

# Course Description

## A. COVER PAGE

<b>Date of Submission: November 3, 2011</b>	
<b>1. Course Title</b> Chicano and Latino Studies	<b>9. Subject Area</b> <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> College Prep Elective
<b>2. Transcript Title(s) / Abbreviation(s)</b> Chicano and Latino Studies A Chicano and Latino Studies B	
<b>3. Transcript Course Code(s) / Number(s)</b> SS6007 / SS6008	
<b>4. School</b> Santa Maria High School	
<b>5. District</b> Santa Maria Joint Union High School District	
<b>6. City</b> Santa Maria	<b>10. Grade Level(s) for which this course is designed</b> <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>7. School / District Web Site</b> <a href="http://www.smjuhsd.k12.ca.us/">http://www.smjuhsd.k12.ca.us/</a>	<b>11. Seeking "Honors" Distinction?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>8. School Course List Contact</b>  Name: <b>Ricardo Valencia</b>  Title/Position: Teacher (Social Science)  Phone: (805) 925-2567                      Ext.: 3615  E-mail: rvalencia@smjuhsd.org	<b>12. Unit Value</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
<b>13. Is this an Internet-based course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
<b>14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls.</b>  <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____  <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____  <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course <input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain: _____	

<p>15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If so, which school(s)? <u>Pomona High School</u></p> <p>Course title at other school <u>Chicana/o and Latina/o Studies</u></p>
<p>16. <b>Pre-Requisites</b></p> <p>Students have successfully completed OR are currently taking Modern World History.</p>
<p>17. <b>Co-Requisites</b></p> <p>Not Applicable</p>
<p>18. Is this course a resubmission? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>19. <b>Brief Course Description</b></p> <p>This course explores Latino experiences from pre-Columbian civilizations to the present. It is an interdisciplinary course that investigates the diversity of Chicano/Latino culture as it is conditioned by the intersections of race, class, gender, regional variation and power. Through culturally relevant curriculum, this class will provide a historical, political, and economic analysis of Chicano/Latino people's quest for equality. This course will address the Chicana/o Movement, immigration, literature, music and film to discuss the factors that contribute to the formation of Chicano/Latino identity today.</p> <p>In addition to rigorous reading assignments, contemporary information is drawn from students' experiences, major newspapers, popular culture, and other media. Students will be encouraged to read a major newspaper everyday and to listen to various radio programs. The current information will allow us to see historical trajectories, and make course material relevant.</p> <p>The course will begin with an in-depth study of Indigenous peoples in Latin America, primarily the Maya, Taino and Aztec civilizations, and the "conquest" of the Americas. The concepts of race, class, gender, culture, colonialism, and oppression will be addressed in this process. This will immediately follow with the 19<sup>th</sup> and 20<sup>th</sup> centuries and themes ranging from <i>Mestizaje</i> (mixed-race identity), Diaspora, Spanish language in the Southwest, the Zoot Suit Riots, the Bracero Program, the United Farm Workers, the Chicano/a Movement, Latina and Chicana literature, the Central American civil wars of the 1970's, 1980's and 1990's, and Latinos in higher education.</p>

**B. COURSE CONTENT**

Please refer to instructions

**20. Course Goals and/or Major Student Outcomes**

- a. Students will develop strategies to strengthen knowledge of students' own ethnic/cultural/racial background(s) and those of others.
- b. Students will develop research skills by completing individual and group research projects.
- c. Students will improve their analytical skills by identifying bias, evidence, and point of view in historical accounts or primary sources.
- d. Students will advance their critical thinking, speaking and writing skills.
- e. Students will develop a multicultural perspective that respects the rights of all people, by writing culturally based poems, participating in peer dialogues and completing an ethnographic interview of an elder.
- f. Students will acquire positive communication skills by regularly interacting with other students around controversial issues and articulating their personal position.

