

FREMONT UNIFIED SCHOOL DISTRICT
Course Outline

Course Title:	Introduction to Ethnic Studies
Transcript Abbreviation:	Intro Ethn Stud
Course Note:	
Local Course Code:	41452
California Course Code:	9179
Grade Levels:	Grade 9
Length of Course:	One Semester
Credit:	5 Credits
Weighted GPA:	No
Meets FUSD Graduation Requirement in the Area of:	Subject area grad requirement starting 2025-2026
Required for Graduation:	Yes
Course May Be Repeated for Graduation Credit:	Yes
Recommended Prerequisite:	N/A

Course Description Summary:

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

Schools Offering Course:

AHS, IHS, KHS, MSJHS, RHS, WHS

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Meets the University of California and California State University Entrance Requirements: Yes

UC Subject Requirement: g

Board Approved Date: October 25, 2023

Revision Date:

I. Essential Standards and Skills:

The content and performance standards listed below are in alignment with the California Standards for History/Social Science state framework for Grade 9 and are modeled after the Ethnic Studies model curriculum published in March of 2021 by the California Department of Education.

Students will explicitly be taught skills that will help them to be successful in future classes including perspective-taking, developing questions, analyzing multiple - sometimes conflicting - sources, creative problem solving, and communicating & collaborating with others.

Students will be able to:

- Distinguish valid arguments from fallacious arguments in historical interpretations.
- Identify bias and prejudice in historical interpretations.
- Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- Analyze human modifications of landscapes and examine the resulting environmental policy issues.
- Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.
- Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Analyze how change happens at different rates at different times; understand that

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some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

- Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- Relate current events to the physical and human characteristics of places and regions.

II. Major Units of Study:

Outlined below is a summary of the major units of study teachers will cover when teaching each of the essential standards listed above.

Unit #1- Identity

To help support students in the construction of their identity, they will be asked to consider:

1. Who am I? Who Decides? What dilemmas arise when others view us differently than we view ourselves?
2. How can we develop strength and a sense of empowerment from our cultural wealth?
3. Who am I and how does my understanding and use of my identities impact the self, community, and the environment?
4. How do our identities influence our choices and the choices available to us?
5. How can learning about our family and community history deepen our understanding of ourselves?

Students will be able to:

- Students will be able to describe the social and cultural factors that influence one's sense of identity.
- Students will be able to define race as a social construct, while analyzing the effects of socially constructed ideas about race on societies and individuals.
- Students will be able to define race, ethnicity, nationality, and culture, and analyze the complex ways they each influence one's sense of identity and belonging
- Students will be able to describe how their own heritage shapes their identity.

Sample Activity: Students will explore how labels, assumptions, stereotypes, and microaggressions influence an individual's self-image and social interactions. They will develop an understanding of intersectionality and how various aspects of identity can affect social experiences. Students will define the terms labels, assumptions,

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stereotypes, and microaggressions through a teacher-led discussion. Each student will then complete an Identity Wheel that helps them reflect on the various aspects of their own identity, such as race, gender, religion, socioeconomic status, and other significant identifiers. They will write a short reflective piece (200-300 words) on how these aspects shape their self-image and social experiences.

This assignment fosters critical thinking, research, reflection, and communication skills, essential for college preparation and understanding complex social dynamics.

Unit #2: History and Change

To help support students in their understanding of the historical context, they will be asked to consider:

1. How does immigration/ migration affect the identities of individuals, communities, and nations?
2. How have cultures both changed and sustained over time and generations?
3. Whose stories have been told? Whose have been left out?
4. How does the study of history from multiple perspectives help us better understand current movements to create a just and equitable society?
5. How has race been socially constructed and contested in the United States, in an ongoing struggle for power in society?

Students will be able to -

- Students will compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- Students identify bias and prejudice in historical interpretations
- Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

Sample Activity:

Students will begin by researching the indigenous communities of Fremont and the Bay Area, focusing on their history, cultural practices, and place names. They will investigate how colonization impacted these communities, including changes in place names and

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cultural practices. They will then analyze how maps of Fremont and the Bay Area have changed over time and focus on the differences between maps created by indigenous peoples versus those created during or after colonization. They will then create a story map that visually represents the indigenous history and perspective of Fremont or the Bay Area. The map should include: Indigenous place names and their meanings, cultural symbols or illustrations that are significant to the indigenous communities. Students will present their story map to the class, explaining the significance of the indigenous place names, the cultural symbols used, and the historical context.

