



Educational Services Division

**9-12 COURSE OF STUDY OUTLINE**

Title of Course of Study **Cultural Studies: Contributions of Different Ethnic Groups to California and the United States**

Course Number: **2759.10** (Assigned by Curriculum Department)

CALPADS # 9179: Ethnic Studies

9-12 Course of Study Adoption Process	
<b>PROCEDURES:</b>	
1	Write/revise Course of study
2	Review with Principal and acquire signature
3	Technology Review: Submit via Web Help Ticket for Technology Review. Confirmation of approved Technology Agreement must be attached.
4	Email Course of Study to all appropriate department staff at all high schools.
5	Meet with appropriate teachers to discuss, review Course of Study, and sign off. Attendance sheet from meeting is required.
6	Course of Study <b>MUST</b> be complete, including required signatures, and submitted to Educational Services a <b>minimum</b> 2 weeks prior to the scheduled Curriculum Council meeting.
7	Associate Superintendent - Review/Sign

9	Present Course of Study to Curriculum Council to seek recommendation for Board
11	Board of Education Approval

**Note: Please complete all sections. Enter “none” or “n/a” as appropriate.**

**I. Course Title: Cultural Studies: Contributions of Different Ethnic Groups to California and the United States**

**II. Department/Subject Area:**

- ☐ CTE Career Technical Education (*Please use CTE specific form*)
- ☐ ENG English Language Arts
- ☐ ELC Electives
- ☐ FACE Family and Consumer Education
- ☐ FAL Fine Arts/Performing Arts/Foreign Language
- ☐ IND Industrial Arts
- ☐ MATH Mathematics
- ☐ PHY Physical Education
- ☐ SCU Science
- ☒ SOC Social Science
- ☐ SPED Special Education

**III. Credential required to teach this course: Social Science**

**IV. Length of Course: 1 Year**

**Credit Value: 10 Units**

- ☐ Quarter
- ☐ Semester
- ☒ Year
- ☐ Meets high school graduation requirement credits
- ☐ Elective course credit
- ☐ No credit
- ☐ Repeatable for credit

**V. Grade(s):**

- ☐ 9<sup>th</sup>
- ☒ 10<sup>th</sup>
- ☒ 11<sup>th</sup>
- ☒ 12<sup>th</sup>

**VI. Course Level:** ☐ General ☒ CP ☐ Honors ☐ AP

**VII. Will this course require technology?**

☐ Yes ☒ No

Does vendor use SSO/Google login?

☐ Yes ☒ No

Please describe Technology needs:

**VIII. Is this an Internet-based course?**

☐ Yes ☒ No

If so, who is the course provider? \_\_\_\_\_

**IX. Does the course meet State Frameworks and Standards for the subject?**

☒ Yes    ☐ No

**X. UC/CSU Approved Course:** ☒ Yes    ☐ No

Is this course modeled after a UC-approved course from another district?

☒ Yes    ☐ No    If so, which school/district?

Stockton Unified, Elk Grove Unified, Bret Harte High/Unified, Madera High/Unified, Centro High/Unified, Weston Ranch High/Manteca Unified

*UC approved is applied for the first time the course is offered.*

**XI. Recommended pathway:**

*(Please complete each section as is required by the UC system)*

**XII. COURSE DESCRIPTION:**

Cultural Studies is an interdisciplinary field of study that encompasses history, ethnic studies, art, literature, economics, sociology, anthropology, and political science. In alignment with the California Department of Education's History-Social Science Framework and the Ethnic Studies Model Curriculum, this course will focus on student engagement via historical inquiry and research, critical analysis, interpersonal communication, community awareness, self-advocacy, civic engagement and social empowerment. This course focuses on the traditional academic discipline of Ethnic Studies, first established in California higher education, which has been characterized by the four foundational disciplines (but is not limited to): Native American, Black & African American, Latino and Chicano, and Asian American and Pacific Islander Studies, with a focus on the San Joaquin region and surrounding communities in California and the impacts made locally, nationally and globally. Using multiple perspectives, the course will analyze resistance, resilience, triumphs, contributions, and cultural wealth to address and seek to eliminate the causes of racism and develop a more unified society. Students will develop an understanding and appreciation of the diverse cultures within their community, fostering civic engagement and active participation as members of a democratic society. They will gain a deeper awareness of their positionality and how it shapes their interactions with the community and vice versa, ultimately building stronger connections with others and contributing to their community.

**COURSE OVERVIEW:** *Cultural Studies is an interdisciplinary field of study that encompasses history, ethnic studies, art, literature, economics, sociology, anthropology, culture, and political science.*

## HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:

A. none

Title: Cultural Studies: Contributions of Different Ethnic Groups to California and the United States

Grade Level: 9-12

Length of Course: 1 year (10 credits)

Subject Area: Social Science

Graduation Requirement: Yes (one of the options to meet the Ethnic Studies Requirement) % 2030

Credential(s) Needed: Social Science

UC Designation: G: College Prep Elective

Prerequisites: None

Co-requisites: None

Text(s): Primary Textbook: Voices: An Ethnic Studies Survey (Gibbs Smith Education)

Supplemental: A Different Mirror For Young People - Ronald Takaki

### **Course Units**

#### Unit 1: Introduction to Cultural and Ethnic Studies (3-4 Weeks)

##### Unit Description

This introductory unit explains the origins of Cultural and Ethnic Studies as academic disciplines while also building an intentional classroom community. This unit will explain the difference between the two fields of study.

This unit explores the foundation for understanding the rich histories and academic development of both Cultural and Ethnic studies. The course begins with the origins of Ethnic Studies, which emerged from the social movements of the 1960s, a period of intense activism and change in the United States. This unit will provide an in-depth look at the 1968-1969 San Francisco State College Strike, where a multi-racial, youth-led, and community-based movement demanded the creation of the first College of Ethnic Studies at San Francisco State University. This historical event not only

gave birth to Ethnic Studies as an academic discipline but also reflected broader struggles for racial justice and equality. A similar student-led effort at UC Berkeley in 1969 also led to the establishment of an Ethnic Studies Department.

Next, students will examine Cultural Studies as an interdisciplinary field that studies how culture is formed, how it changes over time, and the role it plays in shaping societies. Cultural Studies emerged in the 1950s and 60s, with scholars such as Raymond Williams, Stuart Hall, and Richard Hoggart at the forefront. These scholars sought to understand how culture is intertwined with power, politics, and identity, particularly through the lens of class, race, gender, and other social categories. Both Ethnic Studies and Cultural Studies focus on how identities and experiences are constructed and understood, but while Ethnic Studies is grounded in the experiences and histories of marginalized racial and ethnic groups, Cultural Studies takes a broader, interdisciplinary approach to understanding how culture influences all aspects of life.

Throughout this unit, students will engage in community-building activities to help create a safe, inclusive, and trusting classroom environment. This sense of community is essential for the work done in an Ethnic and Cultural Studies classroom, as it encourages open dialogue, mutual respect, and critical reflection. These activities will allow individuals to learn from each other, share their personal experiences, and explore the diverse perspectives they each bring to this class.

The unit will culminate with a "Getting to Know You" project that will help students reflect on their personal and academic goals, obstacles they've overcome, the mentors who have shaped their life, and the values that guide them. This project will not only introduce students to their classmates but will also offer insight into the interconnectedness of our experiences and identities, forming the basis for deeper understanding as they progress through the course.

By the end of this unit, students will understand the difference between Ethnic Studies and Cultural Studies, the historical contexts that shaped these disciplines, and the importance of community in collective work. Students will be ready to engage critically with the material throughout the year, building on a strong foundation of personal connection, intellectual growth, and academic exploration.

## Objectives

- Students will be able to distinguish between Ethnic Studies and Cultural Studies as academic disciplines, explaining their origins, purposes, and key areas of focus.
- Students will begin to build community through intentional community building activities.
- Students will identify key figures and historical events from the student-led efforts in the 1968-1969 San Francisco State College Strike and UC Berkeley student movement(s) that contributed to the establishment of Ethnic Studies as an academic field and explain the broader social movements that influenced its development.
- Students will explore the interdisciplinary nature of Cultural Studies, focusing on how it examines culture's evolution, formation, and role in shaping societal structures through lenses such as race, class, gender, and power

	<ul style="list-style-type: none"> <li>• Students will participate in intentional community-building activities designed to foster a classroom environment based on trust, inclusion, and mutual respect, which is essential for the work in Ethnic and Cultural Studies.</li> <li>• Students will complete a "Getting to Know You" project that reflects on their personal backgrounds, academic goals, life obstacles, mentors, and values, enhancing their self-awareness and understanding of the connections between personal and collective experiences.</li> <li>• Students will engage in critical reflection on how Ethnic Studies and Cultural Studies intersect with their own lives, developing their ability to think critically about cultural and ethnic identities, history, societal structures and foster a greater appreciation for diverse perspectives and the interconnectedness of cultures.</li> </ul>
<p><b><i>Suggested Topics</i></b></p>	<ul style="list-style-type: none"> <li>• 1968-69 San Francisco State College Strike</li> <li>• Ethnic Studies (as an academic discipline)</li> <li>• Cultural Studies (as an academic discipline)</li> </ul>
<p><b><i>Sample Assignments</i></b></p>	<p><b><u>1968-69 San Francisco State College Strike Perspectives:</u></b> After viewing a short documentary about the strike, students will analyze diverse primary and secondary sources (photos, articles, oral histories, media clips, etc.) to answer the basic who, what, when, where, and why of the strike. Students will then briefly summarize and analyze the motives and perspectives of the various strike participants (students, faculty, administrators, and community members). Students will complete a "Getting to Know You" project that reflects on their personal backgrounds, academic goals, life obstacles, mentors, and values, enhancing their self-awareness and understanding of the connections between personal and collective experiences.</p> <p><b><u>Community Reflection</u></b></p> <p>Engage in one of the community-building activities we have done in class or another activity you feel helps you connect with others. Afterward, reflect on the following questions to create a personal community reflection using the following questions to guide you.</p> <ul style="list-style-type: none"> <li>○ How does participating in community-building activities contribute to creating a safe, inclusive, and respectful space for learning about culture, ethnicity, and identity?</li> <li>○ Why is community important in Cultural Studies and Ethnic Studies?</li> <li>○ How can open dialogue and mutual respect help us understand our own and others' cultural identities?</li> </ul>

