attended School 18 More Days a Year
- Passed 6 More Classes Over 4 Years
- 90% Graduated Within 5 Years v. 75% of Their Peers
- 15% More Likely to Enroll in College Within 6 years

(Dee & Penner, 2016)



Opportunity and Local History



- In a state as diverse as California, it is imperative that the stories of historically marginalized groups are shared, celebrated, and uplifted as a driver for positive social outcomes.
- Locally, it allows for the story of Fontana to be told which is pivotal in understanding the evolvment of our community and our families.

ETHNIC STUDIES IN FONTANA

Ethnic Studies will enhance students' lives by deepening their self-identity and self-awareness, while simultaneously fostering empathy and respect for others through the exploration of diverse cultures and local histories of Fontana. By eliminating stereotypes and promoting inclusivity, the course empowers students with critical thinking skills and advocacy tools needed for positive community engagement. This holistic approach not only cultivates personal growth and self-esteem, but also strengthens relationships, encourages appreciation of diversity, and builds a cohesive, equitable society where every student can thrive today and for decades to come.



THE OPPORTUNITIES

- WINDOWS
- BRIDGES
- MIRRORS



8 OUTCOMES OF ETHNIC STUDIES:

- (1) Pursuit of justice and equity.
- (2) Working toward greater inclusivity.
- (3) Furthering self-understanding.
- (4) Developing a better understanding of others.
- (5) Recognizing intersectionality.
- (6) Promoting self-empowerment for civic engagement.
- (7) Supporting a community focus.
- (8) Developing interpersonal communication.



COMMENTS AND CONSIDERATIONS

Using the provided sheets of paper -

Please comment/respond to one or all of the following questions:

- Are the **Themes, Objectives and Essential Questions** for each unit cohesive and comprehensive?
- Are there any potential gaps and/or missed opportunities?
- How does this course outline support student learning around Ethnic Studies?

FUSD Ethnic Studies

Unit 1: Self, Identity & Community

Unit Overview/Theme: In this unit, students will use a critical lens to better understand their identity within and beyond their community and classrooms in Fontana. Students will develop a deeper understanding of who they are and how it informs culture and identity. They will be able to demonstrate and apply this knowledge within the context of global studies and the social justice framework.

Objectives:

- Learn the theoretical foundations and lens of Ethnic Studies
- Understand and apply ethnography research and methods
- Research the student's family history and roots
- Explore and research the Fontana/San Bernardino community
- Understand the dynamics of how race, ethnicity, and gender play a role in the construction of one's identity
- Explain the cultural functions that internalized stories about oneself serves
- Create projects that illustrate the intersectionality of how race/ethnicity, gender, nationality, and culture structure inform the student's identity topics:
 - Geography/environment and how it influences identity
 - Race/ethnicity/culture and how it influences identity
 - Socioeconomic status and how it influences identity
 - Self-perception and how one is perceived, and how it influences identity.

Essential Question:

1. How do various identity lenses overlap, come to exist, intersect, and impact our lives?
2. Who are you?
3. How does race/ethnicity, socioeconomic status, gender, and other factors continue to impact our world today?
4. How have dominant and counter narratives shaped people's views about communities, and how do groups respond to these identities?

Unit 2: Movement, Migration, and Immigration

Overview/Theme: Students analyze interactions among local histories and cultures, emphasizing their enduring contributions to the history of Southern California, therefore getting a deeper understanding of how we got here and where we are going.

Objectives:

- Students will identify push and pull factors of migration, including the role of war, conflict, natural resources, and ideology play in movement.
- Students will explore issues of land use, ownership, and occupation.
- Students will be able to compare and contrast factors surrounding immigration and emigration.
- Students will compare, contrast, and analyze various immigrant experiences and synthesize how they contribute to ethnic identity.
- Students will examine and critique the processes of acculturation and assimilation, weighing their potential positive and negative effects.

Essential Question:

1. Who moved and who didn't?
2. Why do people move?
3. What are the key push and pull factors that have shaped migration patterns in Southern California, and how do they differ among various cultural groups?
4. How do local histories and cultures interact to create a unique regional identity in Southern California, and what are the implications of this for understanding broader American history?
5. In what ways do the experiences of immigrants from different backgrounds contrast, and how do these experiences contribute to the formation of ethnic identities?
6. What are the processes of acculturation and assimilation, and how do they impact individuals and communities differently?
7. How have different immigrant groups contributed to the social, economic, and cultural landscape of Southern California, and what does this tell us about the importance of diversity?
8. How do personal and collective histories influence the formation of ethnic identities among different groups in Southern California?
9. How have interactions among diverse cultural groups in Southern California led to both conflict and cooperation, and what can we learn from these dynamics?
10. Considering current migration trends, how might the future of Southern California's cultural landscape be shaped by ongoing changes in immigration and local histories?

Unit 3: Systems and Power

Overview/Theme:

In this unit students will explore how identities affect various groups. Students will be examining current/recent examples of oppression. They will examine why they happen and how they happen, as well as the responses to that oppression. Students will also be able to examine the influence of media. Students identify and investigate the history of stereotypes by learning about eugenics and the genetic issues relating to race and racism. Students select and analyze examples of contemporary stereotyping in popular culture (advertisements, television programs, films) to understand how stereotypes are reproduced and perpetuated. Based on these investigations, students produce public service announcements for distribution in their schools that challenge particular stereotypes in terms of Ideologic, Institutional/Systematic, Interpersonal, Internalized oppression.

Objectives:

- Analyze Ideologic, Institutional/Systematic, Interpersonal, Internalized oppression
- Analyze media stereotypes/depiction of Ethnic and racialized groups
- Analyze rights of governed and oppressed and privileged communities.

Essential Question:

1. How do I have power and privilege? How do I not have power and privilege?
2. What does systematic oppression look like in my life and the lives of others?
3. What is the dominant narrative in the US regarding ethnicity, race, class, and gender?
4. How are dominant narratives formed?
5. How does the mass media shape our lives and our perceptions of others?
6. How do communities and individuals challenge the dominant narrative?

FUSD Ethnic Studies

Unit 4: Social Movements and Advocacy

Overview/Theme:

In this unit, students will study and identify historical and contemporary issues of oppression or threats to identity in order to become advocates for their community. Students will use previous learnings to develop their own empowerment plan to address their identified community concern. **Students will be able to articulate a new voice, build community advocacy skills, develop knowledge, and foster a more enriched and diverse perspective.**

Objectives:

- Using a holistic inquiry approach students will look for commonalities among different cultural groups in order to gain a broader understanding of the shared human experience.
- Students will acquire tools to become positive actors in their communities to address a contemporary issue and present findings in a public forum.
- Students will build collective power while utilizing community advocacy skills and creating an action plan.
- Students will develop critical thinking and research skills that will help them navigate the diverse cultural landscape of their local community.

Essential Question:

What is your action plan? How will you implement your plan? How does your plan connect to what you have learned in this course?

NEXT STEPS

Meet with Ethnic
Studies Steering
Committee for
Final Read

Reviewed/Approved
by Secondary
Academic Advisory
Committee

Committee for
Curriculum
Development

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graph TD; A[Meet with Ethnic Studies Steering Committee for Final Read] --> B[Reviewed/Approved by Secondary Academic Advisory Committee]; B --> C[Committee for Curriculum Development]; C --> D[Recommend to Board of Education];
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Recommend to Board of Education

THANK YOU

