

**Woodland Joint Unified School District
Educational Services
SECONDARY COURSE PROPOSAL**

SCHOOL: Woodland High

DEPARTMENT: Elective

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

COURSE TITLE: Chicano Studies

Proposed abbreviation (max 15 characters) Chicano Studies

New course

x Revision or reinstatement of existing course. Existing course# SA510Y

Change of Title Only (Do not complete course description.)

List former title and course #

Replaces course(s) entitled (include course#):

Dual Enrollment

x Ethnic Studies (If this course is intended to fulfill the Ethnic Studies requirement, you will need to complete and attach the Ethnic Studies Correlation form [Link](#) .)

Length of course: Semester x Year Grade range 9-12

Credits per course 10 Academic Course: Academic College Prep? Yes

Pre-requisite: No Pre-requisite course title and course#:

Can course be repeated? Yes If yes, how many times? 1 Repeat for credit? Yes

Individual Submitting Course Proposal: M Orozco/Marin/Jensen

Position: Administrator

Primary Subject Area Credit: Electives
(Must select one)

Secondary Subject Area Credit:

Meets UC/CSU Requirements for: A-
History/Social Science

B- English

C - Mathematics

D - Lab Science

E -World Language

F -Visual/Performing Arts

x G - Electives

Pending

State Course Code Number: SA510Y

For Career and Technical Education
courses:

CTE Advisory Approval
Pathway:

Introductory Concentrator
Capstone

CCAT Approval Date 11/19/2025

For CARE Use Only:

Course Code.: SA510Y

Board Approved 12/11/2025

Entered into AERIES 12/16/2025

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I. Which LCAP Goal does this course address? Explain how. II. What type of teaching credential is needed?

Chicano Studies addresses all four LCAP goals as Ethnic Studies courses prepare students for college and/or career, increase student achievement, support English Learners, and provide youth voice and engagement.

Any

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

This is a course revision to align with WJUSD's Ethnic Studies Resolution 3515.

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

Chicano Studies is a survey course that explores the history and experiences of Chicano/Mexican-American people from pre-colonial times to the present. Students will examine key historical events and their connections to cultural, religious, gender, educational, social, political, and economic issues. The course analyzes how colonization, migration, and the fight for civil rights have shaped Chicano identity and community development. It also considers the impact of Spanish and European colonization on Indigenous peoples and the growth of the western United States. Through discussions of race, ethnicity, and social class, students will explore how these factors influence social behavior and self-identity among Mexican descendants. Aligned with California State Social Studies Standards and WJUSD Ethnic Studies requirements/resolution 3515, this course promotes critical consciousness using the Ethnic Studies Tenets and the Community and Cultural Wealth framework.

V. Method(s) of evaluating student achievement on the essential assignments. (Tests, work projects and products, and performances)

See outline attached.

VI. In developing this course, how did you include student voice and gather student input? **(Attach evidence of student feedback/input)**

Survey questions:

Which school do you attend?

After reviewing the course outline for the revised Chicano Studies course, how interesting does this course sound?

Which topic(s) were you most interested in, or which would be most useful?

Is there anything you'd like to see/learn that we missed in revising this course? (explain below)

What questions did we forget to ask you? Is there any other feedback you'd like to give us?

See results attached.

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VII. Academic content: (Attach Course outline and sample syllabus)

Complete the course outline document LINK , download and attach it to this form. The course outline document you need to complete looks like this:

Graduate Profile Competency Alignment:	Unit Title/ Topic	Standards	Instructional/Content Resources	Assessments

VIII. Probable costs involved and identified funding sources:
(Material, equipment, textbooks, personnel FTE, facilities requirements)

Materials/personnel	Fiscal/FTE	Fund Source
Textbooks:		Textbook fund
1.Mexican-American Heritage (Carlos Jimenez) (pdf)	\$ PDF only, book out of print	
2.Chicano for Beginners (Maceo Montoya)- Paperback copy	\$ \$14.53	
3.Our Sacred Maiz is our Mother (Cinitli Rodriguez) (pdf)	\$ PDF only	
4.Street Life (Victor Rios)	\$ \$25.00	
5.Across 100 Mountains (Reyna Grande)	\$ \$9.99	
	\$	
	\$	
	\$	
	\$	
Total:		

Additional information to support anticipated cost:
Cultural field trips

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

Does not change the balance of offerings as it is only a revision. Currently, four sections are being taught (2 at each PHS and WHS).

