

Course Outline

Ethnic Studies**Course Outline ACTION****Action Involves a:**

☒ **New Course:** (New courses need to have a Textbook Approval Form submitted)
Replacement for (if applicable):

☐ **Course Revision:**
☐ Content Revision
☐ Textbook Revision
☐ Title Change (list old title):

General Course INFORMATION

Department: Social Science

Grade Level: ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☒ 11 ☒ 12 Other _____

Originating School: ☐ LCMS ☐ TPJHS ☒ TPHS ☒ YVHS ☒ BRHS

Originating Teacher(s): Caravella, Berridge, Wright, Main, Landeros

Length of Course:	Quarter	1 Semester	2 Semesters / 1 year	4 Semesters / 2 years
Credits available	2.5 credits	<input checked="" type="checkbox"/> 5.0 credits	10 credits	20 credits

Repeatable? ☐ Yes ☒ No

Meets H.S. Graduation Requirement? ☒ Yes ☐ No

Is this an ROP Course? ☐ Yes ☒ No

CTE Course? ☐ Yes ☒ No

Is this an Honor's Course? ☐ Yes ☒ No

AP Course? ☐ Yes ☒ No

Meets UC/CSU A-G Requirement? ☐ Yes ☒ No

If yes, which subject area(s)? _____

Pre-Requisites: N/A

Co-Requisites: N/A

Textbook(s): (additional textbook information can be found at the end of this outline)

Title	Author(s)
Voices: An Ethnic Studies Survey	Gibbs Smith Education

Date of Review:

Course CONTENT & OBJECTIVES	
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This Ethnic Studies course is designed to empower students to critically examine the social and historical

The course encourages students to reflect on their own identities, build community with their peers, and engage in meaningful dialogue about the lived experiences of historically marginalized groups. Through critical analysis of various forms of media and case studies, students will gain insight into themes such as intersectionality, migration, and systemic inequality. They will also examine the complex systems of power that have shaped and marginalized certain groups, as well as the social movements that have sought justice and equity.

Throughout the course, students will engage in collaborative projects, structured discussions, and individual research, culminating in an Identity Portfolio that reflects their personal growth and understanding of how they can make constructive contributions to their communities. By the end of the course, students will have developed a greater appreciation for diversity, a strong commitment to social justice, and the tools to advocate for equity in their own lives and the world around them.

This course will lean heavily toward inquiry-based learning as well as student-centered learning based on critical

- Participation in class activities
- Class assignments
- Homework
- Quizzes/Exams
- Projects

Strand 1: Introduction to Ethnic Studies

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<p>_____ <i>Inst. Services: Director of Sec. Curriculum (1)</i></p> <p>_____ <i>Media Center (2)</i></p> <p>_____ <i>Inst. Services, Assistant Superintendent (3)</i></p> <p>_____ <i>1st BOE Review Date (4)</i></p> <p><i>Board Adoption Date</i></p>	<p>_____ <i>2nd BOE Review Date (5)</i></p> <p>_____ <i>IT, SIS Manager (6)</i></p> <p>_____ <i>Copy filed I.S. (7)</i></p> <p style="text-align: right;"><i>Page 2 of 7</i></p> <p style="text-align: right;"><i>Form Updated: 12/2/2014</i></p>
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1.1	What is Ethnic Studies?
1.2	What is the purpose of this Ethnic Studies course?
1.3	What does it mean to think critically and examine multiple perspectives?
1.4	What are the key differences between race and ethnicity?
1.5	How have race and ethnicity been constructed in the United States and how have they changed over time?
1.6	How do race and ethnicity continue to shape the United States and contemporary issues?

Suggested Student Performance Activities:

1. Students will define and apply the following key terms: race and ethnicity
2. Students will create a mind map to explore the concept of Ethnic Studies, identifying and analyzing key vocabulary terms that are central to understanding the field. This activity will help students visually organize and connect important ideas related to Ethnic Studies, deepening their comprehension of its themes and frameworks.
3. Students will engage in community dialogue activities establishing shared values and norms.