This lesson provides a comprehensive, engaging, and meaningful way for students to explore indigenous history and perspectives, fostering a deeper understanding of the complexities of cultural identity and historical narratives.

Unit #3: Systems of Power

To help support students in their understanding of the societal power, they will be asked to consider:

1. What is the relationship between individual power and collective power?
2. How do social systems influence the choices we make?
3. How are my understandings of history, identity, and civic action rooted in an analysis of power?
4. What are the four i's of oppression and how do they cause harm in society?
5. How does society divide people into groups? What are the implications for a society when it categorizes people into a social hierarchy?

Students will be able to -

- Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
- Show connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect
- Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
- Show connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Sample Activity: Students will explore the concepts of privilege and oppression, focusing on the four "I's" of oppression: institutional, ideological, interpersonal, and internalized. They will apply this knowledge to analyze real-world situations and

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consider ways to address inequity within their communities. Students will be provided with case studies or scenarios that depict various forms of oppression. In small groups, students will write an analysis that identifies the different types of oppression involved. Students will present their analysis and proposed solutions to the class using the presentational mode. This could be in the form of a short speech, a slide presentation, or a visual project (e.g., a poster or infographic).

The assignment develops students' critical thinking, analytical, research, collaboration, and communication skills, which are essential for college preparation.

Unit #4: Social Movements, Solidarity, and Action

To help support students in their understanding of social movement and change, they will be asked to consider:

1. Who am I and how does my understanding and use of my identities impact the self, community, and environment?
2. What does my community need? How can I contribute to change?
3. What skills and tools are needed to create change in society? How can one make a difference in the community?
4. What debates and dilemmas from past historical moments remain unresolved? Why?
5. How can we use current events and data affecting different ethnic groups to design, implement, and evaluate social action projects our community needs?

Students will be able to -

- Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs
- Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- Relate current events to the physical and human characteristics of places and regions.
- Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

Sample Activity: Students will work in small groups and explore the significance of nonviolent resistance and solidarity in social change movements by analyzing the Delano Grape Strike. They will critically examine the role of solidarity in the success of the strike and the broader implications for social justice movements. Students will analyze documents from the National Park Service and other historical archives. They

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will also watch PBS video interviews, exploring their experiences and contributions to the strike.

In pairs or small groups, students will create a visual presentation that illustrates the role of solidarity and nonviolent resistance in the Delano Grape Strike. Each group put their findings around their classroom for a Gallery Walk. After the Gallery Walk, students will engage in a class discussion to reflect on the lessons learned from the Delano Grape Strike and how these lessons can be applied to contemporary social justice movements.

VI. Methodology: Instructional Strategies/Types of Assignments/Tasks/Activities:

The following is a sample list of strategies and activities that can be used to teach each of the units listed above in the course content section. These strategies are not the only means by which to teach a unit or part of a unit, but are suggestions to assist in teaching the content. All units should incorporate a variety of strategies to meet the needs of the diverse learning styles and modalities of the students in the classroom.

Instructional Strategies:

- Exit Tickets
- Think/Pair/Share
- Socratic Seminar
- Four Corners
- Guest Speakers
- Gallery Walks
- Direct Instruction
- Collaborative Learning
- Guided Research
- Graphic Organizers

VII. Evaluation: Means of Assessment:

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

Students' understanding will be evaluated with multiple forms of assessment that may include but are not limited to the following -

- Formative Assessments:
 - Class discussions
 - Presentations
 - Free response questions
 - Polls/Surveys
 - Quizzes
 - Socratic Seminar

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- Summative Assessments:
 - Unit tests
 - Presentations (group and individual)
 - Projects (group and individual)
 - Capstone Project: Share orally understanding of course concepts

VIII. Instructional Materials:

Basic/Core Text:

<https://newsela.com/home> - California Ethnic Studies Collection (Online article database organized by theme and by racial/ethnic group)

Supplemental Text:

<https://www.facinghistory.org/> (online lessons)

National Park Service

Library of Congress

Learning for Justice (online lessons) Learning for Justice film Bibi and other materials.