



## Curriculum and Instruction

### 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:** \_\_\_\_\_ (Assigned by Curriculum Department)

<b>9-12 Course of Study Adoption Process</b>	
<b>PROCEDURES:</b>	
1	Write/revise course of study
2	Review with Principal and acquire signature
3	<b>Email course of study to all appropriate department staff at all high schools with link to Curriculum Council survey.</b>
4	<b>Attach copy of survey and comments along with sign in sheet from required meeting.</b>
5	Meet with appropriate teachers to discuss responses, review course of study and sign. Attendance sheet of meeting is required
6	<b>Technology Review: Submit via Web Help Ticket for Technology Review. Confirmation of approved Technology Agreement must be attached.</b>
7	Course of study MUST be complete, including required signatures, and submitted to Curriculum Dept. 2 weeks prior to the scheduled Curriculum Council meeting.
8	Assistant Superintendent, Curriculum & Instruction - Review/Sign
9	Assistant Superintendent, Secondary Education - Review/Sign
10	Present course of study to Curriculum Council
11	Curriculum Council Recommends
12	Board of Education Approves

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

**I. Course Title:** Cultural Studies

**II. Department/Subject Area:**

- |                                                                           |                                                     |
|---------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> ALG – Algebra                                    | <input type="checkbox"/> USH - US History           |
| <input type="checkbox"/> DRV - Driver Education                           | <input type="checkbox"/> WH - World History         |
| <input type="checkbox"/> ECO – Economics                                  | <input checked="" type="checkbox"/> ELC – Electives |
| <input type="checkbox"/> ENG – English Language Arts                      |                                                     |
| <input type="checkbox"/> F/G Family Living/World Geography                |                                                     |
| <input type="checkbox"/> FAL - Fine Arts/Performing Arts/Foreign Language |                                                     |
| <input type="checkbox"/> GOV - Government                                 |                                                     |
| <input type="checkbox"/> HLT - Health Safety                              |                                                     |
| <input type="checkbox"/> LIF - Life Science                               |                                                     |
| <input type="checkbox"/> Math - Mathematics                               |                                                     |
| <input type="checkbox"/> PE - Physical Education                          |                                                     |
| <input type="checkbox"/> PHY - Physical Science                           |                                                     |

III. Length of Course: 1 Year Credit Value: 10

- Meets high school graduation requirement credits
- Elective course credit
- No credit

IV. Grade:

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

V. Course Level:  General  CP  Pre-AP  AP

VI. Will this course require technology?  Yes  No  
Please describe Technology needs:

VII. Is this an Internet-based course?  Yes  No

If so, who is the course provider?

VIII. 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  
EIK Grove Unified

IX. Recommended pathway:  
*(Please complete each section as required by the UC system)*

X. **COURSE DESCRIPTION:** *Use this section to emphasize the core knowledge and skills students are expected to learn in the course, including concepts, theory and texts. There should be clear evidence of the course's level of rigor and the development of essential critical thinking skills. The Course Description is comprised of three sections:*

1. **COURSE OVERVIEW:** *The Course Overview provides a snapshot of the course content for all users browsing courses in the Course Search section. You will be asked to provide a brief summary/snapshot (3-5 sentences) of the course's content.*

2. **HIGHLY RECOMMENDED PREREQUISITES & CO-REQUISITES:**

- A. *Prerequisites provide insight to the foundational coursework and skills expected of students before taking the proposed "a-g" course.*
- B. *Co-requisites provide context to the coursework students will be simultaneously completing with the proposed "a-g" course.*

3. **COURSE CONTENT:** *The Course Content section will request information in a unit-by-unit style. For each unit of the course, you will be asked to 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.*

XI. **Texts and Supplemental Instructional materials:**  
(Primary, Supplemental, newspapers, magazines, and software.)  
Please supply ISBN #'s for all texts.