Strand 2: Identity and Culture

Students will explore each of the following essential questions through the perspectives of African-American/Black Studies, Chicana/Latina Studies, Native American/Indigenous Studies, and Asian American Pacific Islander Studies, and additional ethnic groups. Additionally, students will connect these explorations to their personal identities and communities.

2.1	What is intersectionality? How can you examine parts of your identity—including but not limited to race, ethnicity, class, gender, and sexuality—to come to a better understanding of how social structures may affect you and others?
2.2	What factors shape our identities? What parts of our identities do we choose for ourselves and what parts are determined for us by others, by society, or by chance?
2.3	What dilemmas arise when others view us differently than we view ourselves?
2.4	How do our identities influence our choices and the choices available to us? What factors influence our identity and, in turn, the choices we make? In addition, how has class historically been affected by identity?
2.5	How have historical events shaped the experiences and contributions of different ethnic communities in the U.S.? How is identity shaped and reshaped by our cultural experiences?
2.6	How do the traditions and contributions from marginalized ethnic groups, such as art, music, and cuisine, enrich the cultural landscape of the United States?

Suggested Student Performance Activities:

1. Students will define and apply the following key terms: identity, culture, intersectionality, stereotypes
2. Students will participate in a guided class discussion around identity and intersectionality. Titled “Woven Worlds” (see resource material), they will reflect on aspects of their own identity, including but not limited to race, ethnicity, class, religion, gender, and sexuality, as a pathway to recognizing similarities and connections to peers.

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3. Iceberg Activity: Students will participate in an activity that reveals the complexity of identity beyond surface-level traits. Students will explore how much of their identity is visible versus what lies beneath the surface, incorporating cultural examples from each ethnic group studied.
4. Breaking Down Stereotypes: Students will break down myths surrounding stereotypes of specific ethnic groups in order to answer the question of what dilemmas arise when others view us differently than we view ourselves.
 - a. Model Minority: Students will analyze the concept of the "model minority" stereotype and its impact on Asian American communities.
 - b. Native American Mascots: Students will explore the controversy surrounding Native American mascots and their impact on Native American identity.
 - c. Hip-Hop culture: Students will examine how hip-hop culture has been stereotyped and commodified, while also serving as a platform for Black/African American self-expression and resistance.
 - d. Role of Chicano/Latino immigrants in the American economy: Students will analyze stereotypes about Chicano/Latino immigrants and how they are often portrayed in the media, such as their perceived role in the economy.

Strand 3: Land and Movement

Students will explore each of the following essential questions through the perspectives of African-American/Black Studies, Chicano/Latino Studies, Native American/Indigenous Studies, and Asian American Pacific Islander Studies, and additional ethnic groups. Additionally, students will connect these explorations to their personal identities and communities.

3.1	What does it mean to live on this land? Who may become an American? What happens when multiple narratives are layered on top of each other?
3.2	How should societies integrate newcomers? How do newcomers develop a sense of belonging to the places where they have arrived?
3.3	How does migration affect the identities of individuals, communities, and nations?
3.4	How do ideas or narratives about who may belong in a nation affect immigration policy, the lives of immigrants, and host communities?
3.5	What role have marginalized groups played in defining notions of democracy?

Suggested Student Performance Activities:

1. Students will define and apply the following key terms: land acknowledgement, migration, immigrant, immigration, internally displaced people
2. Oral History Project: Students will conduct oral history interviews with family or community members to explore their migration stories or experiences of displacement.
3. Other suggested lessons for each core group:
 - a. Students examine how the idea of Manifest Destiny changed the makeup of America over time as well as the impact it had on the indigenous population. Describe the impact of the mission system, mass displacement, and attempted erasure of native culture.
 - b. Students examine the Great Migration and Black citizens in the West during the World War II era
 - c. Students examine barrio creation by analyzing the implications of Urban Renewal, Fair Housing Act, Federal Highway Act, gentrification
 - d. Students will examine the formation of US Asian enclaves such as Koreatowns, Chinatowns, Japantowns, Little Saigon, Cambodia Town, and Pachappa Camp

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Strand 4: Systems of Power

Students will explore each of the following essential questions through the perspectives of African-American/Black Studies, Chicanx/Latinx Studies, Native American/Indigenous Studies, and Asian American Pacific Islander Studies, and additional ethnic groups. Additionally, students will connect these explorations to their personal identities and communities.

