



Palm Springs Unified School District Secondary Course Description

Please read: Sections 1 and 2 must be completed and submitted to the Director of Secondary Curriculum and Instruction for all courses seeking PSUSD Cabinet and Board approval. Sections 3 and/or 5 must be completed if the course will be submitted to the University of California (UC) for placement on your school's a-g list and/or Career and technical educational (CTE).

District Office Use Only

Transcript Title(s)/Abbreviation: Ethnic Studies

Transcript Course Code(s)/Number(s): 1583S1 & 1583S2 Cabinet/BOE Approval Date: May 9, 2017

Section 1: Course Content

1. Course Title: Ethnic Studies: Race, Class, Gender, and Identity

Date this course was first submitted to the Curriculum Advisory: _____

2. Is this a re-write of an existing course? No If "Yes," what is the District Course Code: _____

3. CALPADS Code : 2710

4. PSUSD graduation requirement subject area: General Elective

5. Unit Value for complete course: 10 PSUSD credits (one year/two semesters) 6. Grade Level: 11 12

Course can be repeated for Credit? *Note: Grade level pertains to which grades the course has been designed.*

7. PSUSD Department: Social Science

8. PSUSD weighted GPA? No 9. Is this an "online" learning course? No

If "Yes," list the online provider: _____
Note: If "Yes," an additional course code will be created by ETIS with a virtual designation.

10. Will this course be offered only through the Alternative Education Program? No

11. Career Pathway Relationship
Note: Refer to the list of Industries and their associated Pathways in Section 5, Item #38

Is this course an Industry and Career Pathway-related Course? No

If "Yes," which Industry? --

Which Pathway? _____

What sequence level? --

12. Is this course an Academy-related Course? No If "Yes," which Academy? _____

13. Course Content:

For each unit of the course, provide:

1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.
2. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

Unit 1: What is Ethnic Studies?

Summary: This unit examines the origins and development of Ethnic Studies in the United States. After first exploring why we need Ethnic Studies, students will be introduced to key concepts as well as approaches to teaching ethnic studies courses. The concepts include: Ethnicity, Race, Class, Gender, and Identity in the U.S.; Civil Rights, Power, and Ethnic Studies; Chicano/a/Latina/o Studies; African American Studies; Native American Studies; Asian American Studies; Feminist Movements and Women's Studies; Women of Color; LGBTQ Movements; Persons with Disabilities; Race, Gender, and Economic Inequality; Colonialism. Students will examine these individual concepts in historical and contemporary American society, both nationally and locally. Students will also be introduced to the idea of intersectionality - the concept that many people identify with more than one group.

Essential Questions: What is Ethnic Studies? What are the origins and development of Ethnic and Gender Studies in the U.S.? What are some of the major approaches to the study of Ethnic and Gender Studies?

Summative Assessment:

Each student will create a portfolio titled "My Family, My Self" that includes

- An explanation of ethnic studies
- An audio recording of an oral history interview of an older member of the family
- A family tree for at least three generations
- A digital presentation summarizing their family history for at least three generations
- A written narrative analyzing how race, ethnicity, and culture define them at this point in their lives.

Unit 2: Narratives of Identities and Community

Summary: This unit explores what shapes a person's identity and how those identities shape communities. It first examines the ways dominant groups shape the history and telling of the past in ways that often erase the histories, cultures, and contributions of subjected and oppressed peoples. Students will explore how "privilege" can affect identity. Students will also examine the long history of community memory and counter-narratives that exist in communities of color that challenge the dominant narrative. Students will also analyze the role of the individual within the community.

Subtopics: Factors influencing Identities and Community Formation; Culture and Structure; Power and

Privilege; Intersectional Identities; Knowledge and Power; Narratives and Counter-narratives in History; Community History; Autobiography and Testimony.

Essential Questions: What are the factors that shape identities? What are some aspects that define people's identity (i.e., race, ethnicity, class, culture, religion, gender, sexuality)? How do people express their identities? To what extent can identities challenge dominant narratives?

Summative Assignment: Write about three aspects that define your identities (race, ethnicity, gender, geography, etc). When writing about your identity, discuss how some of the factors have (consciously and unconsciously) shaped your identity(s). Using at least three sources we read in class or other outside sources, include at least 3 citations to support your ideas. You must provide a bibliography/works cited page.