Title: Racial and Ethnic Groups

Author: Richard T. Schaefer

Publisher: Pearson

Date of Publication: 2015 ISBN #: 978-0-13-377099-5

Board Approval Date: 4/2/2019  
(Text book already approved by LUSD)

SIGNATURES for REVIEW		
Outline prepared by	Greg Wright	Site: Lodi High School
Principal	AA	Site: Lodi High School
<b>Technology: Attach approved Ticket</b>		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<b>** Please state reason for no signature in the space below.</b>
Bear Creek High School	Brandi Hinrich	
Lodi High School	Bob Calderone	
McNair High School		
Tokay High School		
Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Assistant Superintendent Curriculum & Instruction	Pat Sal	
Assistant Superintendent, Secondary Education		

DATE	
	Date sent and/or presented to principals for review
1/4/2021	Course Outline Submitted
2/4/2021	Curriculum Council Recommendation for Approval
	Board of Education Approval

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

## **One Year Course**

### **Course Description**

Cultural Studies will encourage cultural understanding of how different groups have struggled and worked together highlighting core cultural/ethnic studies concepts such as equality, justice, ethnicity and race. This course focuses on the experience of different immigrant groups throughout U.S. history. An introduction unit on immigrant groups in the U.S. and focus units on African Americans, Latin Americans, Native Americans, and Asian Americans. The first unit will include the immigrant history of our local communities of Lodi and Stockton. The course is grounded in the experiences and situations of different ethnic groups throughout U.S. history and their contributions to our tapestry of a multi-ethnic nation.

A purpose of the course is to educate students to be socially, economically, and politically conscious about their personal connections to local and national history. This course focuses on themes of social responsibility, social justice, and social change. The course spans from past to present, allowing students to identify similar social patterns and universal qualities present in other communities of people, including their own. This course will include an Identity section where students will consider concepts related to their own personal ethnic group and national identity. It will also focus on the experiences of African Americans, Latin Americans, Native Americans, and Asian Americans.

### **Course Syllabus**

#### **Early U.S. Ethnic History and Identity Unit**

Students will explore the meaning of the words ethnicity and race as it pertains to individuals in their communities as well as other communities. How do we define our various identities; national, state, local and community? How do we perceive ourselves and how do others perceive us? What is the process of identity formation: How has the development of images and stereotypes reduced or magnified an individual? What does it mean to be an American? How has the perception of hyphenated (Irish-American, Italian-American, etc.) Americans changed over time, both within and between ethnic groups? Throughout our history a Jewish Diaspora from Southwest Asia (Middle East) and Europe have migrated to the U.S. Students will explore their journey to the U.S. and their contributions to our nation. What is our local history of settlement and contributions by different ethnic groups in Lodi and Stockton and the surrounding area? This unit not only looks at our ethnic and migration storied past, but also our history and understanding of the woman's movement and the LGBTQ community. Students will be able to understand gender stereotypes and will be able to clarify their own values and feelings by participating in class discussions and writing exercises. The overall objective of the Identity portion of the unit is for students to explore themselves and how they fit into our society.

#### **African American Unit**

Students will study and explore the experience of African Americans both historically and in terms of contemporary issues, with an emphasis on the post WWII Civil Rights Movement. What

role did African-Americans play in the growth and development of the U.S.? What role did self-determination play in the trajectory of the African American community? How did political power develop within the African American community and how has this power evolved to work effectively with changing power structures in the U.S.? Was the Civil Rights Movement the work of one man or many men and women? What role did youth play in the Civil Rights Movement? How did the Freedom Riders influence the Civil Rights Movement? What challenges continue to face African Americans? What opportunities do students have to enact positive change for African Americans?

### **Native Americans (Indigenous Peoples, American Indians, First Nations) Unit**

Students will study and explore the experience of Native Americans both historically and in terms of contemporary issues. How has cultural conflict affected Native Americans? How have the experiences of different tribes within the U.S. varied, and what impact have these differences had on the economic/political status of the tribes? Who were and are the local tribes in our communities? What role has assimilation played in the experience of Native Americans? How did political power develop within the Native American community and how has this power evolved to work effectively with changing power structures in the U.S.? What role have gambling licenses played in the economic reality for both tribes with and without these licenses? What challenges continue to face Native Americans? What opportunities do students have to enact positive change for Native Americans?