<p><b>Sample Assessments</b></p>	<p><b><u>“Getting To Know You” Project:</u></b></p> <p>Consisting of a brainstorm, narrative writing, designing, and presenting elements, this project has students identify, describe, and share various elements of their personal and academic selves including (but not limited to) goals, obstacles they have overcome, mentors in their lives, ancestors they may have lost, values, talents, hobbies, and the legacy they’d like to leave behind. The project can be adapted to any of the following ideas below.</p> <ul style="list-style-type: none"> <li>● In Our Shoes Project</li> <li>● Roses That Grew From Concrete</li> <li>● Road of Life</li> <li>● Tree of Life</li> <li>● Soundtrack of My Life</li> </ul>
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<p><b>Unit 2: Identity and Culture</b> (3-4 weeks)</p>	
<p><b>Unit Description</b></p> <p>The power and perspectives of our intersectional identities is central to the first unit. The first half of the unit dives into the multiple elements of identity and the intersectional lenses that comprise identities. The second section of the unit explores race, ethnicity, nationality and culture and dives into the history and impacts of racial classification and racism and how they have impacted our society through time.</p>	
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>● Students will be able to analyze their own identity using an identity wheel.</li> <li>● Students will be able to distinguish between race, ethnicity, nationality, and culture.</li> <li>● Students will be able to identify and describe various types of Community Cultural Wealth (aspirational, linguistic, familial, social, navigational, and resistance).</li> <li>● Students will be able to describe the history and impacts behind the ideas of racial classification and racism.</li> </ul>	
<p><b>Suggested Topics</b></p>	<ul style="list-style-type: none"> <li>● Identity</li> <li>● Intersectional Identities (Intersectionality)</li> <li>● Race</li> <li>● Ethnicity</li> <li>● Nationality</li> <li>● Culture</li> <li>● Cultural Appropriation</li> <li>● Community Cultural Wealth</li> <li>● Racial Classification</li> </ul>



	<ul style="list-style-type: none"> <li>● Racism</li> </ul>
<b>Sample Assignments</b>	<p><b><u>Identity Wheel Activity:</u></b> Adapted from the University of Michigan, the identity wheel activity has students define, identify, and share various parts of their complex identities. Students then answer reflection questions regarding identities they think about most often, identities they think about least often, elements of their own identities they would like to learn more about, identities that have the strongest effect on how they perceive themselves, and identities that have the greatest effect on how others perceive them.</p> <p><b><u>“I Am” Intersectional Identity Poems:</u></b> Assessing student’s understanding of the unit’s key concepts of identity, identity lenses, and intersectionality, students draft, create, and present I Am poems that describe various elements of their intersectional identities and pull information and reflections from their Identity Wheel activity.</p> <p><b><u>Race, Ethnicity, Nationality, &amp; Culture Lesson</u></b> This lesson helps students to distinguish between race, ethnicity, nationality, and culture, through an interactive Cornell Notes style lecture, collaborative activities, and a reading activity. Additionally, students will begin to explore the racial, cultural, and ethnic terms commonly used in this course. As an introductory lesson, this allows students to gain foundational knowledge around terminology and the subsequent lessons in this unit (and course) will allow students to dive deeper into concepts around race.</p> <p><b><u>Community Cultural Wealth:</u></b> Students will be introduced to the concept of Community Cultural Wealth through an interactive lecture, a Native American talking circle activity, and digital collage activity. The talking circle will be a discussion structure that will be utilized throughout the course.</p> <p><b><u>Daily Journaling:</u></b> “Do-Now’s” that introduce key content coupled with regular reflection prompts will help students process, analyze, and apply the unit’s concepts.</p> <p><b><u>Race: The Power of An Illusion Film &amp; Activities:</u></b> Students will watch segments of the three-part documentary series that ask the basic question: What is this thing called “race?” Students will analyze the “science” behind race and how racial categories and racism have developed throughout history. Students will also deepen their understanding of key concepts covered in the film through various interactive activities provided by the film’s website and developed by California Newsreel, the Othering &amp; Belonging Institute, the U.C. Berkeley Library, and the American Cultures Center at U.C. Berkeley.</p>

**My Cultural Wealth Creative Writing Project:**

Diving deeper into key concepts of the unit, students will outline, draft, edit/revise, and present on various elements of their intersectional identity and their Cultural Wealth. Additionally, students will have the choice to produce a creative element as a visual representation to their writing including (but not limited to) a poem, digital collage, photographs, film/media clips, songs, podcast, etc.

### Unit 3: Native American Studies (5-6 Weeks)

#### Unit Description

This unit focuses on the histories, cultures, and struggles of Native American communities, with an emphasis on their experiences of colonization, resistance, and resilience. With a primary focus on the San Joaquin region and surrounding communities in California and the impacts made locally, nationally and globally, this unit explores Indigenous rights, movements, and the ongoing efforts of Native Americans to preserve their cultural heritage, protect their land, and assert their sovereignty. By examining the historical and modern experiences of Native American communities through the lens of power and the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance, students will gain insight into the ways Indigenous peoples have confronted systemic oppression, fought for justice, and contributed to the broader American story. The unit highlights the strength of Native communities, their ongoing cultural wealth, and their unyielding efforts to preserve their traditions and protect their rights in the face of adversity.

#### Objectives

- **Examine Power and Oppression:** Students will be able to describe how power dynamics and the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance manifest in their own lives and within the historical context of Native American communities, fostering a deeper understanding of systemic oppression and resistance.
- **Celebrate Contributions Across Communities:** Students will be able to examine and celebrate the intellectual, social, cultural, artistic, and political achievements and contributions of Native American communities, both historically and in the present day, recognizing their impact on society.
- **Identify Local and Global Leadership:** Students will be able to describe historical and contemporary Native American leaders, groups, and events, with a focus on their local, national, and global impacts, especially within the San Joaquin region and surrounding communities in California.
- **Analyze Historical Circumstances and Treatment:** Students will be able to analyze the historical circumstances that shaped the treatment and experiences of Native Americans

(voluntary, or forced) in response to the dominant culture, examining how these experiences have shaped their identities and struggles.

- **Examine Immigration and Migration:** Students will be able to explore the push and pull factors of forced and voluntary immigration and migration, particularly as they relate to Native American history and the broader patterns of migration, including tribal migration, among racial, ethnic, and cultural communities in the United States.
- **Build Unity Through Shared Histories:** Students will be able to identify similarities and connections among the shared histories and cultural experiences of Native American communities and other racial, ethnic, and cultural groups, using this understanding to build unity and solidarity between communities in the face of historical and ongoing struggles.
- **Understand Colonization and Its Impact on Native American Communities:** Students will be able to describe the historical experiences of colonization faced by Native American communities and analyze how these events shaped their social, cultural, and political realities, with a focus on the long-term effects on Indigenous rights and sovereignty.
- **Analyze Resistance and Resilience in Native American History:** Students will be able to examine key historical and contemporary movements of resistance by Native American communities, understanding the strategies they used to combat oppression, protect their land, and assert their sovereignty.
- **Examine the Role of Power and the 4 I's of Oppression:** Students will be able to apply the 4 I's of Oppression (Ideological, Institutional, Interpersonal, Internalized) to the historical and ongoing struggles faced by Native Americans, gaining a deeper understanding of how these dynamics have shaped their experiences of resistance and resilience.
- **Explore Indigenous Rights and Modern Movements:** Students will be able to analyze modern Indigenous rights movements and the ongoing efforts by Native American communities to preserve their cultural heritage, assert their sovereignty, and protect their land from external threats.
- **Identify Native American Contributions to American Society:** Students will be able to identify and celebrate the contributions of Native American communities to the broader American story, focusing on their cultural, artistic, political, and social achievements despite historical and contemporary oppression.
- **Examine the Continuation of Cultural Wealth:** Students will be able to explore the enduring cultural wealth of Native American communities, understanding how their traditions, languages, and practices continue to thrive and evolve, despite centuries of adversity.
- **Understand the Impact of Systemic Oppression and Social Movements:** Students will be able to analyze how Native American communities have confronted systemic oppression, fought for justice, and worked to reclaim their rights through social and political movements at local, national, and global levels.
- **Foster Unity Through Shared Struggles and Cultural Preservation:** Students will be able to identify connections between Native American struggles for cultural preservation and the

broader struggles for justice and equality across other marginalized communities, fostering a sense of unity and solidarity in their collective efforts for social change.