X. Any other information you'd like to provide about this course and its development:

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All required attachments included?

x Evidence of student input

x Course outline

x Sample syllabus

x Ethnic Studies Correlation

(if course is planned to fulfill Ethnic Studies graduation requirement)

Administrative Assistant Ed Services Signature:

Marlen Curiel

Course Title:

Dept. Chair Approval(s) *Felicia Wilson*

Date: 11/07/2025

Dept. Chair Approval(s) *Javier Marin*

Date: 11/10/2025

Principal Approval *Gerald Salcido Jr*

Date: 11/10/2025

Principal Approval *Aida Buelna*

Date: 11/10/2025

Counselor verifies that course title matches with UC System title

Counselor Approval *Amy McCalister*

Date: 11/09/2025

Counselor Approval *Yulissa Rocha Fernandez*

Date: 11/10/2025

Modified or Special Education Courses Only

Director of Special Education Approval

Date:

Equity and Access Review for Ethnic Studies Alignment

Director of Equity and Access Approval *Maria Orozco*

Date: 11/10/2025

College and Career verifies that all course components and required documentation included

Director of College and Career Approval *Felicia Wilson*

Date: 11/13/2025

Final Approval

Assistant Superintendent Approval *Gracie Guerrero*

Date: 11/17/2025

Board Approval

WJUSD Board President Approval

Date: 12/16/2025

2025-2026 Chicano Studies Course Guide



Course Outline

HSS Framework

Correlation To The Ethnic Studies Standards

Syllabus

Ethnic Studies Tenets

Course Inquiry Question

- A. "To what extent is the Chicana/o cultural and community valued in U.S. society?"
- B. What instances illustrate the presence of injustices within power structures as they impacted the Chicano/a community
- C. "If so, what was the response, resistance, and resolution?"
- 👉 [Link to strategy for revisiting the course question throughout the year](#)

Course Texts

Textbooks:

1. [Mexican-American Heritage \(Carlos Jimenez\) \(pdf\)](#)
2. Chicano for Beginners (Maceo Montoya) - Paperback copy
3. [Our Sacred Maiz is our Mother \(Cinitli Rodriguez\) \(pdf\)](#)
4. Street Life (Victor Rios)
5. Across 100 Mountains (Reyna Grande)

Jump to each unit using the links below ➡

[Unit 1: Roots of Chicano Studies - 3 Weeks](#)

[Unit 2: Indigenous Societies - 3 Weeks](#)

Unit 3: La Conquista - 3 Weeks
Unit 4: Loss of Aztlan - 3 Weeks
Unit 5: Mexican Revolution, Part I - 3 Weeks
Unit 6: Mexican Revolution, Part II - 3 Weeks
Unit 7: Mi Familia - 3-4 Weeks
Unit 8: Zoot Suit - 2-3 Weeks
Unit 9: The Chicano Movement - 4-5Weeks
Unit 10: Contemporary Issues in Chicanx Communities - 4 Weeks

Unit 1: Roots of Chicano Studies (3 weeks)			
Unit Inquiry Questions: • "To what extent is the Chicana/o cultural and community valued in U.S. society?" • What instances illustrate the presence of injustices within power structures as they impacted the Chicano/a community • "If so, what was the response, resistance, and resolution?"			
Cross-Cutting Concepts: • Counternarratives, Identity, Prejudice, Stereotypes, Discrimination, Racism (Read, See, Watch, Talk, and Think)			
Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Chicanismo ★ What is Chicano/a? ★ Identity (Self and Family) ★ U.S. Constitution ★ Democracy ★ Equality ★ Indigeneity ★ White Supremacy	➤ What is a Chicano? ➤ Why Chicano Studies & Ethnic Studies? ➤ Roberto Alvarez v. the Board of Trustees of the Lemon Grove School District (1931) ➤ Mendez vs. Westminster (1947) ➤ 14th Amendment ➤ Walkout	• Acrostic Poems • SWAG—Scholar Warrior Academic Glossary • Tenets of Ethnic Studies • Intro to Ethnic Studies Slides • Tenets of Ethnic Studies Worksheet	- Chicano Test #1 • Ethnic Studies Tenets Knowledge Assessments

