

Santa Rosa City Schools Course Proposal: American Pop Culture

Proposal Submitted By Ashley Bell

Overview: ETHS American Pop Culture

Graduation Requirements: Specify which requirement is met. (High School only)

This course satisfies 10 elective credits and is a year-long course.

UC A-G Requirements: Specify which requirement is met. (High School only)

This course will be submitted for approval as a "G" course by the UC/CSU systems.

Explain the rationale for course addition or modification. How does this fit in with district/site goals? If this course is replacing a current course, which course is it replacing and why? Will this course require new sections? Be explicit.

To best support the diverse academic needs, interests, and scheduling pathways of SRCS students, this course provides an additional opportunity to meet the one-year Ethnic Studies graduation requirement through an engaging and culturally relevant elective.

This course is designed to offer an elective that integrates Ethnic Studies frameworks with the study of American popular culture. The class invites students to critically examine identity, representation, and social change through media, music, sports, and technology, providing a meaningful and accessible way to engage with Ethnic Studies concepts in the context of modern American life.

Explain the measurable learning outcomes

Students will:

- Explain how popular culture and major historical events of the 20th century shaped one another.
- Assess the political dimensions of pop culture and the mutually influential relationship between politics and media.
- Examine how race, ethnicity, gender, class, and power influence participation, representation, and visibility in popular culture.
- Explore contemporary issues confronting different cultural identities and how those issues are presented in mainstream media.
- Reflect on personal and community identity in relation to American popular culture.
- Think independently and critically about cultural transformations in American society.
- Participate in collaborative discussions that examine complex cultural and historical issues.
- Read and analyze texts across multiple genres and viewpoints to inform evidence-based arguments.
- Analyze cultural artifacts (music, film, television, sports, fashion, advertising, etc.) as historical evidence of social values, power dynamics, and struggles.

- Describe the 19th-century roots of 20th-century popular culture and the critical moments when American musical traditions diverged from European and African origins.
- Trace the evolution of American musical forms from earlier European and African roots and construct cogent, evidence-based arguments about those developments.
- Measure and evaluate the cultural influence of musical acts using economic, demographic, and sociological evidence.
- Recognize and analyze American pop culture's influence on music and media around the world.
- Make connections between historical events and contemporary cultural texts, supporting claims with specific evidence.
- Develop media literacy and critical thinking skills for interpreting cultural production and consumption.
- Produce clear, research-based analyses (written or multimedia) that synthesize historical context, cultural form, and Ethnic Studies perspectives.

Course Description (To be used in the course catalog)

Popular culture—or pop culture—is the term used to describe cultural behaviors and patterns that are favorites of many people. When you decide what you will watch on your phone or computer, what sports teams you will support, what clothes you will wear, how you will talk to your friends, the Tiktoks you send your friends, what you are bingeing, you are participating in--and shaping--pop culture. This course will explore American popular culture against a backdrop of 20th-century United States history.

This course explores how American popular culture both shaped and reflected the identities, values, and struggles of people living in the United States primarily during the 20th century through the 2010s. Students will analyze major cultural movements through music, film, art, fashion, sports, and media—examining how popular culture expressed and influenced ideas about race, ethnicity, class, gender, and national identity, and how all those things impacted pop culture itself.

From the Jazz Age and Hollywood's Golden Era to the Civil Rights movement, the counterculture movement of the 1960s, the hip-hop revolution to iPad kids - students will investigate how pop culture became a stage for both unity and resistance. Through critical discussions, creative projects, and media analysis, students will consider how the stories told in popular culture reveal who has power to define “American identity”—and how that definition has been challenged over time.

