

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Ethnic Studies in Art

CAC Approval Date: October 22, 2025 Board Approval Date: December 11, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: VAPA, Ethnic Studies Elective Area (if applicable): Fine Arts
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement 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, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

This course integrates ethnic studies and visual arts, emphasizing drawing and painting as tools for storytelling, cultural expression, and social change. Students in Ethnic Studies in Drawing and Painting create artwork and analyze contemporary artwork created by Black, Indigenous, Asian American, Pacific Islander, Arab American and Latino/Latina American artists. Through the study of diverse artists, students will explore historical and contemporary themes of identity, migration, power structures, and activism. Students will develop technical skills while using art as a means of advocacy, reflection, and cultural preservation.

Additionally, this course aims to educate students to be politically, socially, and economically conscious about their personal connections to local and global histories. By studying art and current events related to race, ethnicity, nationality, and culture, students will develop respect and empathy for individuals and groups of people locally, nationally, and globally to build self-awareness, empathy and foster active social engagement.

Students will gain the foundational knowledge and skills necessary to creatively express themselves as individuals and members of their communities through art.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Introduction to Ethnic Studies in Art	What is Ethnic Studies? Why is it important for everyone? How can technical drawing and painting skills aid in my ability to be an effective communicator? What technical 2D art concepts bring ideas to fruition?	*Warm Up Drawings *Value Scales *Elements of Art and *Principles of Design Notes	*Shading 3D Forms *Elements of Art Poster *Principles of Design Book
Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors. Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using contemporary practice of art or design. Prof.VA:Cr2.1 Engage in making a work of art or design without having a preconceived plan.			
2. Identity & Cultural Reflection	How can identity be expressed through visual art? How do artists represent their cultural and ethnic identities through different forms of art?	*Facial Proportions Worksheet *Emotional Expressions *Worksheet *Zine Folding Tutorial *Color Theory Packet	*Self-Portrait with Cultural Symbols: Students create a self-portrait incorporating visual elements from their cultural heritage. *Zine: My Story in Color: A mixed-media project exploring personal and cultural identity through abstract colors, patterns, and symbols.
Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery. Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works.			
3. History & Movement	How does art document history? How has migration influenced cultural	*Tints and Shades *Facial Proportions practice: focus on facial features *Collage Review:	*"Journeys & Migration" Story Panels: Students create a series of paintings depicting

	expression?	Foreground, middle ground and background	historical or personal migration stories. *Collage Portraits of Change: Using historical imagery and contemporary elements to show movement and adaptation over time.
Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences. Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery			
4. Systems of Power & Resistance	How does art challenge oppression? How have artists resisted systems of power? How are art and advocacy related and where do they intersect? What is activism? What role have activists played in the course of history?	*Poster Layout Intro *Protest Poster Presentation notes *Mixed Media techniques sketchbook prompt	*"Power & Protest" Political Poster: Students design and paint a protest poster inspired by an ethnic studies topic. *"Silenced Voices" Mixed Media Work: A conceptual piece addressing historical erasure and resistance. *Semester 1 Final Project & Showcase *Final Portfolio Submission: A curated selection of works from the semester with artist and artwork statements. *Gallery Night Exhibition: Students present their work in a public exhibition, discussing the cultural and historical significance of their pieces.
Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works. Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas. Prof.VA:Cn11 Describe how knowledge of culture, traditions, and history may influence personal responses to art.			
5. Social	How has art been used to	*Mural Brainstorm and	*"Art as Activism"

Movements & Equity in Art	promote justice? How do we create art that amplifies voices for equity?	Acrylic Painting *Installation Artist Research *Installation Artist Slides Presentation	Community Mural Proposal: Students draft mural concepts addressing social justice issues. *"Equity in Action" Public Art Piece: Students create an installation piece highlighting a current equity issue.
Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences. Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery.			
6. Objects of Meaning	Why do people value objects, artifacts, and artworks? How do objects, artifacts, and artworks that are collected, preserved, or presented, cultivate appreciation and understanding?	*Still Life Warm up Drawings *Shading 3D objects sketch *Still Life Sketch *Principles of Design sketches *Proportion Vs. Scale presentation	*"Still Life with Objects of Meaning": Students choose 3 or more objects that have personal or cultural significance. *"Playing with Scale": Students choose an object and play with scale, enlarging or minimizing the object to distort its use and significance.
Prof.VA:Cr1.1 Use multiple approaches to begin creative endeavors. Prof.VA:Cr1.2 Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design. Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings.			
7. Building Community Through Storytelling	How does collaboration influence and shape community ideas, beliefs, and experiences? How do we define ourselves? In what ways are artists able to use their craft to communicate narrative?	*Comic layout sketches *Sunday comics research *Interview options brainstorm *Thumbnail sketches	*Design your own Comic Storytelling: The Fabric of Our Community: The first phase of the project will involve an interview between students and a family member or member of the community, with a specific focus on ethnicity, culture, and identity. This recorded

			oral history will then be used in the second phase of the project to convey and connect the individual's story in the form of a work of art.
Prof.VA:Re7.2 Analyze how one's understanding of the world is affected by experiencing visual imagery. Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works.			
8. Activism Through the Arts	How do artists choose social justice to address in their artwork? What visual strategies do artists use to communicate complicated topics? What are examples of accessible art and how do they benefit marginalized communities?	*Warm Up Drawings *Journal entries *Social Justice topics brainstorm *Zine folding techniques *Printmaking techniques tutorials	*Current events journal book *Create a social justice poster *Zines and the Art of DIY Project
Prof.VA:Re8 Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts. Prof.VA:Re9 Establish relevant criteria in order to evaluate a work of art or collection of works. Prof.VA:Cn10 Document the process of developing early stage ideas to fully elaborated ideas			
9. Exhibition Design	How do curators design diverse and thoughtful exhibitions that tackle current culture? How does your own personal aesthetic influence your curation of artwork?	*Practice presentation with three artists covered during the year *Warm Up Drawings *Warm Up Discussions	*Final Project: Curate a multimedia exhibition with three or more different artists and ten or more different artworks, include one of your own artworks
Prof.VA:Pr4 Analyze, select, and curate artifacts and/or artworks for presentation and preservation. Prof.VA:Pr5 Analyze and evaluate the reasons and ways an exhibition is presented. Prof.VA:Pr6 Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. Prof.VA:Re7.1 Hypothesize ways in which art influences perception and understanding of human experiences.			

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.

<https://www.cde.ca.gov/be/st/ss/documents/finaelacssstandards.pdf>

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/vp/cf/>

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.

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/be/st/ss/elaanchorstandards.asp>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	<i>N/A</i>			