<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● <u>Native American Leaders</u></li> <li>● Native American Innovation, Recognitions, &amp; Contributions</li> <li>● Pre-contact Knowledge, Epistemologies, &amp; Culture</li> <li>● Land Stewardship &amp; Origin Stories</li> <li>● Oral Histories &amp; Storytelling</li> <li>● Sovereignty</li> <li>● Medicine Wheel</li> <li>● Land Acknowledgment &amp; the Recognition of the Different Regions (California Region, Plains, Northeast, Northwest, Southwest, Southeast)</li> <li>● Doctrine of Discovery &amp; Manifest Destiny</li> <li>● Colonialism &amp; Colonization</li> <li>● Genocide &amp; Assimilation</li> <li>● Unratified (Broken) Treaties</li> <li>● Land Allotment, Dawes &amp; Reservation Creation</li> <li>● Enslavement of California Native Americans During the Mission Period &amp; The Gold Rush</li> <li>● Indian Boarding Schools</li> <li>● Forced Migration to Rancherias (Jackson and Lone Miwok, Wilton Rancheria, El Dorado Miwok, California Valley Miwok, Tuolumne Band of Miwok, Hills Nisenan, Maidu, Yokuts)</li> <li>● American Indian Movement (A.I.M.)</li> <li>● Occupation of Alcatraz</li> <li>● Friendship House</li> <li>● Native Mascots</li> <li>● Unmarked Native Burial Grounds / Sacred Sites</li> <li>● Natives in The Military, WWII Code Talkers</li> <li>● Indian Reorganization Act</li> <li>● Recognized v. Unrecognized Tribes (State &amp; Federal)</li> <li>● Gaming Rights, Compacts, etc</li> <li>● Forced Sterilization</li> <li>● Indian Child Welfare Act</li> <li>● Missing and Killed Native Women</li> </ul>
<p><b>Additional Potential Topics of Study</b></p>	<ul style="list-style-type: none"> <li>● Native American Women's Roles and Leadership: Exploration of the pivotal roles Native American women have played in</li> </ul>

community leadership, resistance, and cultural preservation, including matrilineal systems in certain tribes.

- Indigenous Environmental Knowledge and Practices: Examination of traditional ecological knowledge (TEK) and sustainable practices Native American communities have used for centuries to live in harmony with nature.
- Native American Languages and Revitalization Efforts: Study of the diverse Native American languages, the impact of language loss, and contemporary efforts to revitalize and preserve Indigenous languages.
- Native American Spirituality and Religion: Investigation into the spiritual beliefs, practices, and ceremonies of Native American communities, including the role of rituals, ceremonies, and sacred spaces.
- Indigenous Food Systems and Agriculture: Focus on Native American agricultural practices, food sovereignty, and the historical and modern efforts to reclaim traditional food systems.
- Native American Artists and Cultural Expressions: Exploration of Native American visual art, literature, music, dance, and other forms of cultural expression, and their significance within both Indigenous communities and the broader American cultural landscape.
- Cultural Resilience and Reclamation Movements: Study of the ways in which Native American communities are reclaiming cultural practices, arts, and traditions, including powwows, crafts, and language programs, as a form of resistance.
- Indigenous Representation in Media and Pop Culture: Analysis of how Native Americans are portrayed in mainstream media, the impact of stereotypes, and efforts by Native communities to challenge and reshape their representation in films, television, and literature.
- The Role of Native American Governments: Examination of how tribal governments function today, the legal and political structures of Native American nations, and their relations with federal and state governments.
- Environmental Justice and Native American Activism: Exploration of Native American environmental justice movements, such as resistance to pipeline construction (e.g., Standing Rock), and the larger struggle for environmental sovereignty.

- Native American and Two-Spirit Identity: Discussion of the experiences of Two-Spirit people, focusing on cultural recognition and the intersectionality within Indigenous cultures.
- The Indian Removal Act and the Trail of Tears: Study of the Indian Removal Act of 1830, forced migrations, and the impacts of the Trail of Tears on various tribes, including the Cherokee, Creek, and others.
- The Indian Civil Rights Act (1968) and Its Implications: Examination of the Indian Civil Rights Act of 1968, its impact on Native American rights and tribal sovereignty, and its relationship to broader civil rights movements in the United States.
- Modern Native American Political Movements: Analysis of key political movements such as the American Indian Movement (AIM), the role of Native American activism in modern social justice movements, and the struggle for policy change.
- Health Disparities and Healthcare Access for Native Communities: Exploration of the historical and contemporary challenges related to healthcare access for Native American communities, including the Indian Health Service (IHS) and ongoing health disparities.
- Indigenous Knowledge of the Cosmos and Astronomy: Study of Native American astronomy, cosmology, and traditional knowledge of the stars, planets, and seasonal cycles, and their importance in cultural practices.
- Contemporary Native American Music and Performers: Focus on contemporary Native American musicians, their role in preserving and reshaping Native cultural expressions through music, and the influence of Native musicians in popular music genres.
- The Impact of Casinos and Native American Economic Development: Examination of the role of Native American casinos in the economic development of tribal communities, and the debate around the economic, social, and cultural implications of casino revenues.
- Native American Women and the Fight for Reproductive Rights: Exploration of the intersections of Indigenous rights and reproductive justice, including the challenges Native American women face in accessing healthcare and reproductive services.
- Native American Justice Systems and Restorative Practices: Study of traditional Indigenous justice systems, restorative justice practices, and their application in contemporary tribal courts and legal frameworks.

	<ul style="list-style-type: none"> <li>● The Legacy of the Wounded Knee Massacre: In-depth examination of the Wounded Knee Massacre of 1890 and its lasting impact on Native American resistance, identity, and the fight for justice.</li> <li>● Native American Educational Systems and Challenges: Analysis of the challenges and barriers Native American students face in the American education system, as well as efforts to create culturally relevant and inclusive educational experiences.</li> <li>● Intergenerational Trauma and Healing: Exploration of the concept of intergenerational trauma in Native American communities, its effects on mental health, and the efforts towards healing and recovery through community-based practices.</li> <li>● Native American Religious Freedom and Legal Battles: Study of legal and political struggles over the religious freedoms of Native Americans, including conflicts over sacred sites and the use of peyote in religious ceremonies.</li> </ul>
<b>Sample Assignments</b>	<p><b><u>Native Research Project</u></b></p> <p>Assignment Instructions: Students will pick a research focus from the following options:</p> <p>Select a Native American group or individual within the San Joaquin region (e.g., Yokuts, Miwok, Ohlone, or other local tribes) or a specific contemporary Native American figure.</p> <ol style="list-style-type: none"> <li>1. Research the historical and contemporary contributions of this group or individual in at least one of the following areas: <ul style="list-style-type: none"> <li>○ Intellectual (e.g., language preservation, education, scholarship)</li> <li>○ Social (e.g., community-building, activism, health initiatives)</li> <li>○ Cultural (e.g., art, music, storytelling, cultural practices)</li> <li>○ Political (e.g., legal battles for land rights, sovereignty, activism)</li> <li>○ Consider the ways in which the contributions of this group or individual have shaped or influenced both the local community and broader national/global movements.</li> </ul> </li> <li>2. Presentation (Group or Individual):</li> </ol>

	<ul style="list-style-type: none"> <li>○ Present your findings in a creative format of your choice (e.g., multimedia presentation, artwork, short film, digital poster, or website).</li> <li>○ Your presentation should: <ul style="list-style-type: none"> <li>■ Include a brief history of the selected Native American group or individual.</li> <li>■ Focus on the specific contributions in the intellectual, social, cultural, artistic, or political realms.</li> <li>■ Analyze how these contributions have resisted or addressed oppression using the 4 I's framework.</li> <li>■ Reflect on the legacy and impact of these contributions on both the Native American community and society as a whole.</li> <li>■ Offer a personal reflection on what you learned and how this enriches your understanding of Native American experiences.</li> </ul> </li> </ul> <p><b><u>Community Interview Project: Modern Experiences Within Native American Communities</u></b></p> <p>Objective: Students will conduct an interview with a community member, activist, or leader to understand modern experiences within Native American communities.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>● Identify and interview a member of a Native American community who is active in advocating for rights, land protection, or cultural preservation.</li> <li>● Prepare a set of questions focusing on their experiences, challenges, and efforts to maintain identity and rights in contemporary society.</li> <li>● Write a reflection on the interview, connecting the interviewee's personal experience to the historical and modern struggles faced by Native American communities.</li> <li>● If a live interview is not possible, consider virtual interviews through email, phone, or video conferencing.</li> </ul>
<p><b>Sample Assessment</b></p>	<p><b><u>Exam: Understanding Native American Resilience and Sovereignty</u></b></p>



Objective: Assess students' understanding of key concepts from the unit and their ability to apply critical thinking to Native American struggles for sovereignty and cultural preservation. Instructions:

- The exam will contain a mix of multiple-choice, short answer questions.
- Topics will include historical events such as the California Gold Rush, the Indian Reorganization Act, the role of Native American activism, and the contemporary struggles for land rights.
- Students will write a two paragraph reflection on the role of Native American communities in shaping California's history and their ongoing efforts for cultural survival and political sovereignty.

## Unit 4: Black & African American Studies (5-6 Weeks)

### Unit Description

This unit focuses on the rich histories, cultures, and struggles of African American and Black American communities, with an emphasis on their experiences throughout American history. It explores the ongoing fight for civil rights, social justice, and equality, from the era of slavery to contemporary movements for racial justice. Through the lens of power and the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance, students will examine how African Americans have resisted systemic oppression, faced discrimination, and fought for freedom, equality, and dignity. The unit highlights the resilience of African American communities, their cultural wealth, and the significant contributions they have made to American society in areas such as politics, the arts, music, and social activism. Students will also explore the role of African American leaders, movements, and organizations in shaping the course of American history and continuing the fight for equality today.

