

Woodland Joint Unified School District
Educational Services
SECONDARY COURSE PROPOSAL APPLICATION
Only typed forms will be accepted

SCHOOL: Woodland High School DEPARTMENT: Social Studies

SCHOOL(S) WHERE COURSE WILL BE OFFERED: DMS LMS PHS WHS CCHS

COURSE TITLE: Chicano Studies

Proposed abbreviation (max 15 characters) _____

- New Course
 Revision or reinstatement of existing course. Existing course # _____
 Change of **Title Only** (Do not complete course description.)
 List former title **and** course # _____

Replaces course(s) entitled (include course #): Chicano Studies SA510T

Dual Enrollment
 Length of course

- Year Fall Term Only
 Term Spring Term Only

Credits per course 10 Academic Course: Academic Non-Academic Honors

Grade range 9 to 12 (i.e., 10th to 11th) College Prep? Yes No

Pre-requisite: Yes No Pre-requisite course title **and** course #: _____

Can course be repeated? Yes No If yes, how many times? _____ For credit? Yes No

Individual submitting course description: Alberto Tamayo Position: Social Studies Instructor

Primary Subject Area Credit:
(Must check one)

Secondary Subject Area Credit:
(If any)

- | | | |
|---------------------------------------|-------------------------------------|-------------------------------------|
| English | <input type="checkbox"/> | <input type="checkbox"/> |
| Math | <input type="checkbox"/> | <input type="checkbox"/> |
| Life Science | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical Science | <input type="checkbox"/> | <input type="checkbox"/> |
| World History/Geography | <input type="checkbox"/> | <input type="checkbox"/> |
| US History | <input type="checkbox"/> | <input type="checkbox"/> |
| American Government | <input type="checkbox"/> | <input type="checkbox"/> |
| Economics | <input type="checkbox"/> | <input type="checkbox"/> |
| Health | <input type="checkbox"/> | <input type="checkbox"/> |
| Fine Arts/World Language/CTE Capstone | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical Education | <input type="checkbox"/> | <input type="checkbox"/> |
| Technology | <input type="checkbox"/> | <input type="checkbox"/> |
| Algebra I | <input type="checkbox"/> | <input type="checkbox"/> |
| Electives | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Meets UC/CSU Requirements for:

- A – History/Social Science
 B – English
 C – Mathematics
 D – Lab Science
 E – World Language
 F – Visual/Performing Arts
 G – Electives

State Course Code Number: 2710 Ethnic Studies

For Career and Technical Education courses:

- Pathway** _____
 Introductory
 Concentrator
 Capstone

CCAT Approval Date _____

For CARE Use Only:

Course Code _____

Board Approved _____

Entered into AERIES _____

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I. State the rationale for this course proposal based on academic content standards. Include data that supports the need for this course.

This course would replace the current semester long Chicano Studies course.

Chicano Studies is one of many valuable subject content that supports ethnic studies. This course has been designed as a survey course of the Chicano /Mexican people prior to the Spanish colonization of the Americas to the present century. This course will provide an overview of culture, religion, education, economics, immigration and civil rights. This course will examine the Spanish, Indian, Mexican contributions to the development of Western United States. Students will examine how the social ideas of race and class influence social behavior and self-identity of the people of Mexican descent and how it reflects with the demographics of our community. Given that the City of Woodland Mexican-American/Latino population is 47.4% this course will meet the community and educational needs that reflect the history and culture relevance and acceptance of the entire student body. This course will address multiple California State Social Standards for Social Studies and also meet the District Requirement for Ethnic Studies under Board Resolution # 35-15 "to provide a balanced and quality education that exposes students to cultures and crucial understandings of the students rich histories and culture contributions of their own communities".

According to a study conducted by the University of Arizona "An Empirical Analysis of the Effects of Mexican American Studies Participation on Student Achievement within Tucson Unified School District", it found that participation in MAS (Mexican American Studies) classes has a significant, positive impact on student academic success. The data showed that of the 12 regression models predicting AIMS (Arizona's Instrument to Measure Standards) passing, MAS participation was positively related to the dependent variable in every case and seven of these relationships were significant. A similar trend existed for graduation rates. MAS participation was positively related to graduating in all eight regression models, and this relationship was significant in six of them. These results suggest that there is a consistent, significant, positive relationship between MAS participation and student academic performance.