This year-long Ethnic Studies course examines how popular culture reflects and shapes American identity from the mid-20th century to today. Students analyze mass media, music, film, fashion, and digital culture through historical and social lenses, including a focus on how race, gender, class, and power influence cultural production and representation. Using critical frameworks from Ethnic Studies, students explore how marginalized communities have used art and media to challenge stereotypes, resist oppression, and redefine American identity.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Course Outline:

1. Unit 0: Skills + Methods in Ethnic Studies

This unit introduces the core foundations of Ethnic Studies content and pedagogy that will guide our work throughout the course. Students will examine how Dominant and Counter Narratives shape whose stories are centered or marginalized; apply the Four I's of Oppression to understand how inequity operates across different levels of society; and explore Cultural Wealth as a framework for recognizing and valuing the knowledge, skills, and strengths that historically marginalized communities bring. Together, these frameworks will provide a lens and vocabulary that students will use to analyze course materials, engage in critical dialogue, and reflect on their own experiences as the year progresses.

Essential Questions (addressed throughout the course):

Overarching:

- How do dominant and counter-narratives, systems of oppression, and cultural wealth help us reinterpret major themes in American history and the development of pop culture?
- When we apply these frameworks to pop culture and by extension American history, what patterns of power, resistance, and resilience become visible that traditional textbooks or mainstream media often overlook?
- How can using these lenses transform our understanding of our own identities and our place in ongoing histories and current society?

Framework: Dominant and Counter Narratives:

- Whose stories have traditionally been centered in American History and Pop Culture, and whose have been marginalized or erased?
- How do counter-narratives challenge our understanding of American society?

Framework: Four I's of Oppression:

- In what ways have institutions (governments, churches, schools, laws, economies, etc.) helped create, maintain, or challenge systems of oppression across time?
- How have internalized beliefs—about superiority, inferiority, or “normalcy”—influenced people's choices?

Framework: Cultural Wealth:

- How have communities throughout the U.S. used their cultural wealth (knowledge, traditions, languages, resistance strategies, networks) to survive, adapt, and resist oppression?
- In what ways have cultural wealth from marginalized groups shaped national developments and change in pop culture?

2. Unit 1: What Is Pop Culture? (2 weeks)

Unit Overview:

This unit introduces students to the concept of “pop culture,” examining how mass media, consumerism, and shared cultural products shape American identity. Students explore the commodification of the American Dream and consider how media both reflects and constructs social norms. Ethnic Studies connections include examining stereotypes, cultural erasure, and the contributions of marginalized artists to the foundations of American music and performance.

Points of Emphasis:

- Ethnic Studies Focus: Stereotypes and erasure in early Hollywood and advertising; cultural appropriation of Indigenous, Black, and immigrant traditions; contributions of marginalized artists to American music and performance
- Defining “pop culture” and its significance
- Mass media, consumerism, and the rise of shared American culture
- The American Dream and the commodification of identity

Essential Questions:

- What is “pop culture,” and how does it reflect or shape social values?

- How does U.S. pop culture reflect, reinforce, or challenge dominant social values—and whose values are centered or marginalized in the process?
- In what ways do media, representation, and consumer culture shape our understandings of identity, belonging, and power in the United States?
- How have communities of color and other marginalized groups created, transformed, or resisted pop culture, and what systemic barriers have shaped their participation?

Suggested Assignments:

- Pop Culture Artifact Case Study: One modern pop culture object—sneaker, meme, song, movie clip, TikTok trend, brand logo, celebrity image to analyze:
 - What identity or worldview does it sell?
 - Who created it vs. who profits?
 - Who is visible or invisible?
 - Cultural lineage (where did this trend actually come from)?
- Pop Culture Timeline: 1900–2020
- “My Algorithmic Bubble” Experiment
- Pop Culture Ethics Debate

3. Unit 2: The 1950s — The Age of Conformity and the Birth of Youth Culture (4 weeks)

Unit Overview:

Students explore the postwar era, marked by suburbanization, consumerism, and the rise of youth culture. The unit examines television’s role in shaping family life, the optimism of the Space Race, and the emergence of Rock ‘n’ Roll.

