

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Artivism: Ethnic Studies in the Visual Arts

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: VAPA Elective Area (if applicable): Fine Arts
Prerequisite(s): None	Corequisite(s): None
CTE Sector/Pathway: n/a	
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:

Students will explore themes of identity, culture, social justice, and activism through the visual arts. Artivism (art + activism) will serve as the central theme throughout the course, as students investigate the intersection of race, ethnicity, and creative expression. Students will study diverse artists, engage in storytelling and community documentation, and produce original works that reflect personal and collective histories. The course culminates in a student-curated exhibition showcasing their learning and creativity.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Defining Identity and Ethnic Studies	*What does it mean to be American? *How do we define ourselves? *How are race, ethnicity, and identity constructed? *How do stereotypes affect our own identities and why do they negate our individuality? *How can we better understand our own subjectivity & bias in different contexts? *How has art been used to communicate ideas of the dominant culture? *What are the Elements of Art and how do they support creative communication?	*Identity surveys/Maps *Class discussions *Media reflections *Sketchbook exercises on form, line, and shading	*Self Identity Portrait and Written Reflection
Creating & Conceptualizing Ideas			
2. Building Community Through Storytelling	*What is a community? *In what ways are stories told or shared? *Why is storytelling essential in preserving culture and history? *Why are oral histories/storytelling important to marginalized groups and the survival of cultural traditions? *What oral histories/stories do you have within your community? *How does knowing the contexts, histories, and traditions of art forms help us create works of art and	*Visual journaling *Peer interviews *Media choice and practice *Artist analysis (Kerry James Marshall, Wendy Red Star, Yolanda López)	*"The Fabric of Our Community" Art and Oral History Project (collaborative)

	design? *How do artists visually express personal and cultural narratives?		
Developing & Experimenting			
3. The Arts as a Means of Resistance, Survival, and Accommodation	*What is colonization? *How do marginalized groups use art to resist oppression? *How can identity be expressed through visual art? *What is the role of visual art in social and political movements? *What are examples of composition and design in resistance art?	*Artist profiles *Concept mapping *Sketches, photographs and journaling *Value studies *Practice compositions inspired by Masters (Basquiat, Rivera, Hernandez)	*"Meet the Artist" Research + Original Inspired Artwork
Reflect, Revise, Refine			
4. Advocacy and Artivism	*How are art and advocacy related and where do they intersect? *How does art advocate for social change? *What is the power of visual imagery in activism? *What contemporary social or political issues are affecting your local, regional, national, and global community? *How do artists use color, symbolism, and message in design?	*Current events journal *Photographs, videos and sketches *Advocacy planning *Poster studies	*Social Justice Poster + Presentation
Presenting Art			
5. (Un)Documented: My Community	*What is the value of documenting aspects of one's community?	*Field notes/sketches *Photo composition studies *Image annotations	*Mapping the community through documentary photography, then create

	*How can art document community and culture? *How is public art a reflection of community culture? *What does it mean to belong to a place?	*Color studies *Interviews	a zine or short documentary on community
Responding & Evaluating			
6. Acknowledging Our Past... Celebrating Our Future	*What role do institutions play in shaping art history? *Why do people value objects, artifacts, and artworks? *How does collaboration influence and shape community ideas, beliefs, and experiences? *Are art institutions accessible to marginalized communities? *How can students reclaim and reimagine public art spaces?	*Exhibit planning worksheets *Gallery analysis *Gallery communication *Curated work critiques	*Collaborative Curated multimedia Exhibition (Physical and/or Virtual) to share with the community.
Connecting Art & Context			

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/re/cc/>

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/cr/cf/documents/ethnicstudiescurriculum.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/be/st/ss/documents/caartsstandards.pdf>

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.

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

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