Ethnic Studies Tenets ★ Relationship of power between indigenous, black, people of color & US society ★ Resistance, Liberation, & Celebration Content Standards <u>Ethnic Studies Standards:</u> • Centered on the experiences of historically marginalized communities. • Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements. • Require students to engage in critical, meaningful dialogue that leads to an understanding of the self, society, and their connections. Common Core Literacy Standards for Social Studies: • CA Common Core Standards • Or CA HSS Content Standards • Or CA Social Science Framework Connection CCSS.ELA-LITERACY.WHST.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples		• Why History Matters • 4 Square Activity • "Precious Knowledge" • Legacy Youth Project • Who Am I • Quién soy? • Map of Mexico- (Paper) • Map of the United States (Manifest Destiny Map- Paper) • Walkout Lesson-1968 • Walkout Film Questions • Chicano for Starters • What is a Chicano? Worksheet (pg. 3) - Worksheet • Chicano for Starters—Dinner Party for El Movimiento (pg. 6)- Worksheet
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appropriate to the audience's knowledge of the topic. <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. <u>CA Social Science Framework:</u> Chapter 14(p. 310-314)of the Social Science Framework is specifically about Ethnic Studies. <u>US History Standards:</u> 11.10 Students analyze the development of federal civil rights and voting rights. 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.		
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Unit 2: Indigenous Societies	
Unit Inquiry Questions: • In what ways did culture, religion, art, and architecture reflect the values and beliefs of <u>Pre-Cuaauhitémoc</u> in indigenous societies? • What were the significant achievements of the Mayan and Mexica empires? • What are some issues faced by contemporary indigenous societies in Mexico?	

Cross-Cutting Concepts:

Indigeneity (Meso American communities- Maya, Mexico, Zapotec), Indigenous Cosmology and Value Systems, Counternarratives, Identity, Prejudice, Stereotype, Discrimination, Racism

Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Counter Narratives ★ Advanced <u>Pre-Cuauhtémoc</u> Civilizations ★ Indigenous communities in Mexico today	➤ <u>Pre-Cuauhtémoc</u> vs. Pre-Columbian (Counter vs. Dominant Narrative) ➤ Olmec Civilization ➤ Teotihuacan ➤ Quetzalcoatl ➤ Mayan Civilization ➤ Mexico Civilization ➤ Cosmos ➤ Sacrifice ➤ Deities ➤ Ritual ➤ Mythology ➤ Resistance ➤ Community ➤ Cultural Wealth	• <u>PBS- Voces, Part 1.</u> • <u>Templo Mayor- Museo Website and Worksheet</u> • <u>Mesoamerica</u> Slides—Indigenous Societies • <u>Quetzalcoatl Statue Article</u> • <u>Quetzalcoatl Article Questions</u> • <u>The Aztecs of Mexico: A Zero Waste Society</u> • <u>Educators Want Mesoamerican Math Tool</u> • <u>Nepohualtztzin In Arizona Classrooms</u> • <u>Mayan Calendar Instructions</u> • <u>Mayan Calendar Sheet 1</u> • <u>Mayan Calendar Sheet 2</u> • <u>Mayan Hero Twins</u> • <u>Mayan Hero Twins Questions</u> • <u>Mexico Deities Research Table</u> • <u>Mexico Deities</u> • <u>Mexico Myths Quickwrite</u> • <u>Mexico Myths</u> • <u>Mexico National Anthropological Museum</u> • <u>TIAHUI (XITO)</u>	• MesoAmerica Research Project • Indigenous Peoples of Mexico Sample • Indigenous Peoples of Mexico Directions • Ethnic Studies Tenets Knowledge Assessments
Ethnic Studies Tenets			
★ Indigenize & Decolonize ★ Relationship of power between indigenous, black, people of color & US society ★ Resistance, Liberation, & Celebration ★ Sacred			
Content Standards			
<u>Ethnic Studies Standards:</u> • Centered on the experiences of historically marginalized communities. • Require students to engage in critical, meaningful dialogue that leads to an understanding of the self, society, and their connections.			
<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. <u>CA Social Science Framework:</u> Chapter 14(p. 310-314)of the Social Science Framework is specifically about Ethnic Studies.				
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Unit 3: La Conquista (1519-1810)				
Unit Inquiry Questions: • What events led to the fall of the Mexica Empire between 1519 and 1521? • How did differing worldviews and cultural beliefs shape interactions between the Spanish and the Mexica? • Who were the key figures in the Spanish Conquest of Mexico, and what roles did they play? • What impact has colonization had on Mexican/Xicane identity?				
Cross-Cutting Concepts: • Counternarratives, Colonization, Race & Racism, Prejudice, Stereotype, Identity, Religion				
Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments	
★ Dominant Narratives vs Counter Narratives ★ Colonialism and Colonization ★ Racial Constructs	➤ Colonialism and Colonization ➤ Casta System ➤ Identities ➤ Religion & La Virgen de	• Chapter 2 Mexican-American Heritage • Hispanic, Latina/o/x	• Chicano Test #2 (culmination of Units 2 and 3) ◦ Multiple	

