

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Ethnic Studies (2 Semesters)

CAC Approval Date: March 11, 2026 Board Approval Date: April 16, 2026	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
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) College-preparatory elective	
Graduation Requirement: No	
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 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
1. Introduction to Ethnic Studies and Identity Inventing Images, Representing Otherness	*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.	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Unit 1 Project Option: “Know Thy Selfie”
CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking- 1 and 4 Historical Research, Evidence, and Point of View- 3 Historical Interpretation- 1 and 4			
2. History & Movement-	*What historical events are important to different	*Discussion *Writing prompts	*Tests/Exams *Projects

Ghosts of the Past	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?	*Literary analysis questions *Compare/contrast activities *Quizzes	*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.
CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking-1, 2, 3, and 4 Historical Research, Evidence, and Point of View-3 Historical Interpretation-1 and 2 CA HSS Standards: 11.1.2, 11.10.5, 11.10.6, 11.11.1			
3. Systems of Power- A Glimpse of California	*What agencies, organizations, institutions, policies, or practices restrict movement? *How do individuals and organizations resist being controlled by others? Historically and currently	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*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.
CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking-1 and 2 Historical Research, Evidence, and Point of View-1, 2, and 3 Historical Interpretation-1, 2, and 3 CA HSS Standards: 12.2.1, 12.5.4			
4. Social Movements and Equity- Solidarity	*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?	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*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.
CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking-2 Historical Research, Evidence, and Point of View-3 Historical Interpretation-1, 2, and 3			
5. Asian American Focus- Identity, History & Movement, Systems of Power, Social Movements and Equity	*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	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*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

	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 to face Asian Americans? *What opportunities do students have to enact positive change for Asian Americans?		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.
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**CA HSS Standards:
11.2.2, 11.3.4, 11.7.3, 11.7.5**

6. American Indian Focus- Identity, History & Movement, Systems of Power, Social Movements and Equity	*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	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*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
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	students have to enact positive change for American Indians?		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 actions tribes moving forward.
CA HSS Standards: 11.1.1, 11.2.2, 11.7.3			
7. Latina/o/x American Focus-Identity, History & Movement, Systems of Power, Social Movements and Equity	*What are the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans? *What role did Latinos play in the growth and development of the United States? *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? *To what extent has immigration impacted the political, social, and economic realities of Latino Americans? *How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the United States? *What challenges continue to face Latino Americans?	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing 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

	*What opportunities do students have to enact positive change for Latino Americans?		videotape productions, or photographic essays.
CA HSS Standards: 11.8.2, 11.9.7, 11.10.6, 11.11.1, 11.11.7			
8. African American Focus-Identity, History & Movement, Systems of Power, Social Movements and Equity	*What role did African Americans play in the growth and development of the United States? *What role did self-determination play in the trajectory of the 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?	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*Tests/Exams *Projects *Research papers *Essays *Presentations *Expository writing *Problem 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.
CA HSS Standards: 11.1.4, 11.5.2, 11.5.5, 11.7.3, 11.8.8, 11.10.1, 11.10.2, 11.10.3, 11.10.4, 11.10.5, 11.10.6, 11.11.7			
9. Youth Participatory Action Research 5. Youth Participatory Action Research	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	*Discussion *Writing prompts *Literary analysis questions *Compare/contrast activities *Quizzes	*Youth Action Participatory Project: Students will create an action research project in which they identify a problem/issue/conflict locally. Students will

	my community? *How does this topic affect the future of my community? *How will my research and action project serve my community?		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.
CA HSS Analysis Skills (9–12): Chronological and Spatial Thinking-4 Historical Research, Evidence, and Point of View-1 Historical Interpretation-4			

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/hssfwchapter14.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	Textbook Title ISBN #	Author(s)	Publisher	Edition
	<i>N/A</i>			