## 21. Course Objectives

- a. Students will examine the distinctions of race, class, gender, regional variation and power as they intersect with cultural practices and identity.
- b. Students will be able to explain the difference between an “Identity” and a “Label.”
- c. Students will analyze how geographical factors influenced the historical development of the United States and as well as those of other Latin American countries. Such factors include migration, settlement patterns, and the distribution of natural resources across regions, physical systems and human systems.
- d. Students will examine the Mexican influence in California and the Southwest.
- e. Students will be able to discuss the economic, social, and political advances of the “Chicana/o Movement.”
- f. Students will do an in-depth examination of the dimensions, causes, and dynamics of social injustices in the U.S. Latino community, by analyzing various case studies.
- g. Students will be able to ask historical questions, evaluate historical data, compare and contrast differing sets of ideas, and consider multiple perspectives.
- h. Students will analyze the difference between acculturation and assimilation.
- i. Students will understand the changes and status of Chicanos/Latinos and women in different times in American history.
- j. Students will understand the unique experiences of immigrants from Latin America.
- k. Students will learn how to do qualitative research through ethnographies.
- l. Students will develop arguments from varying political perspectives, by preparing and participating in debates.

The above stated objectives are based on the following California Standards for Social Science.

- CA Standard 10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
- CA Standard 10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- CA Standard 10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.
- CA Standard 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.
- CA Standard 11.8.2 Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- CA Standard 11.10 Students analyze the development of federal civil rights and voting rights.
- CA Standard 11.10.1 Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- CA Standard 11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.
- CA Standard 11.10.3 Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- CA Standard 11.10.4 Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- CA Standard 11.9.7 Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.
- CA Standard 11.10.6 Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

- CA Standard 11.11.1 Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society
- CA Standard 11.11.6 Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- CA Standard 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.
- CA Standard 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- CA Standard 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: 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.

## **22. Course Outline**

### **FIRST TERM**

(CA. Standard 10.10.1, 10.10.3, 11.11.6, 12.2.5)

#### **Unit 1 Hispanic, Latina, Boricua or Chicana/o? What's in a Name? The Name-Game and other issues of Identity**

- A. Race, Class, Ethnicity, and Culture
- B. Identities vs. Labels
- C. Diversity and Identity Development
- D. Assimilation vs. Acculturation

#### **Unit 2 Mesoamerican and Taino History**

(CA. Standard 10.10.1, 10.10.2)

- A. Who and What are Indigenous People?
- B. Aztec and Mexica Civilizations
- C. The Maya Civilization
- D. The Taino Civilization
- E. Mestizaje and African Diaspora

#### **Unit 3 Spanish Colonization of the Americas**

(CA. Standard 10.10.1, 10.10.2, 11.9.7)

- A. Conquest of the Americas
- B. What is Colonialism?
- C. Spanish in the Southwest
- D. Treaty of Guadalupe Hidalgo, 1848
- E. Colonization of California

#### **Unit 4 Chicanos and Latinos in the early 20<sup>th</sup> Century**

(CA. Standard 10.10.1, 11.8.2, 11.10.2, 11.9.7)

- A. Case Study: Reparations Bill for the deportations of Mexican Americans during the Great Depression.
- B. Chicanos and World War II
- C. Zoot Suit Riots
- D. The Bracero Program
- E. Case Study: Lemon Grove and Mendez vs. Westminster
- F. Birth of La Raza Unida Party and the National Council of La Raza

#### **Unit 5 The Chicana/o Movement**

(CA. Standard 10.10.1, 11.6.5, 11.8.2, 11.10, 11.10.1, 11.10.4, 11.10.6)

- A. The Farm Worker Movement
  - o Teatro Campesino

- B. Case Study: Cesar Chavez, Dolores Huerta and the United Farm Workers
- C. Community Activism/Community Grassroots Organizing
- D. The Civil Rights Movement
  - o Case Study: Martin Luther King, Jr.
- E. Chicana/o Moratorium
- F. East L.A. Chicano Blowouts and the L.A. 13.
  - o Film: Walkout
- G. Origins of the Black Student Union and M.E.Ch.A.
- H. Chicana and Latina Feminism in the Late 1960's

## **SECOND TERM**

### **Unit 6 Chicana and Latina Studies/Literature**

(CA Standard 10.10.3, 11.11.1, 11.11.6)