According to the article "Towards an Ethnic Studies Pedagogy: Implications for K-12 Schools" from the Urban Review- Issue and Ideas for Public Education , it states that "Ethnic Studies, a curriculum that does reflect the experiences of students of color, has a positive impact on student academic engagement, achievement, and empowerment, especially when linked with culturally responsive teaching grounded in high academic expectations (Sleeter 2011).

Access

referred to providing students opportunities to receive quality education and urged educational institutions to open their doors to more students of color.

Relevance

Ethnic Studies defined quality education as one that is relevant and directly connected to the marginalized experiences of students of color.

Community

To connect these experiences, Ethnic Studies' purpose was to serve as a bridge from formal educational spaces to community involvement, advocacy, organizing and activism. Ultimately, students in Ethnic Studies leveraged their education towards the betterment of their communities.

This ARC of Ethnic Studies provided students with a critical hope that shaped their engagement with their own education (Gonzales et al. 2009; Tintiangco-Cubales 2012

Given the above data and based on empirical data, this course extension can help support students become lifelong learners and to help students succeed socially, intellectually, socially, emotionally and culturally.

Moreover, Chicano Studies will help students to steer away from truancy, and the juvenile justice system by making their educational experience more personal and relevant" per Resolution #35-15.

II. Write a narrative description of the course for the Course Catalog (5-8 sentences).

This class is an introductory course, designed for students from grades 10th through 12th. As an elective course under the social sciences/history category, students will examine and appreciate the history and contributions of the Mexican American in the United States. The class will be enriched with works of literature, poetry, storytelling, art, song and cinema. In the process of reading and analyzing scholarly interpretations and firsthand accounts of the Natives perspective we will be asking several questions. They include (but are in no way limited to) the following: How have Native Americans contributed to our society? What historical events led to the Chicano Movement? Are the contributions of Mexicans acknowledged or ignored? What are the achievements of Latinos?

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First semester covering Mesoamerican civilizations, the Spanish conquest, Mexico's War for Independence, Mexico's infancy, the loss of Aztlan, Treaty of Guadalupe Hidalgo and the prelude to the Mexican Revolution.

Second semester will cover the Mexican Revolution, Cristero War, the Muralist Movement, World War II, the Bracero Program, Zoot-Suit Riots, the Chicano Movement and Contemporary issues of Mexican-Americans and Latinos today.

III. Academic content standard(s): indicate grade level academic content along with key assignments.

Content Standards	Key Assignments
<p>1. First Semester or (Chicano Studies A) Unit 1: Foundations of Chicano Studies</p> <p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society. <u>CCSS.ELA-Literacy.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <u>CCSS.ELA-Literacy.RH.9-10.3</u> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<ol style="list-style-type: none"> 1. Journal entry: What is Chicano Studies? 2. View film clip: <i>Walkout</i>. Analyze current and previous history classes. 3. Class/group discussion: <ol style="list-style-type: none"> a. What does Chicano mean to you? b. The term Chicano and its origin c. Why are Chicanos not in our history books? d. Significant contributions by Mexican American 4. Close Reading: Primary Document: "Chicano Moratorium" 5. Close Reading: Primary Document: "El Plan de Santa Barbara" 6. Journal Entry: Do you agree with El Plan de Santa Barbara? Provide evidence to support your position
<p>2. Unit 2: Mesoamerica and the Spanish Conquest:</p> <p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p>	<p>2. Chicano Studies Textbook Reading Questions: Who were the first Natives to arrive to Mexico and the reasons for their migration.</p> <ol style="list-style-type: none"> 1. Internet Research: Identify the major Civilizations that emerged in India Mexico and explain why they thrived. 2. Venn Diagram: Compare and Contrast Indian Mexico's religious practices and beliefs to today's religious practices and beliefs. 3. Journal Entry: List current Spanish influence in Mexico and California. 4. Guest Speaker: Dia De Los Muertos 5. Close Reading: Primary Source. Excerpt from Christopher Columbus' Diary. 6. Close Reading: Secondary Source: La Malinche 7. Essay: Explain the fall of the Aztec Empire. Cover 3 main reasons from the textbook/lectures. 8. Venn Diagram: Compare and contrast Indio Mexico and Colonial Mexico. How were Natives treated? 9. Journal Entry: Explain Mestizo culture and the new social ladder of Colonial Mexico
<p>3. Unit 3: Mexican Independence:</p> <p>11.1.2: Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the</p>	<ol style="list-style-type: none"> 1. Compare and Contrast the American Declaration of Independence with El Grito. 2. Compare and contrast Mexico's Founding Fathers and America's Founding Fathers. 3. Window Pane: Cover key figures and events