Points of Emphasis:

- Ethnic Studies Focus: Segregation and representation on TV; Black musicians’ influence on mainstream music; invisibility of Latinx and Asian Americans; roots of Civil Rights imagery in pop culture
- Mainstream America: suburbs, gender roles, and consumerism
- The “Age of Conformity” vs. youth rebellion
- Birth of television and its social impact
- Space Race and Cold War optimism
- Youth culture and Rock ‘n’ Roll (Elvis Presley, Little Richard, Chuck Berry, Buddy Holly)

Essential Questions:

- How did mainstream media in the 1950s construct a specific image of “American life,” and whose identities, cultures, and experiences were included or excluded in that narrative?
- In what ways did young people—especially youth from marginalized communities—challenge expectations of conformity, gender norms, and racial hierarchies during the 1950s?
- How did race, ethnicity, and segregation shape whose music, creativity, and cultural expressions were celebrated, appropriated, or erased in 1950s media and pop culture?
- How did systemic racism and segregation influence access to opportunities in the 1950s entertainment industry?

Suggested Assignments:

- Unit regulars may include: “This decade in 10 objects” Intro Activity, Playlist day (“What do these lyrics say about America?”), TV commercial/print ad decoding, Fashion + aesthetics gallery walk, “Pop culture power map” — who controlled the media? Who resisted? Time Capsule Book
- 1950’s “mix tape” - choose a playlist of 10 songs that represent the changing ideologies and interest of Americans and create an album cover that helps tell the story
- Compare and contrast the music of Chuck Berry and Elvis Presley

- Map the development of suburbs in postwar America, especially in “Levittowns” and other planned suburbs, and research “Redlining” and draw on the map to address segregation.
- Compare the portrayal of teenagers in films such as “Rebel Without a Cause” to that of the traditional family roles on television.
- “Whose America?” Advertisement Deconstruction
- Early Rock & Roll Cultural Lineage Map
- TV Sitcom Analysis (Leave It to Beaver vs. Amos ‘n’ Andy)
- Teen Idols vs. Real Teens Project

4. Unit 3: The 1960s — Counterculture, Protest, and Power (5 weeks)

Unit Overview:

This unit examines student activism, the counterculture, and the political and social upheavals of the 1960s. Music, protest, and cultural movements illustrate the period’s optimism and turbulence.

Points of Emphasis:

- Ethnic Studies Focus: Civil Rights, Chicano, Asian American, and Native movements; Black Power and Black Arts; representation in protest media; music as political resistance
- Youth culture and New Left activism (Free Speech Movement, People’s Park)
- Civil Rights connections to student protest and music
- Haight-Ashbury counterculture, communes, and Summer of Love
- Media panic: Charles Manson
- Music: British Invasion (Beatles, Rolling Stones, The Who), American movements (Grateful Dead, CSNY, Hendrix, Janis Joplin, Dylan, Baez, Guthrie)
- Woodstock vs. Altamont
- 1968 traumas: Tet Offensive, RFK and MLK assassinations, Chicago protests
- Moon Landing and optimism
- Sports heroes: Green Bay Packers, Celtics, Muhammad Ali

Essential Questions:

- How did music, film, and other forms of media in the 1960s both reflect and influence movements for social and political change—particularly around race, gender, class, and war?
- How did youth culture and youth-led activism challenge dominant narratives about citizenship, democracy, and justice in 1960s America?
- How did marginalized communities use cultural expression—music, art, fashion, language, and performance—as tools of resistance, identity formation, and community empowerment?

Suggested Assignments:

- Unit regulars may include: “This decade in 10 objects” Intro Activity, Playlist day (“What do these lyrics say about America?”), TV commercial/print ad decoding, Fashion + aesthetics gallery walk, “Pop culture power map” — who controlled the media? Who resisted? Time Capsule Book
- Research and debate Title IX and its role in college athletics.
- Research the fashion of the 1960s and 1970s and present how it was a symbolism of the counterculture.
- Muhammad Ali - impact on sports, culture, politics, etc
- Film Clip Case Study: Guess Who’s Coming to Dinner / West Side Story
- “What Did the Media Miss?” News Reframe Task
- Psychedelic Art & Cultural Appropriation Debate

5. Unit 4: The 1970s — Disillusionment, Identity, and the Search for Meaning (5 weeks)

Unit Overview:

Students examine political distrust, social disillusionment, and cultural experimentation. This unit addresses Watergate, Vietnam, and women's rights, as well as music, film, and sports as reflections of American identity.