### **Latino American (Latina, Latinx) Unit**

Students will study and explore the experience of Latino Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the U.S. within the Latino community. What are the cultural and political similarities and differences between South American, Central Americans, and Mexican Americans? What are the geographic and cultural differences within the Mexican American community? How did political power develop within the Latino American community and how has this power evolved to work effectively with changing power structures in the U.S.? To what extent has immigration impacted the political, social, and economic realities of Latino Americans? How has the experience of Latino Americans in California differed from that of Latino Americans in other parts of the U.S.? What challenges continue to face Latino Americans? What opportunities do students have to enact positive change for Latino Americans?

### **Asian American Unit**

Students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Students will explore statistics and the diverse ethnic groups living in the U.S. within the Asian community. What are the cultural and political similarities and differences between East Asians, Southeast Asians, South Asians and Southwest Asians? What role did Asian Americans play in the growth of the U.S. from railroad construction to software development? How did political power develop within the Asian American community and how has this power evolved to work effectively with changing power structures in the U.S.? How has immigration impacted the political, social, and economic realities of Asian Americans? Which Asian groups settled in our local communities and why? What accounts for the cultural

perception that Asian American are the “model community”? What challenges continue to face Asian Americans? What opportunities do students have to enact positive change for Asian Americans?

## **Representative Performance Outcomes and Skills**

### **In this course, students will know and be able to:**

1. Explore the trends of immigration in the U.S. beginning with northern and western Europe, southern and eastern Europe, Latin America, Asia, and Africa.
2. Analyze population growth and why immigration occurred from these geographic areas. When their agriculture and health standards developed, population grew considerably causing migration.
3. What is the history immigrant experience of Lodi and Stockton. Which Native American tribes were here and which immigrant groups settled in our communities.
4. Examine the process of identity formation as individuals, communities, states and as a nation.
5. Examine the phenomena of a Diaspora or dispersion of Jewish people from Israel and their journey to the U.S. and their contributions to our society.
6. Explore the meaning of ethnicity and race as it pertains to individuals and communities.
7. Examine the idea of American citizenship and how hyphenated Americans get/are defined and/or redefined.
8. Consider how a nation confronts, emerges from, and adapts and atones for its past. The U.S. looks at its history and learns from its past better than any nation.
9. Evaluates how images, often stereotypes, can be used to marginalize an individual and/or groups.
10. Analyze human nature and consider what motivates individuals to take action such as migrating.
11. Explore the histories, struggles, and triumphs of minority groups beginning with the Irish and African Americans and progress to the LGBTQ communities in the U.S.
12. Examine and evaluate gender stereotypes.
13. Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, within a regional and global context.
14. Understand the impact and legacy of colonialism and imperialism on African Americans and the need for slavery to drive this economy.
15. Analyze the concept of supremacy of a majority group (including institutional racism, racial hierarchy, and oppression).
16. Examine the effects of Reconstruction on the issues of class and race in the American South and beyond.
17. Analyze and describe the success and failures of the various approaches employed by different leaders of the Civil Rights and other progressive protest movements.
18. Understand the role of ongoing resistance and self-determination in the trajectory of minority communities.
19. Examine the connections between current and historical events from Selma to current movements.