### Objectives

- **Examine African American Historical Experiences:** Students will be able to describe the historical experiences of African American and Black American communities, focusing on key events such as slavery, emancipation, and the Civil Rights Movement, and analyze their long-lasting impact on the community and American society as a whole.
- **Understand the Struggle for Civil Rights and Social Justice:** Students will be able to analyze the ongoing fight for civil rights, social justice, and equality throughout American history, from the era of slavery through to contemporary movements such as Black Lives Matter, exploring how these movements have shaped American society and policy.
- **Apply the 4 I's of Oppression to African American Experiences:** Students will be able to apply the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance to the historical and modern experiences of African Americans, understanding

the systemic nature of racism and the ways in which African American communities have resisted oppression.

- Understand the Concept of Resilience and Cultural Wealth: Students will be able to analyze how African American communities have demonstrated resilience throughout history, maintaining their cultural wealth and identity despite systemic oppression and discrimination.
- Investigate the Intersection of Race and Identity: Students will be able to explore the intersectionality of race, identity, and culture within the African American experience, including the impact of racial identity on individual and collective experiences in American society.
- Examine Contemporary Racial Justice Movements: Students will be able to analyze the challenges and successes of contemporary movements for racial justice, such as the Black Lives Matter movement, exploring how they continue the struggle for equality and justice in the 21st century.
- Connect African American History to Broader Social Struggles: Students will be able to make connections between African American history and other struggles for civil rights and social justice in the United States, identifying common themes of resistance, resilience, and the fight for equality.
- Reflect on Personal and Societal Roles in Combating Oppression: Students will be able to reflect on how the lessons learned from African American history can apply to their own lives, and how they can contribute to the ongoing struggle for racial justice and equality in their communities.
- Examine Power Dynamics and the 4 I's of Oppression: Students will be able to describe how the 4 I's of Oppression (Ideological, Institutional, Interpersonal, Internalized) manifest in their own lives and connect these concepts to the historical and ongoing struggles faced by African American communities, analyzing how power dynamics shape their experiences with systemic racism.
- Celebrate the Contributions of African American Communities: Students will be able to examine and celebrate the intellectual, social, cultural, artistic, and political achievements of African American individuals and communities, recognizing their profound contributions to American society in areas such as music, literature, art, politics, and social justice movements, and the role these contributions have played in shaping the nation.
- Analyze African American Leaders, Movements, and Events: Students will be able to describe historical and contemporary leaders, groups, and events within African American history, including the Civil Rights Movement, Black Power Movement, and modern movements like Black Lives Matter, analyzing their significant role on a local, national, and global level in advancing civil rights and their impact on racial justice and equality.
- Understand the Historical Impact of Racial, Cultural, and Ethnic Experiences: Students will be able to examine how the historical circumstances of African Americans—shaped by slavery, segregation, and systemic oppression—affected their treatment, identity, and

cultural experiences, and analyze the responses to dominant societal structures throughout history.

- Explore African American Migration and Immigration Experiences: Students will be able to analyze the push and pull factors of African American migration, from the Great Migration to modern movements, and explore the effects of these migrations on the social, cultural, and political landscapes of both African American communities and broader American society.
- Identify Shared Struggles and Build Unity Across Communities: Students will be able to identify and analyze the similarities and connections between the African American struggle for equality and other racial, ethnic, and cultural struggles in the U.S., exploring how shared histories of oppression and resistance can foster solidarity and unity across diverse groups.
- Investigate the Role of African Americans in the Fight for Civil Rights and Social Justice: Students will be able to explore how African American individuals, leaders, and communities have led and participated in the ongoing fight for civil rights, social justice, and racial equality, and the ways these efforts have shaped American society from the era of slavery to contemporary movements.
- Explore the Resilience and Cultural Wealth of African American Communities: Students will be able to examine the resilience of African American communities, emphasizing how they have preserved and nurtured cultural traditions, despite centuries of systemic oppression, and recognize the ongoing significance of African American cultural wealth in shaping American society.

### ***Topics***

- Black Leaders
- Black Innovation, Recognitions, & Contributions
- European Slave Trade & The New African Diaspora
- Resistance to Enslavement
- African Americans in The Military - Buffalo Soldiers - Tuskegee AirMen
- Reconstruction Era
- Jim Crow Segregation
- The NAACP and the Anti-Lynching Movement
- The Great Migrations
- Black Wall Street & The Tulsa Massacre
- Allensworth, California
- African Americans in National Parks Service
- California's First Colored Convention (Stockton)
- The Harlem Renaissance
- African Music Inspirations & Contributions
- Redlining & Racial Housing Covenants
- The Civil Rights Movement & Black Power Movement

	<ul style="list-style-type: none"> <li>• The African Presence in the Americas: Brazil, Mexico, Colombia, and the Caribbean</li> <li>• Media Portrayals &amp; Stereotypes including caricatures such as blackface</li> <li>• The African American Influence in Sports &amp; Entertainment</li> <li>• Contemporary Immigration from the African World</li> <li>• Afrofuturism</li> </ul>
<b><i>Additional Potential Topics of Study</i></b>	<ul style="list-style-type: none"> <li>• Black Economic Empowerment &amp; Entrepreneurship: Study of the development of Black businesses and communities, including the role of entrepreneurship in African American economic empowerment.</li> <li>• The Legacy of Enslavement in Modern Society: Examination of the enduring social, economic, and psychological impacts of slavery on African American communities, including generational trauma and systemic inequality that persists in contemporary society.</li> <li>• Great African Empires &amp; Kingdoms: Ghana, Mali, Songhay, Zimbabwe, Kongo, Asante, and Yoruba</li> <li>• Black Women's Activism and Contributions: Exploration of the pivotal roles played by Black women in social and political movements, including the civil rights movement, the Black Panther Party, and contemporary activism. Topics might include figures like Ella Baker, Fannie Lou Hamer, Audre Lorde, and others.</li> <li>• The Impact of the Black Church: Analysis of the Black church as a center for social and political organization, education, and community-building, and its role in the abolition of slavery, the civil rights movement, and current racial justice movements.</li> <li>• Black American Literature and Intellectual Movements: Examination of the development of Black American literature, including the works of writers such as Langston Hughes, Zora Neale Hurston, Toni Morrison, and James Baldwin. Discussions would include the Harlem Renaissance and the evolution of Black intellectual thought.</li> <li>• Environmental Justice and African American Communities: Exploration of how African American communities have been disproportionately affected by environmental degradation, including topics like toxic waste sites, pollution, and the environmental justice movement.</li> </ul>

- Prison Industrial Complex & Mass Incarceration: Study of the rise of mass incarceration in the U.S. and its disproportionate impact on African American communities, including the history of the prison industrial complex, the War on Drugs, and the school-to-prison pipeline.
- Black Migration Patterns: The Great Migration & Beyond: A deeper dive into the Great Migration and its impact on urbanization and the transformation of American cities, along with exploring the migration patterns of African Americans from the Southern U.S. to other parts of the country.
- The Impact of African American Arts and Culture on Global Culture: Study of the influence of African American culture, including jazz, blues, gospel, hip-hop, and contemporary music, on global artistic movements and cultural landscapes.
- Racial Segregation in Education: Exploration of the history of racial segregation in American schools, the landmark Brown v. Board of Education case, and the ongoing struggles for equality in education, including debates on school funding, resources, and curriculum.
- The Black Panther Party and Revolutionary Movements: Examination of the Black Panther Party, its formation, goals, and impact, as well as its role in providing community services, advocating for Black power, and challenging systemic injustice.
- The Politics of Reparations: Study of the debate over reparations for African Americans as compensation for slavery, the history of policies surrounding this discussion, and contemporary calls for reparative justice.
- African American Health and Wellness: Exploration of health disparities in African American communities, including access to healthcare, historical trauma, and current health issues such as hypertension, diabetes, and maternal health.
- Black Cinema and Filmmakers: Analysis of the portrayal of African Americans in film, the history of Black cinema, and the contributions of directors, producers, and actors, including figures like Oscar Micheaux, Spike Lee, and Ava DuVernay.
- Black Communities and Intersectionality: Study of the intersection of race, gender, and sexuality in the African American experience,

	<p>highlighting key activists, writers, and community struggles within African American movements.</p> <ul style="list-style-type: none"> <li>● <b>Black Student Movements and Organizing:</b> Exploration of student-led movements, including the founding of Black Student Unions, the role of African American students in the 1960s civil rights protests, and current movements for racial equity on college campuses.</li> <li>● <b>Afro-Latinx Identity and Culture:</b> Examination of the complex identity of Afro-Latinx individuals, exploring the shared and distinct histories of Black Americans and Afro-Latinx communities, particularly in the Caribbean, Central, and South America.</li> <li>● <b>Food Justice and African American Culinary Traditions:</b> Study of the cultural significance of food within African American communities, including the history of soul food, food insecurity, and the role of food justice in social activism.</li> <li>● <b>Post-Civil Rights Era Struggles and Achievements:</b> Analysis of the struggles and achievements of African American communities in the post-civil rights era, including debates over affirmative action, voting rights, and the election of African Americans to political office.</li> <li>● <b>Black Family Structures and Kinship Networks:</b> Examination of the history and evolving dynamics of Black family structures and kinship networks, including the impact of slavery, migration, and the ongoing role of family in community-building and social resilience.</li> </ul>
<p><b>Sample Assignments</b></p>	<p><b><u>Teach A Leader or Organization</u></b></p> <p>Step 1: Group or Individual Leader Selection</p> <ul style="list-style-type: none"> <li>● <b>Choose a Leader or Organization:</b> Select a key African American leader (e.g., Martin Luther King Jr., Malcolm X, Ella Baker, or Angela Davis) or an organization (e.g., the Black Panther Party, the NAACP, or the Student Nonviolent Coordinating Committee) that has had a significant influence on the civil rights movement and racial justice efforts in American history.</li> <li>● <b>Research:</b> Conduct thorough research into the leader's or organization's history, achievements, ideologies, and impact on American society. Focus on their contributions to civil rights, social justice, and equality.</li> </ul>