Points of Emphasis:

- Ethnic Studies Focus: Second-wave feminism and intersectionality; Black cinema and Blaxploitation; Chicano theater and mural movements; Native sovereignty activism (AIM); Asian American representation post-Vietnam
- Watergate, Vietnam, public distrust
- Rise of the New Right and Moral Majority
- Women's Rights: Roe v. Wade, workplace inequality, ERA debate
- Culture of despair and disillusionment
- Movies: *Star Wars*, *Jaws*, *The Godfather*, *Rocky*, *Apocalypse Now*, *Taxi Driver*
- Cults and tragedy: Jonestown
- Sports: Munich Olympics, Mark Spitz, Hank Aaron, "Rumble in the Jungle," Steelers and Yankees dynasties
- Music: Disco (*Saturday Night Fever*, Bee Gees), funk, soul

Essential Questions:

- How did popular culture in different eras respond to political and social disillusionment, and how did those responses reveal tensions around power, inequality, and belonging in the United States?
- How did women and Black, Indigenous, Asian American, Latinx, and other marginalized communities assert cultural visibility, challenge stereotypes, and reshape mainstream culture despite systemic barriers?
- How does cultural production—music, art, fashion, language, film—both reflect and shape individual and collective identities, especially within marginalized communities?

Suggested Assignments:

- Unit regulars may include: "This decade in 10 objects" Intro Activity, Playlist day ("What do these lyrics say about America?"), TV commercial/print ad decoding, Fashion + aesthetics gallery walk, "Pop culture power map" — who controlled the media? Who resisted? Time Capsule Book
- Tiger Beat Cover
- Bruce Lee and Asian American Masculinity Study
- Disco & Identity Case Study: "Who Owned the Dance Floor?" - Students examine Studio 54, Paradise Garage, and queer/Black/Latinx origins of disco.
- Cults & Vulnerability Podcast Episode: Students create a short "podcast" explaining why so many Americans (middle-class, white, educated) joined groups like Jonestown.
- Early Hip-Hop Oral History Map: Students map origins of DJ Kool Herc & South Bronx, then identify environmental causes (deindustrialization, redlining, fires, poverty).
- "Rocky" and the Myth of the Underdog Analysis: Students explore how Rocky constructed the "white working-class underdog" narrative in a decade of racial tension.

6. Unit 5: The 1980s — The Age of Reagan and the Rise of Media Culture (5 weeks)**Unit Overview:**

The 1980s saw a surge of consumerism, the rise of cable TV, and the cultural impact of music videos and celebrity culture.

Points of Emphasis:

- Ethnic Studies Focus: Hip-hop's emergence as a voice for marginalized youth; media portrayals of Black and Latinx communities during the War on Drugs; AIDS crisis and

LGBTQ+ representation; Latinx and Indigenous political invisibility; identity commercialization

- “Yuppies,” consumerism, Reaganomics
- Politics: New Right, Moral Majority, Sunbelt conservatism
- Cable TV, MTV, ESPN, talk shows
- Music: Michael Jackson, Madonna, Prince, Whitney Houston, Duran Duran, Live Aid
- Technology: Nintendo, Walkman, CDs
- Sports: Magic vs. Bird, 1984 Olympics, Mike Tyson, 49ers
- Fashion: Shoulder pads, perms, neon, denim, “Material Girl” era

Essential Questions:

- How did expanding technology and media in the 1980s shape ideas about American identity, power, and belonging—and whose identities were amplified or erased in the process?
- How did marginalized communities use music, art, fashion, and cultural spaces in the 1980s to assert voice, challenge stereotypes, and influence mainstream culture?
- How do media, politics, and cultural representation interact to reinforce or challenge systems of power, and how did these dynamics play out during the 1980s?
- How did the rise of MTV, hip-hop, punk, and other cultural movements reshape conversations about race, gender, class, and youth identity?
- How did political rhetoric in the 1980s influence media portrayals of different communities, and how did those communities respond?
- How did technology create new spaces for both cultural innovation and cultural exclusion?