20. Analyze migration patterns of pre-colonial, indigenous, maize-based groups and the impact of migration on the transference and preservation of language.
21. Analyze the implications of the concept of Manifest Destiny (e.g. Mexican American War, Westward Expansion).
22. Evaluate the Treaty of Guadalupe Hidalgo on peoples' living in the ceded territories (e.g. social bandits, land grants, squatting, political rights, racism).
23. Describe the role of violence, oppression and persecution in the West (e.g. lynching, Texas Rangers, Bear Flag Revolt).
24. Examine the role of *Brown v. Board of Education* to *Mendez v. Westminster School District* played in the desegregation of American schools.
25. Examine the tensions during WWII by analyzing the causes of the Zoot Suit Riots and the role of the media in shaping the public opinions toward Latino Americans (Latino, Latina, Latinx).
26. Analyze Latino American participation in WWII and its impact on the development of the Mexican American Chicano movement.
27. Analyze Latino immigration patterns between 1910 and 1950; evaluate U.S. immigration policies in the same era, including the impact of the Bracero program.
28. Analyze and describe the effectiveness of the Civil Rights movement for Latinos.
29. Analyze the development of political power within the Latino American community and its relationship to changing power structures in the U.S.
30. Evaluate the impact of immigration policies on Latino Americans.
31. Examine the role of geography on the development of various Native American (Indigenous People, American Indian) cultures.
32. Analyze the worldviews, values, spiritual traditions, cultures, and contributions of various Native Americans.
33. Evaluate scholarly sources to consider the impact of U.S. policy on the Native American population and whether or not these policies had the intent of genocide on American Indian peoples, as defined by the 1948 United Nations Convention on Genocide.
34. Analyze U.S. policy on Native American Boarding Schools and their impact on Native American peoples' physical, mental, emotional, and spiritual well-being.
35. Evaluate the impact of the reservation system on Native Americans.
36. Evaluate the contributions of Native Americans during WWII.
37. Analyze U.S. policy on relocation and its impact on Native American peoples (1940-1970), with an emphasis on the move to urban centers.
38. Analyze and describe the effectiveness of the various approaches employed by different Native American leaders of the Civil Rights movement (Dennis Banks, Clyde Bellecourt, Russell Means, Susan LaFlesche, LaDonna Harris, etc.).
39. Analyze and evaluate the Native American Movement (e.g. goals, methods leaders, struggles, accomplishments).
40. Examine efforts to re-humanize through the restoration and revitalization of the physical, mental, emotional, and spiritual health of Native American communities (e.g. loss of language and culture, confronting drugs and alcohol, addressing rates of suicide, balanced ways of healing).



41. Examine the preservation and revitalization of tribal cultures, language, traditions, and the role of tribal values in community health and well-being.
42. Examine the experience of various Asian groups in the U.S. (from the Chinese and Japanese immigration of the 19<sup>th</sup> century, the Southeast Asian groups in the 1970s and 1980s, to the South Asian and Southwest Asian/Middle East groups more recently).
43. Examine the push and pull factors that led Asian immigrants to the U.S.
44. Analyze the impact of legislation designed to limit migration and the civil liberties of Asians (e.g. Chinese Exclusion Act, Japanese Internment, Korematsu v. U.S., Magnuson Act).
45. Analyze the varied impacts of the Cold War on Asians in the U.S. (e.g. McCarran-Walker Act, Immigration and Nationality Act of 1965).
46. Examine the impacts of the Civil Liberties Act of 1988.
47. Examine the efforts of Asian American to preserve Asian cultures.
48. Analyze the development of political power within the Asian American community and its relationship to changing power structures in the U.S.
49. Explore the history of immigrants from Southwest Asia/Middle East and how Muslims make up 1% of the U.S. population now.

**Students will grow in their ability to:**

1. Locate, interpret, and assess information found in primary and secondary sources.
2. Understand physical geography and resources and its effects on population growth and subsequent migration.
3. Describe how major historical events are related to each other in time by distinguishing between cause and effect sequence, and correlation.
4. Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view.
5. Ask historical questions and relate different points of view.
6. Use writing to combine ideas, concepts, and information to draw connections among them.
7. Arrange historical events in sequential order and determine their correlation to each other.
8. Identify an author's position on a historical event.
9. Identify and evaluate an author's purpose in producing a document or literary work.
10. Hypothesize what the author will say before reading a document.
11. Evaluate the trustworthiness of a source by considering genre, audience and purpose.
12. Understand how context and background information influence the content of a document.
13. Recognize that documents are products of particular points in time.
14. Establish what is probable by comparing documents to each other.
15. Recognize disparities between accounts.
16. Identify an author's claims about an event.
17. Evaluate the evidence and reasoning the author uses to support claims.
18. Evaluate an author's word choice, and understand the emotion of the language being used.

**Textbook**

Racial and Ethnic Groups

Author: Richard T. Schaefer

Publisher: Pearson

ISBN # 978-0-13-377

Already Approved By Lodi Unified School District