Unit 3: Controlling Images and Stereotypes

Summary: This unit explores the role of stereotypes in intensifying racism and sexism. The unit includes both historical and modern representations of stereotypes and how they have been changed or stayed constant through the years. This can include a continuing examination of intersectionality and whether it affects stereotyping. Students will learn to break these images down and to connect how power relations shape them. In addition, the unit examines the ways groups have sought to fight against such images. **Subtopics:** Representation and Who Writes History; How Dominant Narratives are Formed; The Internalizing of Dominant Narratives; The Eugenics Movement; Gender and Beauty Myths; Native American and Team Mascots.

Essential Questions: What is the dominant narrative in the U.S. regarding ethnicity, race, class and gender? How are dominant narratives formed? How does the mass media shape our lives, and our perceptions of others? How do communities and individuals challenge the dominant narrative?

Summative Assignment: *Resisting Controlling Images Project* In collaborative teams, students will create a video project that demonstrate how communities are resisting controlling images. Each team should reference the unit materials and give a specific example of how controlling images are being resisted in school or in our local society. In this assignment students will build on the knowledge and concepts in the unit to apply it to an issue/topic they see in society. In the presentation they will explore the key issue(s) and how communities are seeking to address the problem(s).

Unit 4: Community Histories and Struggles

Summary: This unit examines local community struggles within the larger frameworks of race, ethnicity, class, and gender in U.S. history. In particular, it explores how communities have been organized and sought to build community in often hostile environments. Emphasis is placed on how communities have organized to challenge inequality, segregation, and other forms of injustice. Discussion will include how successful communities have been and what work still needs to be done. While addressing national efforts, focus should be placed on state or local efforts.

Subtopics: Community Formation; Residential and School Segregation; Community Organizing; Work and Community in the Coachella Valley.

Essential Questions: How have our local communities formed and struggled within the larger frameworks of race, ethnicity, class, and gender in U.S. history? How have communities been organized and sought to build community in often hostile environments? How have they organized to challenge inequality, segregation, and other forms of injustice?

Summative assignment: *Oral History Project and Poster Display* Throughout the unit, the students will each develop an oral history project with a community member. The project will be broken into steps, and students will learn oral history methodology and connect it to the unit themes. They will then present their oral history project on a poster board to be displayed to the school community. Throughout the project students will learn about community history and the ways oral history often challenges dominant narratives. In the process, they will also discover how oral history can be an important source of community and individual healing.

Unit 5: Contemporary Community-Based Social Movements

Summary: This unit centers on the Civil Rights and Power Movement Era and how it sought to break down racism, sexism, class inequality, and homophobia. Specific attention will be paid to the various strategies that movements used, their impact, and the extent to which they transformed U.S. society. The unit will also explore the impact of these movements on contemporary struggles. This unit emphasizes the importance of the blending of theory and practice, in movements for social justice. **Subtopics:** The Wealth Gap; Civil Rights Movements; Student Movements; Chicano/a Movements; Black Panther Movement; Women's Rights Movements; Compton's Cafeteria, Stone Wall and LGBTQ Movements; Coalition Building; The Arts and Social Movements; Language Rights; Immigration Rights Movements; #Black Lives Matter; Arab-Americans post 9/11; and Disabled Americans struggle for equal access.

Essential Questions: How have communities sought to challenge historic racism, sexism, homophobia, and inequality? What strategies have these used? What role did the Civil Rights and Power movements play in this process? How do these movements impact democracy and our society today?

Summative Assignment: Students will research a particular social or civil rights movements and examine how it is connected to the Coachella Valley (possibly Southern California). They will then develop a poster-board display/mural on this movement to be displayed at school and in the community. Throughout the unit, students will research a particular topic and show the origins and issue that the movement is addressing while linking it to issues in their own community. By applying the broad lessons of community-based social movements to their own experiences, student will learn valuable civic engagement strategies and link theory to practice. They will be producing this community-based knowledge to engage a broader discussion of these issues at school and in their communities.