Suggested Assignments:

- Unit regulars may include: “This decade in 10 objects” Intro Activity, Playlist day (“What do these lyrics say about America?”), TV commercial/print ad decoding, Fashion + aesthetics gallery walk, “Pop culture power map” — who controlled the media? Who resisted? Time Capsule Book
- The Bob Ross Experience
- MTV Representation Audit
- 1980s Stand-Up & Identity (Pryor, Cho, Seinfeld)
- “Behind the Music” Identity Storytelling

7. Unit 6: The 1990s — Identity, Rebellion, and the Internet Age (5 weeks)

Unit Overview:

Students examine post-Cold War optimism and cynicism through music, TV, sports, fashion, and film.

Points of Emphasis:

- Ethnic Studies Focus: Hip-hop and spoken word as activism; representation of LGBTQ+, Asian, and Latinx Americans; AIDS epidemic and cultural response; politics of multiculturalism and identity marketing; women in media post-Anita Hill
- Post-Cold War optimism and “Era of Good Feelings?”
- Music: Grunge (Nirvana, Pearl Jam), Alt Rock (RHCP, Sublime), Hip-Hop (Dr. Dre, Snoop Dogg, Tupac, Biggie), East vs. West rivalry
- Pop explosion: Britney Spears, Backstreet Boys, NSYNC, Spice Girls
- Movies: *Pulp Fiction*, *Clueless*, *Toy Story*, *Titanic*, *Blair Witch Project*
- TV: *Friends*, *Seinfeld*, *The Simpsons*, *Fresh Prince*, *90210*
- Sports: Michael Jordan, Dream Team, McGwire vs. Sosa, Harding vs. Kerrigan, Tiger Woods, 1994 Women’s World Cup
- Fashion: Grunge flannel, supermodels, skater subculture, “The Rachel” haircut

Essential Questions:

- How did 1990s popular culture reflect generational identity, social issues, and shifting understandings of race, gender, class, and belonging in the United States?
- How did music, film, television, and other cultural forms in the 1990s become

platforms for activism, resistance, and social commentary—especially for marginalized communities?

- How did marginalized groups navigate, reshape, and challenge mainstream culture in the 1990s, and what barriers or opportunities shaped their participation?
- How did cultural trends such as hip-hop, grunge, and indie film create spaces for alternative narratives and community expression?
- How did globalization, new technologies, and shifting demographics influence whose stories and voices were visible in 1990s pop culture?

Suggested Assignments:

- Unit regulars may include: “This decade in 10 objects” Intro Activity, Playlist day (“What do these lyrics say about America?”), TV commercial/print ad decoding, Fashion + aesthetics gallery walk, “Pop culture power map” — who controlled the media? Who resisted? Time Capsule Book
- Teen Magazine & Beauty Norms Inquiry
- Rap & Social Commentary Lyric Study
- Grunge Identity Autopsy: Students analyze lyrics + interviews from Nirvana, Pearl Jam, or Soundgarden and answer: “What was grunge rebelling against?”
- Sitcom Diversity Audit: “Who Gets to Be Funny?”: Compare *Fresh Prince*, *Friends*, *Seinfeld*, *Living Single*, *ER*. Students track racial & gender representation across casts and storylines.
- Nike / MJ / Gatorade — The Making of a Global Icon: Students examine how Michael Jordan became the first global sports brand.

8. Unit 7: The 2000s — Globalization, Technology, and the New Millennium (5 weeks)

Unit Overview:

This unit explores globalization, new technologies, and the rise of social media and reality TV.