Step 2: Apply one of the 4 I's of Oppression and Resistance

- Ideological: Analyze the ideologies that shaped the leader's or organization's actions. What beliefs about race, equality, and justice did they promote, and how did they challenge dominant narratives of oppression?
- Institutional: Examine the systems and institutions (e.g., government, law enforcement, schools) that these leaders or organizations fought against. How did they challenge institutionalized racism, and what were their tactics for dismantling oppressive systems?
- Interpersonal: Consider the relationships between the leader/organization and other groups (e.g., white Americans, other civil rights activists, or marginalized communities). How did interpersonal interactions play a role in advancing or resisting their movements?
- Internalized: Explore how the leader/organization addressed internalized racism within African American communities and the broader society. How did they work to empower individuals and promote self-pride, especially in the face of systemic oppression?

Step 3: Creative Group Presentation

- Format: Create a Google slide deck that highlights the chosen leader or organization's history, contributions, and legacy. This presentation should reflect the complex history of resistance and activism using both creative and academic elements.
- Key Elements of the Presentation:
  1. Biographical Information: Provide background on the leader or organization, their key achievements, and their role in the civil rights movement.
  2. Impact on Society: Discuss the influence of their work on American society and its lasting impact on racial justice movements today.
  3. Visuals & Media: Integrate relevant historical photos, speeches, quotes, music, or videos from or about the leader/organization to enhance the presentation.
  4. Creative Elements: Incorporate a spoken word poem, a free-style poem or rap to express the leader's or organization's ideology and activism. These elements should reflect the artistic and cultural contributions of African American movements.

**Community Interview Project:**

	<p><b>Modern Experiences Within the Black and African American Communities</b></p> <p>Objective: Students will conduct an interview with a community member, activist, or leader to understand modern experiences within the Black and African American communities.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Identify and interview a member of the Black and African American community who is active in advocating for Black and African American rights, or cultural preservation.</li> <li>• Prepare a set of questions focusing on their experiences, challenges, and efforts to maintain identity and rights in contemporary society.</li> <li>• Write a reflection on the interview, connecting the interviewee's personal experience to the historical and modern struggles faced by Black and African American communities.</li> <li>• If a live interview is not possible, consider virtual interviews through email, phone, or video conferencing.</li> </ul>
<p><b>Sample Assessment</b></p>	<p><b><u>End-of-Unit Summative Assessment: Group-Designed Knowledge Showcase</u></b></p> <p>Overview: For the final summative assessment of the unit, students will collaborate in groups to design a comprehensive showcase that reflects their understanding of the African American and Black American community, drawing on knowledge gained throughout the course. The purpose of this project-based assessment is to allow students to synthesize the critical content they've learned and curate a unique, meaningful assessment of their own that encapsulates what they believe are the most essential elements of the community's histories, cultures, struggles, and contributions.</p> <p>Assessment Breakdown:</p> <p>Step 1: Group Formation and Planning</p> <ul style="list-style-type: none"> <li>• Group Creation: Students will be divided into groups of 3-5 people, ensuring a diversity of perspectives within each group.</li> <li>• Initial Brainstorming: Each group will begin by discussing the essential knowledge, key concepts, events, movements, and figures they believe are central to understanding the African American and Black American experience. Students should draw</li> </ul>



from course content, such as:

- The history of slavery and its lasting impacts.
- Civil rights movements and figures (e.g., Martin Luther King Jr., Malcolm X, the Black Panther Party).
- The cultural contributions of African Americans (e.g., music, arts, literature, and sports).
- Racial justice movements and modern-day activism.
- Key legislative milestones (e.g., Civil Rights Act of 1964, Voting Rights Act).
- Intersectionality in the experiences of African Americans

#### Step 2: Design the Assessment

- Creative Format: Groups will decide how they want to structure their summative assessment, which will be a presentation of their collective knowledge.
- Content Creation: The group will then curate content for their project, which must include:
  1. Historical and Cultural Context: Students will include a brief historical overview that explains the significance of their chosen topic or theme in relation to the African American experience.
  2. Key Figures and Movements: They will highlight important leaders, activists, and organizations that have shaped or continue to shape African American history and culture.
  3. Contemporary Connections: Groups will connect past struggles and contributions to present-day issues in the African American community (e.g., modern-day civil rights activism, Black Lives Matter).
  4. Critical Analysis of the 4 I's of Oppression and Resistance: The group will integrate analysis of the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of oppression and resistance to demonstrate how the African American community has navigated systemic oppression throughout history.

#### Step 3: Presentation and Peer Review

- Presentations: Each group will develop and present their best ten questions in class, explaining why they chose that content and how it reflects the essential knowledge they feel is important for understanding the African American community. The presentation

	<p>should last approximately 10-15 minutes and should allow time for audience engagement (Activity).</p> <ul style="list-style-type: none"> <li>Engagement: The group should encourage interaction with their project by creating opportunities for their peers to ask questions, share thoughts, and have a short audience activity related to the project.</li> </ul> <p>Step 4: Peer Review: After each group presentation, peers will provide constructive feedback on:</p> <ul style="list-style-type: none"> <li>The depth and breadth of the content presented.</li> <li>The creativity and engagement of the project.</li> <li>The clarity and quality of the group's analysis.</li> <li>The effectiveness in connecting historical and contemporary issues in the African American experience.</li> </ul>
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## Unit 5: Chicano & Latino Studies (5-6 Weeks)

### Unit Description

This unit is an introduction to the diverse histories, cultures, and struggles of Chicano and Latino communities in the United States, with a particular focus on their indigenous roots, experiences of colonization, resistance, and resilience. The unit explores the impact of colonialism and the ongoing fight for indigenous rights, land, and cultural preservation within the Chicano and Latino populations. Through the lens of power and the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance, students will analyze how Chicano and Latino communities have confronted systemic oppression, fought for civil rights and social justice, and contributed to the broader American story. This unit highlights the resilience of Chicano and Latino communities, their cultural wealth, and the enduring efforts to preserve their traditions, protect their rights, and assert their sovereignty in the face of adversity. Students will also examine the various social and political movements, including the Chicano Movement and contemporary Latino activism, that continue to shape the fight for justice and equality today.

### Objectives

- Apply the 4 I's of Oppression and Resistance: Students will be able to apply the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance to understand how Chicano and Latino communities have confronted systemic oppression, as well as how these communities have developed strategies for resistance and social justice.
- Celebrate Contributions to Society: Students will examine and celebrate the historical and contemporary intellectual, social, cultural, artistic, and political achievements and

contributions made by Chicano and Latino individuals and communities, with a particular focus on their impact on U.S. society.

- Explore Local and Global Impacts: Students will describe historical and contemporary leaders, groups, and events within the San Joaquin region and surrounding communities in California, as well as their impacts locally, nationally, and globally, including the influence of the Chicano Movement and Latino activism.
- Analyze Historical Experiences of Chicano and Latino Communities and Indigenous Connections: Students will examine how historical circumstances—such as indigenous roots, colonization, assimilation, land dispossession—affected the treatment and experiences of Chicano and Latino populations as a response to dominant cultures and groups in U.S. history recognizing the lasting impacts of these experiences on cultural identity and community struggles.
- Investigate Immigration and Migration: Students will analyze both forced and voluntary immigration and migration experiences, exploring push and pull factors that influenced Chicano and Latino communities.
- Evaluate Cultural Preservation: Students will explore the historical and contemporary struggles of Chicano and Latino communities for the protection of cultural traditions, and analyze how these efforts continue to shape community identity today.
- Develop Personal Connections to Collective Struggles: Students will reflect on how the historical and ongoing struggles of Chicano and Latino communities relate to their own personal and academic experiences, fostering a deeper understanding of collective resistance, solidarity, and social change.
- Examine the Impact of Resistance Movements: Students will critically analyze resistance movements such as the Chicano Movement, and the role of contemporary Latino activism in fighting for civil rights and social justice.
- Explore Social and Political Movements: Students will examine the history, significance, and ongoing impact of movements like the Chicano Movement and contemporary Latino activism, with a focus on their fight for civil rights, land reclamation, and cultural preservation.
- Understand the Role of Chicano and Latino Communities in Shaping U.S. History: Students will analyze the contributions of Chicano and Latino communities to American society, focusing on the ways they have influenced U.S. history, politics, arts, and culture while continuing to assert their rights.
- Recognize the Resilience and Cultural Wealth of Chicano and Latino Communities: Students will explore and celebrate the historical struggles, resilience and cultural wealth of Chicano and Latino communities, recognizing how these communities continue to preserve their traditions, adapt to changing circumstances, and contribute to the cultural fabric of the United States.