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<p>debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</p> <p>11.1.3: Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</p> <p>10.2.3: Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines</p>	<p>of the Mexican Independence.</p> <ol style="list-style-type: none"> 4. Teacher produced power-point presentation 5. Teacher produced graphic organizer 6. Chicano Studies Textbook Reading. 7. <u>Essential Questions:</u> <p>Explain the injustices suffered by the Mexican people for over 300 years.</p> <p>Who are the Founding Fathers of Mexico and how were they involved in the war for independence?</p> <p>Explain Mexico's army during the war for independence. What advantages and disadvantages did it have over Spain's army?</p> <p>After whose constitution did Mexico model hers? Compare and contrast both constitutions.</p> <p>Describe the privileges of the Catholic Church in Mexico and the reasons it angered many Mexicans.</p>
<p>Unit 4: The Loss of Aztlan/Manifest Destiny</p> <p>11.1.4: Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</p> <p>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe</p>	<ol style="list-style-type: none"> 1. <u>Chicano Studies Textbook Reading: Chapter 3</u> 2. Manifest Destiny Map Assignment. 3. Journal Entry: Compare and Contrast Mexico's Anti-American Immigration policies and current U.S. immigration policies. 4. Timeline Assignment: The Lone Star Republic 5. Film: <i>Remember the Alamo</i> 6. Mexican American War Graphic Organizer Assignment 7. Close Reading: Primary Source. Treaty of Guadalupe of Hidalgo 8. Classroom Discussion/Debate: Who do you blame for the loss of Aztlan? 9. Benito Juarez Case Study: Secondary Source. 10. Film: <i>La Batalla</i> 11. <u>Essential Questions:</u> <p>Describe Mexico's problems with money and the military in her early years of independence.</p> <p>Explain the reasons Mexico's presidency was considered a "revolving door"</p> <p>Identify the methods used by Mexican President to stop further Anglo immigration into Texas.</p> <p>Analyze the Battle of the Alamo. Who is the real winner of the battle?</p> <p>Describe the Mexican-American War. Identify the events that led to the war.</p>
<p style="text-align: center;">Second Semester or (Chicano Studies B)</p> <p><u>Unit 5: The Mexican Revolution: (Part 1)</u></p> <p>10.4 Students analyze patterns of global change in</p>	<ol style="list-style-type: none"> 5. <u>Chicano Studies Textbook Reading</u> Questions: What were the reasons for modernizing Mexico. 1. Internet Research: Identify the major Causes

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the era of New Imperialism Latin America,

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; Social Darwinism, material issues such as land, resources, and technology).---- Focus will be Oil, Mining, Railroads and Land in Mexico.

10.7 Students analyze the rise of totalitarian governments after World War I. Focus will be on the Rise of the Dictatorship of Porfirio Diaz.

CCSS.ELA-Literacy.RH.9-10.3

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

of the Mexican Revolution.

2. Journal Entry: List groups effected by the Diaz dictatorship.
3. Guest Speaker: Families of the Revolutoin
4. Close Reading: Primary Source. Excerpt from Los Peones and Camposenios.
5. Close Reading: Secondary Source:TBD
6. Written Response Question: Identify and Explain the rise of the Diaz Regime. textbook/lectures.
7. Venn Diagram: Compare and contrast Indio Mexico and Cientificos. How were Natives and Mestizo farmers treated?
8. Journal Entry: Explain the rural people differed from city people of Mexico.\
9. Window Pane: Cover key figures and events of the Mexican Revolution

10. Essential Questions:

Identify the reasons Porfirio Diaz was able to maintain the presidency for so long.