4.1 What is the relationship between the individual and society?

4.2 How does society divide people into groups?

4.3 What is the relationship between individual power and collective power?

4.4 How have social systems been used to influence the choices people make and the economic opportunities available to them? Furthermore, how do they continue to impact people today?

4.5 What are the implications for a society when it categorizes people into a social hierarchy?

Suggested Student Performance Activities:

1. Students will define and apply the following key terms: individual, society, individual power, collective power, social hierarchy
2. Students analyze and evaluate what kind of policies did the American government enforce to maintain the system of slavery and the era of Jim Crow that came after.
3. Students analyze the history of the white/black wealth gap as well as the complex nature of the prison industrial complex and if it targets minorities. Students propose policy solutions to alleviate these long term issues.
4. Students examine policies such as the Monroe Doctrine and American imperialism in general and how they affect the countries of the global south long term. Students then evaluate how these policies have shaped waves of immigration over the decades.
5. Other suggested lessons for each core group:
 - a. Students will explore the effects of mass incarceration on African Americans.
 - b. Students will examine Pachuco culture, the Zoot Suit Riots, and the Sleepy Lagoon Case.
 - c. Students examine the history of anti-asian immigration policies such as the Chinese Exclusion Act of 1882 and the Gentlemen's Agreement of 1907.
 - d. Students will explore the impact of forced assimilation and Native American boarding schools.

Strand 5: Social Movements and Equity

Students will explore each of the following essential questions through the perspectives of African-American/Black Studies, Chicanx/Latinx Studies, Native American/Indigenous Studies, and Asian American Pacific Islander Studies, and additional ethnic groups. Additionally, students will connect these explorations to their personal identities and communities.

5.1 How have social movements addressed different kinds of discrimination or oppression?

5.2 What debates and dilemmas from past historical moments remain unresolved? Why?

5.3 What does equity entail? What is the difference between equality and equity?

5.4 How can one make a difference in their community? What skills and tools are needed to create change in your community?

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Suggested Student Performance Activities:

1. Students will define and apply the following key terms: discrimination, oppression, equality, equity, civic engagement
2. Interactive Narrative: Students engage with a visiting speaker (or field trip) from a local tribe to learn more about their history and their culture.
3. Students closely examine the evolution and tactics of social justice movements such as the Civil Rights era and how it relates to modern movements such as Black Lives Matter and the reparations debate.
4. Students will examine the contributions of Cesar Chavez and the overall impact of the Latino community in the agricultural sector.
5. Students will examine how Asian Americans and Pacific Islanders are represented in the media and have challenged negative stereotypes.
6. Students will explore how Native Americans have led restoration efforts to revitalize their culture, including movements such as the Occupation of Alcatraz.

Proposed Textbook(s) For Adoption:

Title: Voices: An Ethnic Studies Survey

Publisher: Gibbs Smith Education

Edition: 1st (2024) **ISBN:** 978-1-4236-6425-3

to Purchase 462 **ISBN:** _____

to Purchase _____

Other / Notes: FUNDING SOURCE:

Board Approved Date:

(A copy of the proposed textbook(s) for adoption must accompany this course outline along with a Board approval cover page for the book and one for the course outline.)

Title: _____

Publisher: _____

Edition: _____ **ISBN:** _____

to Purchase _____ **ISBN:** _____

to Purchase _____

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Core Literature:

Title	Author(s) / Publisher	Edition
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Form Updated:

12/2/2014

Supplementary Material:

Extended Literature:

Title	Author(s) / Publisher	Edition
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Read-A-Loud Literature:

Title	Author(s) / Publisher	Edition
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Resource Material:

San Bernardino County Superintendent of Schools Ethnic Studies Repository: <http://bit.ly/ESRepository>
CDE Ethnic Studies Model Curriculum, including sample lessons:
<https://www.cde.ca.gov/ci/cr/cf/documents/ethnicstudiescurriculum.pdf>

“Woven Worlds” activity: <https://elynnndi.com/#woven-worlds>

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