- Understand Chicano and Latino Resilience: Students will understand and discuss the resilience of Chicano and Latino communities, highlighting their ongoing efforts to preserve their cultural heritage, protect their rights, and assert their human rights despite historical and contemporary challenges.
- Investigate the Intersectionality of Identity within Chicano and Latino Communities: Students will examine the intersectionality of race, class, gender, and other social identities within Chicano and Latino communities, exploring how these factors shape experiences of oppression, resistance, and cultural expression.
- Create a Contextual Understanding of Contemporary Issues: Students will apply their learning to contemporary issues facing Chicano and Latino communities, understanding how historical struggles for civil rights, land, and culture continue to shape current social and political activism.

### **Topics**

- Latino Leaders
- Latino Innovation, Recognitions, & Contributions
- Pre-Colonial & Indigenous Cultures & Empires
- The Casta System and Identity Formation
- Spanish Colonialism
- Spanish Mission System & Land Grants
- Californios
- Mexican American War & Treaty of Guadalupe Hidalgo
- Joaquin Murieta
- Bracero Program & Mexican Repatriation (1930's & 1954)
- Mexicans in the Southwest, Border Towns, & Borderlands
- The Lynching of Mexicans in the Southwest
- The United Farm Workers
- Chicanismo: Zoot Suits, Lowrider Culture, & The Chicano Art Movement
- Alvarez v. Lemon Grove, Mendez v. Westminster, and Hernandez v. Texas
- Higher Education, The Plan of Santa Barbara, & the Birth of Movimiento Estudiantil Chicanx/a/o de Aztlán (MEChA)
- Chicana/o/x and Latina/o/x US Military Veterans: GI Forum, LULAC, and the Community Service Organization
- Central American Revolutions
- American Imperialism in Latin America
- Afro-Latinidad
- L.A. Walkouts

***Additional Potential  
Topics of Study***

- The California Gold Rush and its Impact on Mexicans: The role of Mexicans during the Gold Rush, including the loss of land and the legal and social challenges they faced during this period of expansion.
- Mexican-American Land Dispossession: The systematic land loss that Mexicans in California experienced post-Treaty of Guadalupe Hidalgo and how this shaped economic and social dynamics in the region.
- The Role of Mexicans in Early California's Economy: Examining the contributions of Mexican labor in agriculture, mining, and other industries in early California.
- The Formation of the Chicano/Latino Identity in California: Understanding the historical and social factors that contributed to the development of Chicano and Latino identities in California, including the intersection of race, ethnicity, and class.
- The Zoot Suit Riots: The cultural and racial tensions that led to the 1943 Zoot Suit Riots in Los Angeles, examining the role of youth culture and the clash between Chicano youth and mainstream society.
- Mexican-American Education Struggles: The history of Mexican-American education in California, from segregated schools to the challenges of bilingual education and the fight for equal educational opportunities.
- The Chicano Moratorium: The 1970 Chicano Moratorium against the Vietnam War, highlighting the ways in which Chicano communities resisted U.S. imperialism and military intervention abroad.
- California's Proposition 187: Analyzing the 1994 proposition that sought to deny public services to undocumented immigrants in California, and the social and political impact it had on Latino communities.
- Latino Immigration to California: The history and impact of Latino immigration on California's demographic, social, and political landscape, focusing on push and pull factors, particularly from Mexico and Central America.
- Border Patrol and Immigration Policies: A critical look at U.S. immigration laws and their impact on Latino communities, including the militarization of the U.S.-Mexico border, the history of

the Border Patrol, and contemporary issues like family separation and DACA.

- Chicana Feminism and Women's Rights Movements: Exploring the intersection of Chicano identity and feminist struggles, with a focus on issues like reproductive rights, labor rights, and the specific challenges faced by Chicana women.
- The Impact of NAFTA on Latino Communities: Analyzing how the North American Free Trade Agreement (NAFTA) affected Mexican and Central American migration patterns, labor conditions, and economic development in both the U.S. and Latin America.
  - United States, Mexico, Canada Agreement (USMCA)
- Sanctuary Cities and Latino Rights: The development of sanctuary cities in California and their role in protecting immigrant populations, especially Latino communities, from federal immigration enforcement.
- Chicano and Latino Community Organizing: The history of grassroots organizing in Chicano and Latino communities, including labor movements, political activism, and advocacy for civil rights and economic justice.
- Latino Representation in Media and Pop Culture: The portrayal of Latinos and Chicanos in American media, including film, television, music, and literature, and how these representations have shaped public perceptions and stereotypes.
- The Impact of California's Proposition 227 and Bilingual Education: A study of the effects of Proposition 227 on bilingual education in California, and its long-term impact on Latino students and language rights.
- Chicano/Latino Art and Music Movements: The influence of Chicano and Latino culture on artistic movements, including visual arts, music (e.g., Latinx influence in rock, jazz, and hip-hop), and their role in social and political activism.
- Latino Agricultural Workers and Labor Rights Movements: The role of Latino agricultural workers in California's labor history, including key events like the Delano Grape Strike and the United Farm Workers (UFW) movement led by Cesar Chavez and Dolores Huerta.
- The Role of the Catholic Church in Latino Communities: An exploration of the historical and ongoing role of the Catholic

	<p>Church in shaping social, political, and community life within Latino populations, especially in California.</p> <ul style="list-style-type: none"> <li>• Environmental Justice in Latino Communities: Examining how Latino communities in California are disproportionately affected by environmental hazards and exploring efforts to achieve environmental justice.</li> <li>• The Influence of Latin American Revolutions on Chicano Movements: The impact of revolutionary movements in Central and South America (e.g., the Cuban Revolution, Salvadoran Civil War) on Chicano activism and political consciousness in California.</li> <li>• The Concept of "La Raza" and Chicano Identity: The development and impact of the term "La Raza" in Chicano identity and activism, including its roots in indigenous and mestizo heritage.</li> <li>• Latino Youth Culture and Activism: The role of Latino youth in shaping cultural trends and movements, including the use of music, art, and activism to express resistance and solidarity.</li> <li>• Chicano and Latino Political Participation: The evolution of Chicano and Latino political involvement in California, from early struggles for voting rights to contemporary movements for political representation and legislative change.</li> <li>• The Legacy of the Bracero Program: A deep dive into the lasting impact of the Bracero Program on labor patterns, migration, and the socio-economic integration of Mexican workers in California's agricultural economy.</li> </ul>
<p><b>Sample Assignments</b></p>	<p><b><u>Research One-Pager: Case Study: The Chicano Movement and Indigenous Rights</u></b></p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>• Select a key event or individual from the Chicano Movement (e.g., the 1968 East Los Angeles Walkouts, the activism of Cesar Chavez, or the land reclamation efforts in the Southwest).             <ul style="list-style-type: none"> <li>○ Investigate how this event or figure addressed the intersection of Chicano identity and their American experience, summarize in ten detailed bullet points</li> <li>○ Illustrate the topic with at least one key image and create a border that reflects Chicano, Latino heritage</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Paragraph box -Analyze how the Chicano Movement confronted the systemic oppression faced by Latino communities.</li> <li>○ Reflect on the legacy of the Chicano Movement and its influence on contemporary activism in the fight for justice and equality by adding three questions you still have about the Movement or next steps</li> </ul> <p><b><u>Community Interview Project: Modern Experiences Within the Chicano and Latino Communities</u></b></p> <p>Objective: Students will conduct an interview with a community member, activist, or leader to understand modern experiences within Chicano and Latino communities. Instructions:</p> <ul style="list-style-type: none"> <li>● Identify and interview a member of a Chicano or Latino community who is active in advocating for rights or cultural preservation.</li> <li>● Prepare a set of questions focusing on their experiences, challenges, and efforts to maintain identity and rights in contemporary society.</li> <li>● Write a reflection on the interview, connecting the interviewee's personal experience to the historical and modern struggles faced by Chicano and Latino communities.</li> <li>● If a live interview is not possible, consider virtual interviews through email, phone, or video conferencing.</li> </ul>
<b>Sample Assessment</b>	<p><b><u>Group Presentation: Contemporary Latino Activism and the Fight for Justice</u></b></p> <p>Objective: In groups, students will present on a current Latino or Chicano activist movement, focusing on its roots in Indigenous rights movements and cultural preservation.</p> <p>Instructions:</p> <ul style="list-style-type: none"> <li>● Choose a contemporary social or political movement within the Latino or Chicano communities (e.g., the Dreamers movement, immigrant rights activism, or environmental justice efforts in Latino communities).</li> <li>● Research the movement's origins, goals, tactics, and impact, especially in relation to the struggles of Indigenous people and the fight for land, rights, and sovereignty.</li> </ul>



- Present the findings in a multimedia format (e.g., Google slides or poster presentation).
- Discuss how the 4 I's of oppression play a role in the movement's efforts and how the movement connects to historical struggles for justice.