Describe the way of thinking of the cientificos and how they managed to control the majority of mexico.

Evaluate the land distribution and ownership during the era of the Haciendas.

Compare and Contrast slavery in Mexico during the Hacendados Era to slavery in the United States before the Civil War.

Explain the Diaz's and Limantour's strategies for the modernization of Mexico.

Analyze the cost (disadvantages/ advantages) of Mexico's modernization.

Unit 5: The Mexican Revolution: (Part 2)

10.4.4

Students analyze patterns of global change in the era of New Imperialism in Latin America.

10.6.2-

Describe how economic and political nationalism in Latin America were related.

11.2.9

Understand the effect of political program and activities- Focus on Wilson and Missionary Diplomacy.

11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.

1. Chicano Studies Textbook Reading

Questions: What were the reasons for the various changes in the political leadership of Mexico..

2. **Internet Research: Identify** the major events of the Mexican Revolution.

3. Journal Entry: Keep a time track of all the presidents of Mexico.

4. Guest Speaker:TANA- connection to Muralist Mvt

Close Reading: Primary Source. Excerpt from Pancho Villa, Emiliano,Zapata and Las Soldaderas.

6. Close Reading: Secondary Source:Corridos

7. Written Response Question: Which group of the Mexican Revolution

would you support and defend and explain why.

8. Venn diagram: Compare and contrast Villa from Zapata, Diego Rivera,

Frida Kahlo, Cisneros and Orozco.

9. Journal Entry: Analyzing Political Cartoons-

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<p>CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>Nationalizing Oil. 10. View Film: Los Cristeros (Cristero War) during Carranza presidency. Pancho Villa 11. PowerPoint Guided Notes- Cristero War 12. Window Pane: Cover key figures and events of the Mexican Revolution</p> <p>Essential Questions: Identify the political and economic factors that helped create the Mexican Revolution.</p> <p>List the major events of the Mexican Revolution.</p> <p>Explain the differences of ruling and governing between the government and the church during the Cristero War.</p> <p>Evaluate the land distribution in Mexico Chart. 1910-1940.</p> <p>Compare and Contrast slavery in philosophy and strategy between Pancho Villa and Emiliano Zapata.</p> <p>Connection to today- How does Zapatista of the Mexican Revolution compare to those today in the southern states of Mexico (Oaxaca, Chiapas, etc.)</p> <p>Analyze the cost (disadvantages/ advantages) of the Mexican Revolution.</p>
<p><u>Unit 6- Zoot Suits (Mexican-Americans in World War II)</u> 11.7 Students analyze America's participation in World War II. Ethnic contribution in WW2. 11.7.5- Discuss the constitutional issues and impact of events on the US home front (Zoot Suit Riots, and Ralph Lazo Story).</p>	<p>1. Chicano Studies Textbook Reading Questions: What were the reasons for the culture clash between Pachuco (1st generation Mexican-American) vs. Native Born vs Mainstream America. Explain the need of foreign Mexican workers and the establishment of the Bracero Program. 2. Internet Research: Identify Sleepy Lagoon incident and the major events leading to the Zoot-Suit Riot. 3. Journal Entry/ Vocabulary Log: Keep a time track of all events leading to the Riot. (i.e Military build up in the west coast, ethnic phobia, media hysteria, prejudice, stereotype, discrimination, racism, Anti-Mexican hysteria)</p> <p>Explain how <u>clickas</u> or social groups were formed during this time.</p> <p>4. Guest Speaker- Lowriders and the Pachuco Culture. Close Reading: Primary Source. Excerpt from Luis Valdez- Zoot Suit and Headlines from <i>LA Times</i> during the 1940's.. 6. Close Reading: Secondary Source: I am Joaquin Poem. 7. Written Response Question: In which way can you relate to the Zoot-Suit Era and explain why using personal accounts (Directly or indirectly)</p>

