FUSD Course Description

High School

A. COVER PAGE

Date of Submission: 10/25/2023

1. Course Title
Introduction to Ethnic Studies

2. Transcript Title(s) / Abbreviation(s)
(for office use after board approval)

3. Transcript Course Code(s) / Number(s)
(for office use after board approval)

4. School
AHS, IHS, KHS, MSJHS, RHS, WHS

5. District:
Fremont Unified School District

6. School / District Web Site
https://fremontunified.org

7. School Course List Contact
Name: Corey Brown
Title/Position: Director, C&I
Phone: 510-659-2570 **Ext.:** 12700
E-mail: cbrown@fusdk12.net

8. Is this an Internet-based course?
Yes **X** No
If "Yes," who is the provider?
UCCP PASS/Cyber High Other _

9. Subject Area (A-G)
Arts (F)
AVID
Career Technical Education
X Elective (G)
English (B)
Health Education
Math (C)
Physical Education
Science (D)
Social Science (A)
World Language (E)

10. Grade Level(s) for which this course is designed
X 9 10 11 12

11. Seeking "Honors" Distinction?
Yes **X** No

12. Unit Value
X 0.5 (half year or semester equivalent)
1.0 (one year equivalent)
2.0 (two year equivalent)
Other: _____

13. (Skip this step for FUSD) Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.

A course reinstated after removal within 3 years. Year removed from list? _____
Same course title? Yes No
If no, previous course title? _____
An identical course approved at another school in same district. Which school? _____
Same course title? Yes No
If no, course title at other school? _____
Yearlong VPA course replacing two approved successive semester courses in the same discipline
Approved Advanced Placement (AP) or International Baccalaureate (IB) course
Approved UC College Prep (UCCP) Online course
Approved CDE Agricultural Education course
Approved PASS/Cyber High course
Approved ROP/C course. Name of ROP/C? _____
Approved AVID course
Approved C.A.R.T. course
Approved Project Lead the Way course
Other. Explain: _____

14. Is this course modeled after a UC-approved course from another school outside FUSD?
Yes **X** No
If yes, name of course and location:

15. Prerequisites
None

16. Co-Requisites
None

17. Is this course classified as a Career Technical Education course? Yes **X** No

18. Brief Course Description

In this interdisciplinary course, students will begin with an examination of identity: exploring their own culture and heritage, and questioning their place in American society and the world. Through this course, students will analyze historic and contemporary systems of oppression focusing on the experiences of historically marginalized groups, while also exploring the resistance efforts and social movements for equity as a response to the aforementioned oppression. Some of these topics include but are not limited to racism, sexism, immigration/migration, climate justice, and current political/global dynamics. The course seeks to create a safe space for students to critically analyze, discuss, reflect, and act with empathy and allyship among and between their communities.

19. Context For Course

This course is meant to satisfy the new Ethnic Studies state graduation requirement.

Assembly Bill 101 (2021)

- Districts must begin offering an ethnic studies course by the 2025-2026 school year.
- The requirement is for at least a one-semester course.
- Takes effect for the graduating class of 2030.

20. History of Course Development

This course is modeled after the Ethnic Studies model curriculum published in March of 2021 by the California Department of Education. A workgroup of FUSD educators is working together to create this course in accordance with state law and the timeline given.

21. Textbooks

At this time, we are exploring options for textbooks and possibly a subscription-based service like Newsela.

22. Supplemental Instructional Materials

There are a few books already approved for the year-long Ethnic Studies course:
Race, Class and Gender in the United States 9th Edition (Rothenberg & Mayhew), *A Different Mirror for Young People* (Takaki), and *Ethnic and Racial Groups* textbook (Schaefer).

B. COURSE CONTENT

23. Course Purpose

The purpose of this course is to meet the AB 101 Ethnic Studies requirement for the graduating class of 2030. All districts must offer a course to meet this requirement by 2025.

24. Course Outline

The Ethnic Studies Model Curriculum will focus on the traditional ethnic studies first established in California higher education, which has been characterized by four foundational disciplines: African American, Chicana/o/x and Latina/o/x, Native American, and Asian American and Pacific Islander studies.4 The focus on the experiences of these four disciplines provides an opportunity for students to learn of the histories, cultures, struggles, and contributions to American society of these historically marginalized peoples, which have often been untold in US history courses. Given California's diversity, the California Department of Education understands and knows that each community has its own ethnic makeup and each demographic group has its own unique history, struggles, and contributions to our state. Therefore, under the direction of State Superintendent of Public Instruction Tony Thurmond and the guidance of the IQC, this model curriculum has been written to include information on the foundational disciplines in ethnic studies and affords local educational agencies the flexibility to adapt the curriculum to address the demographics and diversity of the classroom. The adaptations should center on deepening or augmenting rather than scaling down any of the four disciplines.

This model curriculum is a step toward rectifying the omission of the experiences and cultures of communities within California. Ethnic studies courses address institutionalized systems of advantage and address the causes of racism and other forms of bigotry including, but not limited to, anti-Blackness, anti-Indigeneity, xenophobia, antisemitism, and Islamophobia within our culture and governmental policies. Educators can create and utilize lessons rooted in the four foundational disciplines alongside the sample key themes of (1) Identity, (2) History and Movement, (3) Systems of Power, and (4) Social Movements and Equity to make connections to the experiences of all students.

Taken from the CA Dept of Education, Model Curriculum 2021

25. Key Assignments

Students will complete a variety of assignments, projects, and assessments.

26. Instructional Methods or Strategies

Using the History/Social Science Framework alongside the CCSS History/Social Studies Literacy standards, teachers will create opportunities for learning that promote literacy, critical thinking, analysis, and reflection.

27. Assessment Methods and/or Tools

Students will complete a variety of formative and summative assessments as well as projects and individual and group presentations.

C. HONORS COURSES ONLY

28. Indicate how this honors course is different from the standard course.

N/A