Points of Emphasis:

- Ethnic Studies Focus: 9/11 and Islamophobia in media; Latinx immigration and border narratives; Black and Asian artists in global media; digital activism and identity expression
- Globalization and changing notions of “American identity”
- Technology: YouTube, camera phones, texting, Apple devices
- Social media: MySpace, Facebook, Twitter, Instagram
- Reality TV: *The Bachelor*, *American Idol*, *Laguna Beach*, *The Daily Show*, *TLC*, *Bravo*
- Movies and fantasy: *Harry Potter*, *Lord of the Rings*, *The Dark Knight*
- Sports: USC Football, Patriots, Lakers

Essential Questions:

- How has technology transformed American culture, identity, and power—and whose voices, experiences, or narratives are amplified or marginalized in digital spaces?
- In what ways do contemporary media and pop culture reflect global influences, interconnected struggles, and movements for social change?
- How do marginalized communities navigate, challenge, and reshape globalized cultural spaces—online and offline—to assert identity, resist oppression, and build community?
- How does the global circulation of culture raise questions about appropriation, authenticity, and ownership?
- How do digital platforms create both barriers and opportunities for marginalized creators to influence public discourse?

Suggested Assignments:

- Unit regulars may include: “This decade in 10 objects” Intro Activity, Playlist day (“What do these lyrics say about America?”), TV commercial/print ad decoding, Fashion + aesthetics gallery walk, “Pop culture power map” — who controlled the media? Who resisted? Time Capsule Book
- Reality TV & Identity (*American Idol*, *Jersey Shore*, *Real World*)

- Reality TV Archetype Tracker: Students break down roles like “villain,” “nice girl,” “messy one,” “charismatic lead” across shows like Survivor, Idol, Real World.
- Students analyze how race/class/gender are framed in early reality formats.
- Pop-Punk 2000s Playlist
- “Bush-Era Comedy”: The Rise of Political Satire: Students watch clips from Daily Show, Chappelle’s Show, Colbert Report and analyze how comedy shaped political identity.

9. Unit 8: 2010s–Today — Social Media, Visibility, and Social Justice (5 weeks)

Unit Overview:

Students analyze the role of streaming, social media, celebrity influence, and fast fashion in shaping contemporary culture.

Points of Emphasis:

- Ethnic Studies Focus: Intersectionality and digital activism; representation in film (*Black Panther*, *Crazy Rich Asians*, *Reservation Dogs*); gender and identity politics; global influence of American pop culture
- Streaming and binge culture (Netflix, YouTube, TikTok)
- The influencer economy and cancel culture
- Social movements: Black Lives Matter, Me Too, Stop Asian Hate, Indigenous resurgence
- Global celebrity activism: Beyoncé, Taylor Swift, Bad Bunny
- Fast fashion and ethical consumption (Temu, Shein)
- 24/7 media and the politics of information

Essential Questions:

- How does social media shape identity, activism, and cultural consumption—and how do power, algorithms, and representation influence whose voices are amplified or marginalized online?
- How do contemporary pop culture and activism intersect for marginalized communities, and how do those communities use digital platforms to resist oppression, build solidarity, and tell their own stories?
- How do digital spaces create new possibilities—and new risks—for marginalized people expressing identity, culture, and political demands?
- How does globalized pop culture reflect shared struggles around race, gender, class, colonialism, and migration?
- How do creators challenge dominant narratives and reshape what counts as “mainstream” in a platform-based cultural economy?