- A. What is Sexism? Machismo? Heterosexism? Feminism?
  - o Narrative Reflections: How do you define each? Have you ever encountered any such discrimination?
- B. When I was Puerto Rican: A Memoir (Excerpts of Literature)
  - o Character Analysis
- C. How the Garcia Girls Lost Their Accent (Excerpts of Literature)
  - o Compare and Contrast the styles of Santiago and Alvarez
- D. The Moths and Other Stories (Excerpts of literature)
  - o Themes

### **Unit 7 Chicano/a Adolescent Development through Literature**

(Ca Standard 10.10.1, 10.10.3, 11.11.1, 11.11.6)

- A. Always Running: La Vida Loca, Gang Days in LA (Excerpts of Literature)
  - o Character Analysis
  - o Literary Devices
- B. And the Earth Did Not Devour Him (Excerpts of Book)
- C. Sandra Cisneros (Selected Poems and Short Stories from *Woman Hollering Creek*)
- D. Izote Voces: Collection of U.S. Central American Youth Narratives
  - o Students create their own narratives

### **Unit 8 Chicano/a and Latino/a Cultural Production**

(Ca Standard 10.10.1, 10.10.3, 10.10.3, 11.6.5, 11.11.1, 11.11.6, 12.8)

- A. Chicano/Latino Hip-Hop and Music as Poetry and Prose
  - o Poetry analysis: Analysis of poetic devices in music and their effects on the piece and listener.
  - o Literary Figures
    - o Quetzal
    - o Olmeca
    - o Rebel Diaz
    - o In Lak Ech
    - o La Bruja
    - o Tupac Amaru Shakur
    - o Immortal Technique
- B. Poetry Workshop with "In Lak Ech" (Chicana Women's Poetry Collective from L.A.)
- C. Chicano/Latino Art: What story is told through Art? What similar themes are presented in art as in literature and music?
  - o Judy Baca
    - o Feminist Art and Muralism
  - o Los Tres Grandes (Rivera, Siquieros, Orozco)
    - o Traditional Mexican Muralism
  - o Frida Kahlo
    - o Surrealism
  - o East Los Angeles Murals/Chicano Park (San Diego)
    - o Popular Culture and Art forms
- C. Chicano/a and Latino/a Film
  - o And The Earth Did Not Devour Him (Compare and Contrast the film and book)
  - o Zoot Suit

## **Unit 9 Central American Testimonies and Literature**

(CA. Standard 10.10.1, 10.10.2, 12.10 )

- A. The Civil Wars of Central America
- B. Historical/Political Background of El Salvador
  - o El Mozote Massacre (Excerpts from Book)
  - o Case Study: Archbishop Oscar Romero
  - o Liberation Theology
- C. Historical/ Political Background on Guatemala
  - o Indigenous Rights Movement
  - o Rigoberta Menchu’s Book (Excerpts from Book)

## **Unit 10 Immigrant Right’s Movement**

(CA. Standard 10.10.1, 10.10.3, 11.3.4, 11.8.2, 11.11.1, 12.8, 12.10)

- A. Historical Background on immigration in the United States.
- B. Causes of “Global Migration”
- C. Case Studies: Chinese Exclusion Act and the Japanese Internment Camps
- D. L.A. Garment Center Workers vs. Forever 21 (Film: Made in L.A.)
- E. Comparison Study: The Minute Men vs. CHIRLA