Unit 6: Capstone Project

Summary: As a culminating activity, students will participate in a capstone project. During this unit, students will volunteer at a nonprofit or community-based organization in the Coachella Valley. While there, students will interview the workers of the organization to determine what the organization sees as a main issues or struggles in the community with regard to race and ethnicity. Students will further research the main issues and write a report on the topics as well as provide particularly suggestions for ways to help combat the issue.

Essential Questions: How will you engage with community organizations to provide leadership in the community you serve? How will you inform and empower you peers through your Service Learning Experience?

Summative Assignment: Capstone Project Opportunities (Learning Service Project)

1. Students will engage in at least 10 hours of service learning by volunteering at nonprofit or community-based organization(s) in the Coachella Valley.
2. Students will work with the organization(s) to develop research goals based on what the organization(s) sees as the main issues or struggles in the community with regard to race and ethnic relations.
3. Students will develop a research plan based on their main research goals, such as locating appropriate data, developing questionnaires, and/or developing interview questions that address their main research goals.
4. Students will implement their research plan.
5. Students will work directly with people in the Coachella Valley to create a community-accessible report based on their research that will analyze the main struggles within that particular community with regard to race and ethnicity. The report will provide particular suggestions for ways the neighborhood can move forward.

14. Course Overview [Provide a brief summary/snapshot (3-5 sentences) of the course's content]:

This course examines how issues of ethnicity, race, class, gender, and identity are constructed and shape life in the United States. Employing historical, inter-sectional, and interdisciplinary approaches, this course provides an introduction to key concepts to understand and deconstruct the development of power and inequality across the nation and in the Coachella Valley. Students will examine ways communities have navigated and resisted these systems of power. Furthermore, students will examine the role of civil rights and social justice movements in changing laws and practices in the U.S.

This course will focus on the experiences of African Americans, Asian Americans, Latino Americans, Arab Americans, Native Americans, and other ethnic groups as well as the LGBTQ Community and persons with disabilities. This course will also include an Identity Section where students will consider concepts related to their own personal group, and/or national identity.

15. Texts and Supplemental Instructional Materials (*all non-core instructional materials are the responsibility of individual schools to purchase.*)

Texts: n/a

Supplemental Materials: n/a

16. Will this course be submitted for approval by UC? Yes

Section 2: School and District Information

School Information

1. School Name: _____

School District: Palm Springs Unified School District

City and State: Palm Springs, California District Web Site: http://www.psusd.us

School Course List Contact Information (Name of AP of Curriculum or Principal)

2. Name: Anne Kalisek

Position/Title: Director of Secondary C and I Email: akalisek@psusd.us

Phone #: 760-416-6024 Ext: _____

Teacher Contact Information (Name of teacher/administrator who authored this course)

3. Name: Noelle Gutierrez

Position/Title: Secondary Literacy TOSA Email: rngutierrez@psusd.us

Phone #: 760-416-6024 Ext. _____



Palm Springs Unified School District Secondary Course Description

Section 3: Course Information

1. Was this course "Previously Approved" by UC? No

Note: if this course is to be submitted to UC and it was "Previously Approved," the exact same course title as the previously approved course must be used. Complete outlines are not needed for courses previously approved by UC. Courses that are defined as "previously approved" are courses from the following programs (Advanced Placement, International Baccalaureate, ROP courses, etc.), or courses from within the same district, or courses that have been removed within a three-year window are being reinstated, and/or courses from UC-approved online providers. Courses modeled after courses from outside the school district are also defined as "previously approved" but a complete course description will be required for submission to UC. Each section below represents an individual page on the UC electronic submission site.

If "No," proceed to the Course Description Section (Section 4).

If "Yes," indicate which category applies:

2. Is this course modeled after a UC-approved course from another high school outside of our district? Yes

Note: If "Yes," you will be required to submit a complete course description. UC will review the previous submission, if it is available, to assist them in their review process.

If "Yes," list which school and the school's ATP code: Montebello USD

Exact Course Title: Introduction to Ethnic Studies

3. Is this course modeled after an identical course approved by UC for the current year at another high school in PSUSD: No

If "Yes," what school? _____

Exact Course Title: _____

4. Is this course being reinstated after removal within 3 years: No

If "Yes," what year was the course removed from the list? _____

Exact Course Title: _____

5. Has this course been provided program status, is not an online course, and is it listed below? No

If "Yes," select an option from the Program

Status list: --

6. If "Advanced Placement," has it been authorized by the College Board through the AP audit process? --

Note: UC will only allow Advanced Placement courses that have passed or are in the AP audit process. UC requires all AP courses on your list, including those approved in prior years, to be verified via the College Board AP audit process. UC will run quarterly reports based on AP Audit data. AP courses not listed on the AP audit list will be removed.