Suggested Assignments:

- Unit regulars may include: “This decade in 10 objects” Intro Activity, Playlist day (“What do these lyrics say about America?”), TV commercial/print ad decoding, Fashion + aesthetics gallery walk, “Pop culture power map” — who controlled the media? Who resisted? Time Capsule Book
- Viral Activism Case Study (BLM, Standing Rock, Dreamers)
- Fandom Culture Ethnography: Students pick a fandom (K-pop, Marvel, Taylor Swift, anime, gaming, etc) and answer: What are the rituals? How do they police identity? Is it inclusive or exclusive?
- Representation Deep Dive: *Black Panther* / *Crazy Rich Asians* / *Reservation Dogs*: Students examine how each film/show shifted conversations on identity, casting, or representation.
- Fast Fashion Investigation: Students track where a Shein/Temu item comes from and analyze labor, environmental cost, cultural appropriation, global capitalism

10. Unit 9: Culminating Assignment - This Is Us: A People’s History of American Pop Culture

Project Overview - Time Capsule Book:

Final Product: A multi-chapter book (digital or physical) where each chapter represents one decade of American history and culture through an ethnic studies lens.

- **Intro:** “What Is Pop Culture & Why Does It Matter?”: Student-written reflection using course readings + discussion
- **Decade Chapters:** Each includes:
 - Historical Snapshot
 - Key Pop Culture Artifact (student choice + analysis)
 - Identity & Power Lens Reflection
 - “How This Decade Shows Unity / Division in America”
- **Conclusion Chapter:** Final synthesis — “What Does Pop Culture Reveal About America?” or “After studying 100 years of pop culture, what does it reveal about who America is and who America wants to be?”

Budget- budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	.0 FTE	.0 FTE
Instructional Material Supplies per student (textbooks, software, etc.)	\$0	\$0
Services (training, equipment maintenance, contracts, etc.)	\$0	\$0
Capital Outlay (remodeling, technology, etc.)	\$0	\$0
Total Projected Costs	.0 FTE	.0 FTE

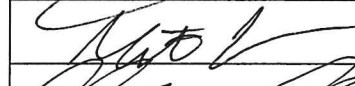
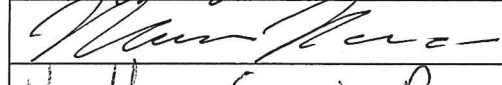
Instructional Materials- must include an estimate for new materials even if none have been selected. Place in the chart above.

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
N/A	N/A	N/A	N/A	N/A	N/A	N/A

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	\$0
Department Funds	\$0
Other (be specific)	\$0

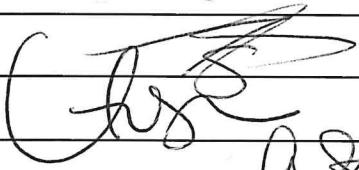
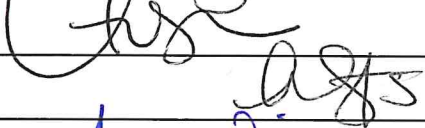
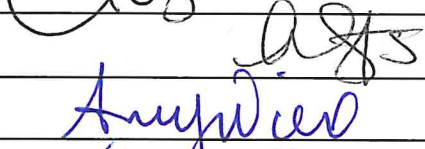
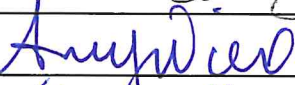
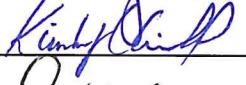
District Ethnic Studies Steering Committee Review and Approvals:

ETHS Steering Committee Signatures	Site	Approved / Not Approved
	EAHS	Approved
	SRHS	Approved
	SRHS	Approved
	PHS	Approved
Heather Garcia-Ross	Ed. Serv.	"

Signatures Page

Course name: ETHS American Pop Culture

District Principal Review and Approvals:

Principals' Signatures	Site	Approved / Not Approved
	EAHS	Approved
	PHS	Approved
	MHS	Approved
	MCHS	Approved
	SRHS	Approved
	RHS	Approved
	Educational Services	

Course Catalog Information (To be filled by the District Office):

Course Number	
Course Short Title:	
Course Title:	
Number of Credits:	
Grade Span:	
Graduation Requirement:	
Prerequisites:	
Course Department:	
State Course Code:	
A-G Subject:	
CTE Pathway:	
Other Information:	
Projected board meeting date	