## Unit 6: Asian Americans and Pacific Islanders (AA&PI) Studies (5-6 Weeks)

### Unit Description

This unit is an introduction to the diverse histories, cultures, and struggles of Asian Americans and Pacific Islanders in the United States, with a particular focus on their experiences during critical historical time periods such as the California Gold Rush, Imperialism, World War II and the Cold War. The unit examines the systemic oppression faced by these communities through U.S. legislation, such as the Chinese Exclusion Act and Japanese American internment during WWII, and explores the civil rights movements that emerged to resist such discrimination. Students will analyze the ways in which Asian American and Pacific Islander communities fought for civil rights, social justice, and equality, and how they navigated and confronted ideological, institutional, interpersonal, and internalized forms of oppression. The unit will also highlight the cultural contributions and resilience of Asian American and Pacific Islander communities, showcasing their significant influence on American society despite the adversities they faced. By examining the legacies of these movements and the ongoing struggles for justice and equality, students will gain an understanding of the complex historical and cultural dynamics of these communities and their lasting impact on the U.S. social and political landscape.

### Objectives

- Identify and analyze the historical experiences of Asian American and Pacific Islander communities in the United States, focusing on critical time periods such as World War II and the Cold War.
- Examine the relationship between historical circumstances (such as the impact of the California Gold Rush, Imperialism, WWII and the Cold War) and the treatment of Asian Americans and Pacific Islanders, analyzing how these events affected their experiences and resistance to dominant cultural forces.
- Examine the impact of U.S. legislation such as the Chinese Exclusion Act and Japanese American internment during WWII on Asian American and Pacific Islander communities, and assess the long-term effects of these policies.
- Apply the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance to understand how Asian American and Pacific Islander communities have experienced and resisted systemic oppression through various social, cultural, and political means.

- Develop an awareness of the influence of the California Gold Rush, Imperialism, WWII and the Cold War on the social, economic, and political positioning of Asian Americans and Pacific Islanders in the U.S., and the long-lasting effects of these periods on their identity and rights.
- Reflect on how Asian American and Pacific Islander experiences have contributed to shaping American history, culture, and identity, recognizing their ongoing contributions to society today.
- Describe the impact of systemic oppression faced by Asian American and Pacific Islander communities, including the historical effects of U.S. legislation such as the Chinese Exclusion Act and Japanese American internment during WWII, and analyze how these laws shaped their social and political standing.
- Examine the 4 I's (Ideological, Institutional, Interpersonal, Internalized) of Oppression and Resistance in relation to the Asian American and Pacific Islander experience, and apply these concepts to understand how these communities confronted systemic discrimination, inequality, and marginalization.
- Celebrate the historical and contemporary contributions of Asian American and Pacific Islander communities to the intellectual, social, cultural, artistic, and political landscapes of the United States, highlighting their resilience and cultural wealth.
- Analyze the civil rights movements that emerged within Asian American and Pacific Islander communities, exploring the strategies and actions they employed to resist discrimination and fight for social justice, equality, and civil rights.
- Investigate the legacies of the civil rights movements and the ongoing struggles for justice faced by Asian American and Pacific Islander communities, identifying their impact on broader American social and political landscapes both locally and globally.
- Analyze forced and voluntary immigration and migration patterns of Asian American and Pacific Islander communities, considering push and pull factors that influenced migration and how these factors shaped their experiences in the United States.
- Identify and describe the key leaders, groups, and movements that played a role in shaping the history of Asian Americans and Pacific Islanders, including but not limited to WWII, the Cold War, and the Civil Rights era, and assess their local, national, and global impacts.
- Reflect on how Asian American and Pacific Islander communities have contributed to U.S. society, exploring the social, political, and cultural significance of their contributions despite the adversities they have faced throughout American history,
- Investigate the intersectionality of race, ethnicity, and identity in the Asian American and Pacific Islander experience and how these factors have shaped their social and political roles in the United States.
- Explore the role Asian American and Pacific Islander communities have had in shaping contemporary movements for social change while building connections with other racial,

ethnic, and cultural groups, identifying common struggles and shared histories in the fight for equality and justice.

<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>● <u>AA&amp;PI Leaders</u></li> <li>● AA&amp;PI Innovation, Recognitions, &amp; Contributions</li> <li>● The Opium Wars</li> <li>● CA Gold Rush, Gold Mountain, and the Chinese Miners Tax</li> <li>● Asian Exclusion Act</li> <li>● Chinese Railroad Workers</li> <li>● 1904 World's Fair</li> <li>● Stockton's Little Manila, Stockton Gurdwara Sahib</li> <li>● Mamie Tape and San Francisco Schools</li> <li>● The History of Anti-Asian Immigration Policies (Chinese Exclusion Act of 1882, Gentleman's Agreement of 1907, Chinese Miners Tax)</li> <li>● Anti-Asian Violence (Chinese Massacre of 1871, Rock Springs Massacre, Tacoma Method of Chinese Removal, Galveston Bay Attacks, Stockton Cleveland School Shooting)</li> <li>● The Formation of Asian American Enclaves (Koreatowns, Chinatowns, Japantowns, Little Saigons, Manilatowns)</li> <li>● Islamophobia (Post 9/11 Racism)</li> <li>● Hawaiian Sovereignty</li> <li>● Angel Island</li> <li>● Japanese Internment</li> <li>● Korematsu v. United States</li> <li>● Watsonville Riots</li> <li>● John Sutter &amp; Native Hawaiians in New Helvetia, California</li> <li>● The Secret War</li> <li>● Cambodian Genocide</li> <li>● Refugees &amp; Resettlement</li> <li>● From K-pop to Kawaii: Asian Popular Culture in the US</li> <li>● Filipino/a/x Americans &amp; the Farm Labor Movement</li> </ul>
<p><b>Additional Potential Topics of Study</b></p>	<ul style="list-style-type: none"> <li>● The Chinese American Experience in Early California, exploring the contributions and struggles of early Chinese immigrants in California, including their involvement in agriculture, mining, and building infrastructure.</li> <li>● The 1882 Chinese Exclusion Act and Its Lasting Effects, examining the long-lasting impact of the Chinese Exclusion Act on Chinese communities, U.S. immigration policies, and the Chinese American experience.</li> </ul>

- Japanese American Redress and Reparations, exploring the movement for redress and reparations for Japanese Americans who were interned during WWII, culminating in the 1988 Civil Liberties Act.
- The Model Minority Myth, analyzing how Asian Americans have been stereotyped as the "model minority," and the implications of this myth for Asian American identity, opportunities, and the broader societal impact.
- The Filipina/o/x Experience in the U.S. Military, looking at the involvement of Filipina/o/x Americans in the U.S. military and how their service has been both celebrated and neglected.
- The Indian Immigration Act of 1917 and the Barred Zone, focusing on the impact of the Immigration Act of 1917, which severely restricted Indian immigration, and its role in shaping the South Asian diaspora in the U.S.
- Japanese American Communities Pre- and Post-WWII, analyzing the significant cultural, social, and economic changes in Japanese American communities before, during, and after WWII internment camps.
- Pacific Islander Identity and Cultural Preservation, examining the challenges faced by Pacific Islander communities in preserving traditional cultures, languages, and values in the face of colonization, globalization, and diaspora.
- The Impact of the Vietnam War on Southeast Asian Refugees, exploring the experiences of Vietnamese, Cambodian, and Laotian refugees who fled Southeast Asia after the Vietnam War, and the challenges they faced in rebuilding their lives in the U.S.
- The Rise of the "Asian American" Identity in the 1960s-1970s, focusing on the social and political movements that led to the formation of a collective Asian American identity, including the role of student activism and the Asian American political awakening.
- The Role of Asian Americans in the U.S. Civil Rights Movement, examining how Asian American communities participated in and supported the broader Civil Rights Movement of the 1960s and 1970s.
- Asian Americans and the Fight Against the Vietnam War, analyzing how Asian American communities responded to the Vietnam War, including protests, activism, and solidarity with other marginalized groups.

	<ul style="list-style-type: none"> <li>• The Impact of U.S. Military Presence in the Pacific Islands, focusing on the role of the U.S. military in the Pacific region, particularly on islands like Guam, Hawaii, and the Philippines, and how it has shaped the social, economic, and political realities for Pacific Islanders.</li> <li>• Hmong Immigration and Cultural Survival, exploring the Hmong community's journey from Laos to the United States as refugees, and how they navigated challenges to maintain their culture while adapting to life in the U.S.</li> <li>• Southeast Asian American Communities and Education, examining the educational challenges faced by Southeast Asian American students, including language barriers, immigrant trauma, and the pursuit of higher education.</li> <li>• Asian American Media Representation and Stereotypes, analyzing how Asian Americans have been portrayed in media, from early cinema to contemporary portrayals, and how these representations have influenced perceptions of Asian cultures and identities.</li> <li>• Pacific Islander Resilience in the Face of Environmental Change, focusing on the environmental challenges faced by Pacific Islander communities, including issues of land rights, climate change, and political sovereignty.</li> <li>• Immigration Law and Its Impact on Asian Communities, exploring how changes in U.S. immigration law (such as the Immigration and Nationality Act of 1965) have shaped the demographic and cultural makeup of Asian American communities.</li> <li>• Asian American Art and Literature, examining the development of Asian American art and literature as forms of resistance and cultural expression, including key literary works and artistic movements.</li> <li>• Asian American and Pacific Islander Political Engagement, analyzing the increasing involvement of Asian American and Pacific Islander communities in U.S. politics, including voting patterns, political organizations, and representation in local and national government.</li> </ul>
<p><b>Sample Assignments</b></p>	<p><b><u>Research Paper: The Chinese Exclusion Act and Its Legacy</u></b></p> <p>Objective: Students will research the history and lasting impact of the Chinese Exclusion Act (1882), examining its effects on Chinese American communities and the broader implications for U.S. immigration policy.</p>

Instructions:

- Investigate the context and passage of the Chinese Exclusion Act, focusing on the political, social, and economic factors that led to its enactment.
- Analyze the immediate and long-term effects of the law on Chinese American communities, including the impact on families, businesses, and racial dynamics.
- Discuss the ways in which Chinese Americans resisted discrimination and worked to overcome the barriers created by the Act.  
Examine how the Chinese Exclusion Act influenced later U.S. immigration policies and civil rights movements.
- Include primary and secondary sources such as historical documents, articles, and testimonies from Chinese Americans who were affected.