## **23. Texts & Supplemental Instructional Materials**

### The Mexican American Heritage

By Carlos M. Jimenez  
TQS Publications, 1994

### **Excerpts from:**

### How the Garcia Girls Lost their Accent

By Julia Alvarez  
Algonquin Books of Chapel Hill, 1991

### Everything You Need to Know About Latina/o History

By Mimilce Novas  
Plume, 2007

### The Moths and Other Stories

By Helena Maria Viramontes  
Arte Publico, 1985

### Latino USA: A Cartoon History

By Lalo Alcaraz and Ilan Stavans  
Basic Books, 2000

### When I was Puerto Rican: A Memoir

By Esmeralda Santiago  
DA CAPO PRESS, 2006

### Always Running: La Vida Loca, Gang Days in LA

By Luis J. Rodriguez  
Simon & Schuster, 1994

### Rigoberta Menchu: An Indian Woman in Guatemala

By Rigoberta Menchu  
HarperCollins, 1999

**Poetry Excerpts from:**

Cool Salsa: Bilingual Poems on growing up Latino

By Lori M. Carlson  
Holt and Co., 1994

Woman Hollering Creek

By Sandra Cisneros  
Houston Arte Publico, 1994

Emplumada

Pittsburgh: U of Pittsburgh Publishing, 1981  
By Lorna Dee Cervantes

Living up the Street: Narrative Collections

By Gary Soto  
Bantam Doubleday Dell, 1992

**Film:**

And the Earth Did Not Swallow Him

American Playhouse, PBS, 1995

WALKOUT: Based on the East L.A. Student Protests

HBO FILMS, 2006

Viva La Causa: 500 Years of Chicano History

Collision Course Video Productions, 1999

Chicano! History of the Mexican American Civil Rights Movement

NLCC Educational Media, 1996.

In Search of History: The Maya

The History Channel, A&E Television Networks, 1997

In Search of History: The Aztec Civilization

The History Channel, A&E Television Networks, 1997

Made in L.A.: Labor Practices in Los Angeles

PBS Documentary, 2006

The El Mozote Massacre of 1981: El Salvador

PBS Documentary, 2000

THE FIGHT IN THE FIELDS: CESAR CHAVEZ AND THE FARMWORKERS' STRUGGLE

VideoProject.Org, 1996

Zoot Suit Riots

Luis Valdez Production, 1984

## **Other Resources:**

### **Santa Maria Library Online Databases and Resources:**

- o Grolier Encyclopedia Online
- o Gale Reference Online
- o Proquest

The Smithsonian Institute Encyclopedia – [www.si.edu/Encyclopedia SI/History and Culture/USLatino History.htm](http://www.si.edu/Encyclopedia_SI/History_and_Culture/USLatino_History.htm)

[www.chavezfoundation.org](http://www.chavezfoundation.org)

<http://chavez.cde.ca.gov/ModelCurriculum/Intro.aspx>

[www.chicanas.com](http://www.chicanas.com)

[www.pbs.org](http://www.pbs.org)

## **24. Key Assignments**

### **Poetry Portfolio – 10%**

Students will create poems for each thematic unit presented throughout the course. Students will orally present their poems to the class.

Final Poetry Portfolio will result in (a) an understanding of the development and basic features of major societies and cultures, and (f) an openness to a variety of cultures and perspectives.

### **Essays (Journals)- 15%**

Students will be required to write expository, narrative, and persuasive essays throughout the academic year.

Possible writing prompts:

How would you characterize your educational experience?

Should people of color, particularly Chicanos and Latinos, acculturate or assimilate in order to obtain economic and social mobility?

What family values, traditions, and belief systems will you eventually stop practicing and which ones would you continue with your children? Why?

How do you feel about Immigration and the issues surrounding this debate?

Should young people be concerned about “social justice”? Why?

Compare and contrast the Black Civil Right’s Movement to the Chicano Civil Right’s Movement?

Do women currently have equal access to social, political, and economic opportunities?

All writing assignments will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

### **Ethnography- 15% (first term)**

Each student will be required to interview an elder that experienced the 1960’s, The Vietnam War, The Black Civil Rights Movement and/or the Chicana/o Movement. Interview must be recorded, summarized, and presented to the class. Students will present their findings and discuss the generational, cultural, gender, economic, political and social differences they encountered and the conclusions they made about his or her experience. Students will be provided with a list of questions related to the themes in the course.

Final Ethnography assignment will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

### **Debate- 5%**

Students will be required to research and develop arguments for an assigned topic. Possible debate topics are affirmative action, segregation laws, immigration reform, activism, educational opportunity, police brutality, gender

discrimination, sexual orientation, labor rights, wage disparities, race discrimination, health care, ecology, juvenile justice, etc.