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	<p>Find a photo to best illustrate your experience. Cite a # (hashtag) from the photo that you selected.</p> <p>8. Venn diagram: Compare and contrast Zoot Suiters and from groups today that you believe are victims of prejudice, stereotype or discrimination (i.e. people from the Middle-East, LGBT, Immigrants, etc.)</p> <p>9. Journal Entry: Analyzing Political Cartoons- from the <i>LA Times</i>. and <i>the Song Zoot-Suit Riot</i>.</p> <p>10. View Film Clips- My Family. American Me by Edward James Olmos</p> <p>11.. Lecture and Powerpoint on Company E of the 141st Regiment, 36th Division, Águilas Aztecas or "Aztec Eagles, (201st Fighter Squardon)</p> <p>12. PowerPoint Guided Notes- Zoot Suits, Latinos in World War 2.</p> <p>13. Window Pane: Cover key figures and events of the Zoot- Suit Era.</p> <p>Essential Questions: Identify and explain the major social key terms. (prejudice, stereotype, discrimination, and racism)</p> <p>Describe the Sleepy Lagoon incident leading up to the trial. Make sure to include all defendants, the prosecutors, the evidence, the judge, the verdict and appeal.</p> <p>Evaluate how ethnic communities were formed during this time.</p> <p>Explain the contributions of Mexicans and Mexican-Americans during World War II.</p> <p>Describe how Mexican-Americans organize to fight against racism and segregation after World War II.</p>
<p><u>Unit 7- Cesar Chavez and the Chicano Civil Rights Movement</u></p> <p>11.6.5- Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy including the United Farm Workers in California.</p> <p>11.8 Students analyze the economic boom and social transformation of post-World War II America. Automobile Culture and Lowriders.</p> <p>11.8.2.- Describe the significance of Mexican immigration and its relationship to the agricultural economy especially in California. (bracero program)</p> <p>11.10.5</p> <p>Discuss the diffusion of the civil rights movement and how the advances influenced the agendas, strategies, and effectiveness of the quests of Mexican Americans</p>	<p>1. <u>Chicano Studies Textbook Reading, Somos Mexicanos, Mexican Americans in the United States Supplementary Book</u></p> <p>Questions: What were the reasons for the UFW strike and boycott and march. Explain the need for Labor Reform.</p> <p>2. Internet Research: Identify major groups that were formed during this time period (UFW, MANA, UMAS, Student Walkout, Brown Berets, Mecha, MAYO, etc..</p> <p>3. Journal Entry/ Vocabulary Log: Keep a time track of all events leading to the passage of the National Labor Relations Act.</p> <p>Explain how <u>clickas</u> or social groups were formed during this time.</p> <p>4. Guest Speaker- Dr. Cirenio Rodriguez and Dr. Jessie Ortiz Close Reading: Case Study :Cesar Chavez, Dolores Huerta.</p> <p>6. Close Reading: Secondary Source: Chavez Ravine and Dodgers Stadium</p>

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	<p>7. Written Response Question: Why do you believe the City of Los Angeles favored the LA Dodger organization vs. the residents of Chavez Ravine. Find a photo to best illustrate the Chavez Ravine incident and relocation. Cite a # (hashtag) from the photo that you selected.</p> <p>8. Venn diagram: Compare and contrast Cesar Chavez from Martin Luther King Jr.</p> <p>9. Journal Entry: Analyzing Political Cartoons- from various sources, particularly the West Coast.</p> <p>10. View Film Clips- Chavez</p> <p>11.. Lecture and Powerpoint on Cesar Chavez</p> <p>12. PowerPoint Guided Notes- (UFW, MANA, UMAS, Student Walkout, Brown Berets, Mecha, MAYO, etc..)</p> <p>13. Window Pane: Cover key figures and events of the Cesar Chavez and Mexican Labor in the Southwest.</p> <p>Essential Questions: Identify and explain the major social key terms. (prejudice, stereotype, discrimination, and racism) with specific examples with Mexican Farm Workers.</p> <p>Explain the conditions of farmworkers. Cite specific examples with Health and Labor hazards.</p> <p>Describe the boycott and strike leading to the march from Delano to Sacramento. Make sure to include data that supports the need for farm workers reform.</p> <p>Explain how Dolores Huerta and Cesar Chavez both worked together to strive for the passage of the National Labor Relation Act.</p> <p>Explain the contributions of Mexicans and Mexican-Americans during this time. (i.e Vietnam War, Plan de Santa Barbara)</p>
<p>Unit 8- The Chicano Today-</p> <p>11.11.1- Discuss the reason for the nation's changing immigration policy with emphasis on how the immigration Act of 1965 and successor acts have transformed American Society. (Dreamers)</p> <p>12.1.6: Understand that the Bill of Rights limits the powers of the federal government and state governments</p> <p>12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured</p> <p>12.3.1: 1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes</p> <p>12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts:</p>	<p>1. Chicano Studies Textbook Reading, Somos Mexicanos, Mexican Americans in the United States Supplementary Book</p> <p>2. Internet Research: Identify and explain a contemporary issue with Chicanos today. Are Chicanos offered the same opportunities in the Media, politics, Hollywood, sports, etc.</p> <p>3. Journal Entry: Chicanos in higher education.</p> <p>4. Guest Speaker- Chicano Studies in college.</p> <p>5. Close Reading: Secondary Source: DACA</p> <p>6. Venn Diagram: Compare and contrast contemporary Chicano issues with issues covered throughout the school year. Have we made progress?</p> <p>7.. Journal Entry: Immigration today. Discuss the new immigrant. (Central America, Middle East, Etc.</p> <p>8. Powerpoint guided notes: Current Chicano stereotypes. Gender roles, economic inequality.</p> <p>9. Case study: Fernando Valenzuela</p> <p>10. Read the Novel: Across a Hundred Mountains by Reyna Grande and keep an interactive journal.</p> <p>11. Internet Research: Latino Gangs in California.</p>