**Case Study: Japanese American Internment During World War II**

Objective: Students will explore the internment of Japanese Americans during World War II, analyzing its impact on individuals and communities and the subsequent civil rights movements.

Instructions:

- Research the history of Japanese American internment camps during WWII, focusing on the reasons behind the internment, the conditions of the camps, and the experiences of those who were incarcerated.
- Analyze the political and social climate that allowed for this violation of civil rights, and explore how Japanese Americans fought for justice during and after the war.
- Discuss the role of legal battles, such as *Korematsu v. United States*, and the eventual redress and apology from the U.S. government.
- Reflect on the lasting effects of internment on the Japanese American community and its role in shaping later civil rights activism.

**Community Interview Project: Modern Experiences Within the Asian American and/or Pacific Islander Communities**

	<p>Objective: Students will conduct an interview with a community member, activist, or leader to understand modern experiences within Asian American and/or Pacific Islander communities. Instructions:</p> <ul style="list-style-type: none"> <li>● Identify and interview a member of an Asian American and/or Pacific Islander community who is active in advocating for rights, land protection, or cultural preservation.</li> <li>● Prepare a set of questions focusing on their experiences, challenges, and efforts to maintain identity and rights in contemporary society.</li> <li>● Write a reflection on the interview, connecting the interviewee's personal experience to the historical and modern struggles faced by Asian American and/or Pacific Islander communities.</li> <li>● If a live interview is not possible, consider virtual interviews through email, phone, or video conferencing.</li> </ul>
<b>Sample Assessment</b>	<p><b><u>Group Presentation: Asian American and Pacific Islander Civil Rights Activism</u></b></p> <p>Objective: In groups, students will present on an Asian American or Pacific Islander-led civil rights movement, focusing on its historical context, strategies, and outcomes. Instructions:</p> <ul style="list-style-type: none"> <li>● Choose a civil rights movement or activism effort led by Asian Americans or Pacific Islanders (e.g., the Asian American Political Alliance, the Filipino</li> <li>● farmworkers' movement, or the activism of Korean American and Chinese American communities in the 1990s).</li> <li>● Research the movement's origins, goals, key figures, and achievements.</li> <li>● Present the findings to the class using a multimedia format (e.g., PowerPoint, video, or digital poster).</li> <li>● Discuss how the movement navigated and confronted the 4 I's of oppression, and reflect on its relevance to current AAPI activism</li> </ul>

## Unit 7: Civic Engagement & Social Movements (3-4 Weeks)

### Unit Description

The final unit of the course focuses on civic engagement, encouraging students to explore how past and present social movements have shaped and continue to shape democratic participation. Students will examine various forms of civic engagement at the local, state, and national levels, including volunteering, voting, community education, activism, political involvement, elections, and letter writing. The unit will highlight the diverse and ongoing contributions of different communities, such as Native American, Black & African American, Chicano & Latino, and Asian American & Pacific Islander communities, through their civic and social movements. By analyzing these movements, students will gain insight into the ways these groups have fought for justice, equality, and societal change. The unit will conclude with a self-reflection activity, where students will reflect on their personal growth throughout the course and apply the key concepts they've learned to the various topics covered, including the strategies, challenges, and successes of social movements, as well as their role as active participants in a democratic society.

## Learning Objectives

- Students will be able to describe the various forms of civic engagement (volunteering, voting, community education, activism, elections, political involvement, letter writing, etc.)
- Students will be able to compare and contrast historical and contemporary social movements of different cultural groups and analyze their evolution, effectiveness, and diverse strategies of local, national, and global civic engagement.
- Students will be able to conduct a civic engagement project to become more engaged in their community.
- Students will be able to reflect on their personal and/or academic growth in the course and apply key course concepts.

### ***Suggested Topics***

- Social Movements
- Civic Engagement
- Native American Civic & Social Movements (Past & Present)
- Black & African American Civic & Social Movements (Past & Present)
- Chicano & Latino Civic & Social Movements (Past & Present)
- Asian American & Pacific Islander Civic & Social Movements (Past & Present)

### ***Sample Assignments***

- Social Movement Analysis Framework: Similar to the previous units, students will be introduced to an analysis framework that they will apply to all the social movements covered to help students deepen their knowledge on any given group, apply concepts learned in the course, and make personal, local, and global connections. The framework will include (but will not be limited to):
  - Key Vocabulary
  - Key Figures and/or Leaders
  - Key Groups
  - Key Events



	<ul style="list-style-type: none"> <li>○ Key Laws &amp; Legislation</li> <li>○ Civic Engagement Strategies</li> <li>○ Evolution (Change Over Time)</li> <li>○ Effectiveness</li> <li>○ Multiple Perspectives (Opposing Viewpoints)</li> <li>○ Personal, Local, and/or Global Connections</li> <li>○ Summary</li> </ul> <ul style="list-style-type: none"> <li>● Comparing &amp; Contrasting Social Movements Analysis &amp; Discussion: In the Cultural Studies values of solidarity and unity, students will compare and contrast the four social movements covered in the unit focusing on any of the elements of the social movement analysis framework. Students will then participate in a discussion of opposing viewpoints, analyzing the effectiveness of each social movement</li> </ul>
<p><b>Sample Assessments</b></p>	<p><b><u>Civic Engagement Project</u></b></p> <p>Inspired by the social movements and their effectiveness analyzed in this unit, students will conduct a civic engagement project on any personal, local, national, and/or global issue that matters to them. Students will be encouraged to be creative and think outside of the box to engage their peers and community in their project. Projects must include some sort of research element, outreach/external engagement element, reflection on effectiveness of their project, and a class presentation. (This can include include video interviews, letter writing, volunteering in the community, etc)</p> <p><b><u>Cultural Studies Self-Reflection</u></b></p> <p>Students will reflect on their personal and/or academic growth in the course and apply key course concepts, people, events, and/or topics learned throughout each unit. This data will also support in collecting data to continue to develop the course. Reflection questions can included (but will not be limited to):</p> <ul style="list-style-type: none"> <li>● What are key concepts, people, events, and/or topics that were most impactful to you in Cultural Studies? Why?</li> <li>● How has Cultural Studies changed the way you think about your life?</li> <li>● Which person, event, and/or topic in Cultural Studies inspired you? Why?</li> <li>● What are ways you have (or can) apply the things you've learned in this class to your own life, family, and/or community?</li> </ul>

### **XIII. Texts and Supplemental Instructional materials:**

(Primary, Supplemental, newspapers, magazines, and software.)

Please supply ISBN #'s for all texts.

Title: Voices: An Ethnic Studies Survey\_

Author: \_\_\_\_\_

Publisher: Gibbs Smith Education

Date of Publication: 2025 ISBN # : 9781609804169

Board Approval Date: January 14, 2025

#### **SUPPLEMENTARY TEXT**

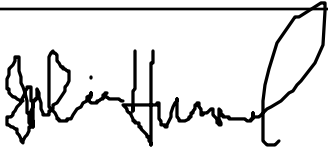
Title: A Different Mirror For Young People

Author: Ronald Takaki

Publisher: Triangular Square

Date of Publication: 2012 ISBN #: 9781609804169

Outline Prepared by: Dianne Bennett, Sherri Carson, Brenda Heinrich

<b>SIGNATURES for REVIEW</b>		
Outline prepared by	Dianne Bennett Sherri Carson Brenda Heinrich	Site: Bear Creek High School
Principal		Site: Bear Creek High School

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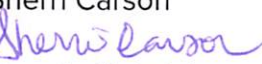

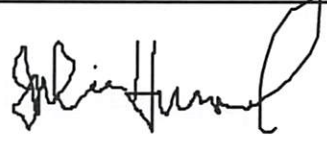
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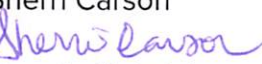

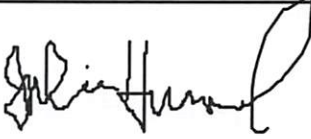
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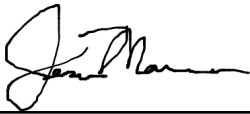





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Principal		Site: Bear Creek High School

Principal		Site: Lodi High School
Principal		Site: Ronald McNair High School
Principal		Site: Tokay High School
<b>Technology:</b> <b>Attach approved Ticket</b>		
Teacher Representative:	<b>Signature indicates course is aligned to content standards.</b>	<b>** Please state reason for no signature in the space below.</b>
Bear Creek High School	 	
Lodi High School	Kyle Shallcross	
McNair High School		
Tokay High School		

Principal		Site: Lodi High School
Principal		Site: Ronald McNair High School
Principal		Site: Tokay High School
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Bear Creek High School	 	
Lodi High School	Kyle Shallcross	
McNair High School		
Tokay High School		

Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Associate Superintendent	<i>David Horton</i>	
Area Director (if applicable)		

DATE	
April 29, 2025	Course Outline Submitted
May 8, 2025	Curriculum Council Recommendation for Approval
	Board of Education Approval