All debates will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

### **Current Events- 20%**

Students will be required to listen to various media outlets every week and write 1-2 page current events reflections regarding how public policy is affecting the Latino/a community here and abroad. Possible stations and radio shows include KPFK 90.7fm, National Public Radio (NRP) and any major newspaper.

All current events will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

### **Creative Project- 15%**

Students are required to write a song, play, short story, or other narrative project. Students with advanced training in video, film, music or acting may elect to create an artistic project appropriate for their skills. The topic for the creative project must emerge from the course material. Teacher's consent is required in order to choose this option.

The Creative Project will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (d) an examination of the nature and principles of individual and group behavior, (f) an openness to a variety of cultures and perspectives.

### **Research paper- 15% (Second Semester)**

Students will prepare a 5-7 page research paper on a Latino author, poet, or musician. Students have to analyze at least two pieces of his or her work and compare and contrast them. Students will have to analyze historical accounts, literary devices, and the themes incorporated.

Final assignment will result in (a) an understanding of the development and basic features of major societies and cultures, (b) an examination of the historic and contemporary ideas that have shaped our world, (c) an understanding of the fundamentals of how differing political and economic systems function (d) an examination of the nature and principles of individual and group behavior, (e) a study of social science methodologies, (f) an openness to a variety of cultures and perspectives.

### **Unit Exams-10%**

Upon the completion of each unit, the students will take a cumulative exam that will consist of essay questions, a short-answer section and multiple-choice. It is based on the assigned readings, lectures, videos, in-class assignments, and discussion. In order to assist students in preparing for the unit exam, the instructor will lead a student-centered review discussion or game. In addition, the instructor will provide a study guide to the exam during the last week of class.

### **Final Exam- 20%**

Upon the completion of the course, students will take a cumulative final exam that will consist of essay questions, a short-answer section and multiple-choice. It is based on the assigned readings, lectures, videos, in-class assignments, and discussion. In order to assist students in preparing for the final exam, the instructor will lead a student-centered review discussion or game. In addition, the instructor will provide a study guide to the exam during the last week of class.

## **25. Instructional Methods and/or Strategies**

- a. Explicit Direct Instruction.
- b. Class discussions: Fishbowl, Socratic Seminar, and Philosophical Chairs.
- c. AVID WICR
- d. Readings and supplemental handouts.
- e. Issue analysis.

- f. Power Point Presentations.
- g. Group/Class exercises and activities.
- h. News media scanning and analysis.
- i. Writing assignments.
- j. Unit Exams.
- k. Individual presentations.
- l. Video/film segments.
- m. Guest speakers.
- n. Debates.
- o. Thinking maps

## **26. Assessment Methods and/or Tools**

- a. Journals: Weekly Reflections on Reading Assignments
- b. Video Discussion Questions
- c. Essays with writing rubric
- d. Current Events
- e. Written Assignments
- f. Student Participation
- g. Poetry
- h. Unit Exams
- i. Project Based Assessment
- j. Oral Presentations
- k. Ethnographic Interview
- l. Debate
- m. Research Paper
- n. Final Exam

## **C. HONORS COURSES ONLY**

Please refer to instructions

### **27. Indicate how this honors course is different from the standard course.**

Not Applicable

## **D. OPTIONAL BACKGROUND INFORMATION**

Please refer to instructions

### **28. Context for Course (optional)**

Santa Maria High School serves a predominantly working class and recent immigrant Latino/a community. A significant amount of our students do not finish high school, make their A-G requirements or go on to a four-year university. Through culturally relevant education, our students' histories and experiences are placed at the center of the curriculum, making them the subject of what they are learning while validating them for who they are. It is difficult for our students to socially locate themselves globally if they do not have a sense of where they came from. This Mexican American History course is designed to empower students to want to go to college, make parallels with the history and struggles of other discriminated groups, and contribute to the self-esteem and dignity of our youth. In addition, this course seeks to create a safe space for multicultural education and understanding, thus, contributing greatly to a safer school climate and community.