If "In Progress," date submitted to AP: _____
MM/DD/YYYY

Exact Program Course Title: --

7(a). Is this course provided by one of the UC-approved online curriculum providers listed in #9? No

8(b). Have you signed the appropriate partnership agreement with the provider regarding methods of delivery and instruction? No

Note: You must have signed an agreement with the appropriate provider and filed with UC in order to use their courses.

9. If the answer to either 26(a) or (b) is “No,” UC will not approve this course. If “Yes” to both 26(a) and (b)., then select the appropriate option from the Online Provider List below:

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10. Seeking “Honors” Distinction

Note: To receive “Honors” distinction for both UC and PSUSD, the course content must satisfy certain requirements. For information about these requirements, refer to the a-g Guide: <http://www.ucop.edu/a-gGuide/ag/a-g/honors.html>. For “Previously Approved” courses (including AP and IB), the honors information will be pre-populated as applicable on your UC submission template.

No

Note: “Other Honors” is defined by UC as a course specifically designed with distinctive features which set it apart from regular high school courses in the same discipline areas. The course should be seen as comparable in terms of workload and emphasis to AP, IB or introductory college courses in the subject. Honors courses must be designed for the 11th and 12th grade level to be UC approved and require a comprehensive, year-long written final exam. In addition to AP and IB higher level courses, **high schools may certify not more than one honors level course per grade level in each of the following subject areas only: history, English, advanced mathematics, each laboratory science course, each language other than English, and each of the four VPA disciplines.** If there are no AP or IB or higher level courses in a given subject area, the high school may certify up to, but not more than two honors level courses in that area.

11. Subject Area and Category

“a” - History/Social Science

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“b” - English

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“c” - Mathematics

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“d” - Laboratory Science

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Note: Students electing to enroll in an integrated-science program (ISP) are strongly advised by UC to complete the entire three-year sequence. In most cases, the first year of an integrated science sequence fulfills only the “g” elective requirement: the second and third years of the sequence then fulfill the two-year “d” laboratory science requirement. Accordingly, if only ISP 1 and only one of ISP 2 or ISP 3 are completed, then one additional course from the categories of Biology, Chemistry, or Physics from the “d” subject area must be taken to fulfill the “d” requirement.

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Note: This category demonstrates that the course is cross-disciplinary and is often used for advanced science courses such as AP Environmental Science or Biochemistry

“e” - Language Other than English

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Language --

“f” - Visual and Performing Arts

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“g” - Elective

History/Social Science



Palm Springs Unified School District High School Course Description

Section 4: Course Attributes

1. Is this course classified as a Career Technical Education Course?

No

If no, skip to item #2

2. If "Yes," select the name of the industry **and** Career Pathway:

- | | |
|---|----|
| <input type="checkbox"/> Agriculture and Natural Resources | -- |
| <input type="checkbox"/> Arts, Media, and Entertainment | -- |
| <input type="checkbox"/> Building and Construction Trades | -- |
| <input type="checkbox"/> Business and Finance | -- |
| <input type="checkbox"/> Education, Child Development and Family Services | -- |
| <input type="checkbox"/> Energy, Environment, and Utilities | -- |
| <input type="checkbox"/> Engineering and Architecture | -- |
| <input type="checkbox"/> Fashion and Interior Design | -- |
| <input type="checkbox"/> Finance and Business | -- |
| <input type="checkbox"/> Health Science and Medical Technology | -- |
| <input type="checkbox"/> Hospitality, Tourism, and Recreation | -- |
| <input type="checkbox"/> Information and Communication Technologies | -- |
| <input type="checkbox"/> Manufacturing and Product Development | -- |
| <input type="checkbox"/> Marketing, Sales, and Service | -- |
| <input type="checkbox"/> Public Services | -- |
| <input type="checkbox"/> Transportation | -- |