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<p>majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.</p>	<p>12. Debate Series. (i.e. Should we build Trump's Wall,? Is there an equal access to the American Dream?, Who should benefit from Financial Aid for Colleges?, etc)</p> <p>13. My History My Family, My Future/Roadmap Project or Independent Community/Society Project.</p> <p><u>Essential Questions:</u></p> <p>In reference to Reyna Grande's Across a Hundred Mountains, describe journey to the United States.</p> <p>In reference to Reyna Grande's Across a Hundred Mountains, how can the characters relate to DACA recipients</p> <p>Is there an "achievement gap" and/or "opportunity gap"? Explain why or why not.</p> <p>Describe the current contributions and /or issues with the Chicano community in America today.</p>
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IV. Method(s) of evaluating student achievement on the essential assignments.

(Tests, work projects and products, and performances)

Throughout the year, there will be a various formative assignments that will take the form through written-essay and technological projects, journal entries, and reflections, and participation in group discussions and assignments. Summative assessments will be at the end of each unit that will be accompanied by multiple choice test questions and at least 1 written-response question. The 1st semester final will be a cumulative multiple choice exam along with My Family/My Life Road Map project. The 2nd semester final will be a research project on America's standing in terms of race/ethnic inclusion into society and our community.

V. Probable costs involved and identified funding sources:

(Material, equipment, textbooks, personnel FTE, facilities requirements)

Materials/personnel	Fiscal/FTE	Fund Source
Chicano Movement for Beginners by Maceo Montoya (Class Set)	\$15 per book/class set \$525	supplemental concentration
Across a Hundred Mountains by Reyna Grande (Class Set)	\$15 per book/class set \$525	supplemental concentration
Photocopies of worksheets and supplemental from internet	\$ 100	supplemental concentration

Additional information to support probable cost: _____

VI. How does it change the current "balance" or proportion of curriculum offerings?

This course would come from the general FTE and based on student interest could impact other course offerings


VII. What type of teaching credential is needed?


Social Studies

Secondary Course Proposal Signature Page


Course Title: Chicano Studies

If applicable:

Dept. Chair Approval(s): Yes No  Date: 1/9/18
Signature
 Yes No  Date: 1/9/18
Signature

Principal Approval: Yes No  Date: 1/9/18
Signature

Principal Approval: Yes No  Date: 1/10/18
Signature

Director of Secondary Education Approval:  Date: 1/17/2018
 Yes No Signature

Counselor verifies that course title matches with UC System title.

Counselor Approval: Yes No  Date: 1/9/18
Signature

Counselor Approval: Yes No  Date: 1/9/18
Signature

Modified Courses Only

Director of Special Education Approval: Yes No _____ Date: _____
Signature

Board Approval

WJUSD School Board President: _____ Date: _____
Signature