Ethnic Studies Tenets ★ Relationship of power between indigenous, black, people of color & US society ★ Indigenize and Decolonize ★ Resistance, Liberation, & Celebration ★ Sacred ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous Content Standards Ethnic Studies Standards: ● Centered on the experiences of historically marginalized communities. ● Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements. ● Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two. CA Social Science Framework: Chapter 14(p. 310-314)of the Social Science Framework is specifically about Ethnic Studies.	Guadalupe ➤ Mythology ➤ Resistance ➤ Heroism or Traitor ➤ Community ➤ Cultural Wealth	● Identities ● PBS -Voces, Part 2 ● Resist #1- Slides (Mayan Cho) ● Resist #2- Slides (Tenamaxtli) ● Resist #3- Slides (Gaspar Yanga) ● Chicano for Starters—The Conquest ● Conquest/Conquistadors (Slides with Guided Notes) ● When Worlds Collide - (Docu-film) ● Spanish Conquest Google Slides ● La Malinche Article Questions ● La Malinche Article ● La Virgen De Guadalupe Movie Questions ● Colonial Era Google Slides	choice ○ Written response ● Ethnic Studies Tenets Knowledge Assessments
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Unit 4: Loss of Aztlan (1810-1848)

Unit Inquiry Questions:

- What events led to the fall of the Mexican Southwest from 1810-1848?
- How did differing worldviews and cultural beliefs shape interactions between the newly established Anglo-Americans and Mexicans?
- Who were the key figures during the Westward expansion/American colonization, and what roles did they play?
- What impact has colonization had on Mexican/Xicano identity in the newly formed United States Southwest?

Cross-Cutting Concepts:

- Counternarratives, Identity, Colonization, Race & Racism, Prejudice, Stereotype, Discrimination

Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Dominant Narratives vs Counter Narratives ★ Colonialism and Colonization ★ Indigenize and Decolonize ★ Resistance, Liberation, & Celebration ★ Sacred ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous	➤ Mexican-American War ➤ Los Ninos Heroes ➤ Anti-Mexican - Lynchings ➤ The story of Joaquin Murrieta ➤ The story of Tiburcio Vasquez ➤ Manifest Destiny ➤ Treaty of Guadalupe Hidalgo ➤ Josefa Segovia ➤ St. Patrick's Battalion ➤ Creation of Corridos ➤ Juan Crow Laws	• Chapter 3—Loss of Aztlan ROA (Mexican-American Heritage textbook) • Map of Manifest Destiny • US Expansion/Colonization • Resistant Stories • Joaquin Murrieta—Website and Worksheet • Chicano for Starters • Manifest Destiny • Los Tigres del Norte—Somos Más Americanos • Mexico's Fight for Independence Google Slides • Padre Hidalgo Internet Research Questions • Manifest Destiny Image Response • Downieville Incident Article Questions • Mexican American War Google Slides 8-16 • Tiburcio Vasquez Article • Tiburcio Vasquez Article Questions • What you didn't learn	• Ethnic Studies Tenets Knowledge Assessments • Fall Final Exam
Ethnic Studies Tenets ★ Relationship of power between indigenous, black, people of color & US society ★ Resistance, Liberation, & Celebration ★ Sacred ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous			
Content Standards			
Ethnic Studies Standards: • Centered on the experiences of historically marginalized communities. • Critically examine concepts such			

as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements. Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two. <u>CA Social Science Framework:</u> Chapter 14(p. 310-314)of the Social Science Framework is specifically about Ethnic Studies. <u>US History Standards:</u> 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.		about California's flag in history class - Los Angeles Times Corridos St. Patrick's Battalion Chicano for Starters—Second Class Citizens—Juan Crow Laws
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Unit 5: Prelude to the Mexican Revolution, Part I (1848-1910)		
Unit Inquiry Questions: - What major events led to the French Intervention and preceded the Mexican Revolution, 1848-1910? - Who were the key figures during the French Intervention and the Porfiriato (Porfirio Diaz regime), and what roles did they play? - What impact did the Diaz regime have on the Mexican and Indigenous identity in the newly formed Mexican government? - What were the major causes leading to the Mexican Revolution?	Cross-Cutting Concepts: Oppression, Mexican Nationalism, Cultural Identity, Racism, Classism, Gender	

Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Colonialism ★ Oppression ★ Class ★ Gender ★ Resistance, Liberation, & Celebration	➤ Benito Juarez ➤ Battle of Puebla ➤ The Porfiriato ➤ Ricardo Flores Magon ➤ Social Inequality ➤ The hacienda system ➤ Political Repression ➤ Foreign Influence	• Benito Juarez • Chapter 4 ROA- French Intervention • Benito Juárez Case Study Reading • La Battalla Film • Questions • Memory of Fire Reading • Memory of Fire Centennial Questions • Porfiriato Google Slides • Protest Art of the Porfiriato • Without Bosses' Questions (Flores Magon Brothers)	• Ethnic Studies Tenets Knowledge Assessments • Chapter 4- Test (Multiple Choice and Written Response)
Ethnic Studies Tenets ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous ★ Resistance, Liberation, & Celebration ★ Third World and International Solidarity ★ Self-Determination and Sovereignty			
Content Standards			
<u>Ethnic Studies Standards:</u> • Be centered on the experiences of historically marginalized communities. • Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements. • Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two. <u>CA Social Science Framework:</u> Chapter 14(p. 310-314)of the Social Science Framework is specifically about Ethnic Studies.			

<u>US History Standards:</u> 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.			
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Unit 6: Mexican Revolution, Part II (1910- 1920 and beyond)			
Unit Inquiry Questions: • What were the major events of the Mexican Revolution, 1910-1920, and beyond? • Who were the key figures during the Mexican Revolution, and what roles did they play? • What impact did some of the key reforms and policies have on Mexican and Indigenous identity in the newly formed Mexican government? • What were the major effects of the Mexican Revolution, and what impact does it continue to have today? • How does the Cristero War impact the legacy of the Mexican Revolution?			
Cross-Cutting Concepts: • Counternarratives, Land Reform, Foreign Influence, Racism, Classism, Religious persecution, Gender			
Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Racism ★ Classism ★ Identity ★ Liberation ★ Resistance	➤ Francisco Madero ➤ Land Reform ➤ Mexican Nationalism ➤ Pancho Villa ➤ Emiliano Zapata ➤ Worker's Rights ➤ Soldaderas ➤ Battle of Celaya ➤ Invasion of Columbus, New Mexico (Pancho Villa) ➤ Legacy of the Revolution	• Chapter 5- ROA • Mexican Revolution • Google Slides • Mexican Revolution Video • Questions • Facts About Pancho Villa • Questions • Emiliano Zapata Case • Study Questions • Pancho Villa Quote • Interpretations • Emiliano Zapata Quote • Interpretations • Art of the Mexican Revolution • Famous Artists of Mexico	• Ethnic Studies • Tenets Knowledge Assessments • Chapter 5 Test • Create your own corrido/poem/art
Ethnic Studies Tenets ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous ★ Resistance, Liberation, & Celebration ★ Third World and International Solidarity ★ Self-Determination and Sovereignty			

Content Standards		• Emiliano Zapata Case Study- Reading • "Viva-la-Revolucion_Complete-Guide • Cristero War PPT Guided Notes
<u>Ethnic Studies Standards:</u> • Be centered on the experiences of historically marginalized communities. • Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements. • Require students to engage in critical, meaningful dialogue that leads to an understanding of the self, society, and their connections. <u>CA Social Science Framework:</u> Chapter 14(p.310-314)of the Social Science Framework is specifically about Ethnic Studies. <u>HSS-10.10:</u> When analyzing nation-building in Mexico, the Mexican Revolution is a crucial historical event shaping the nation's political, social, and economic landscape	Click here to jump back to the top 	

Unit 7: Mi Familia
Unit Inquiry Questions: • In what ways have our families and communities resisted erasure or invisibility from the dominant historical narrative? • How does knowing the history of your family help you understand your identity and cultural roots? • What traditions, languages, or stories have been passed down in your family, and what do they teach you about who you are? (community and cultural wealth).

- How do your roots, traditions, and culture help you strive towards success for yourself, your family, and your community?

Cross-Cutting Concepts:

- Counternarratives, Community and Cultural Wealth, Solidarity

Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Counternarratives ★ Cultural Wealth ★ Community and Cultural Responsive ★ Solidarity	➤ Community Cultural Wealth Model ➤ Research their family history, ancestry, family, culture, lived experience, and future. ➤ Power of Timeline and Interviews (Platicas) ➤ Case Study: Mi Familia - o Alta California - Mexico - o Mexican Revolution - o Repatriation vs Deportation - o Family stories - o Intergenerational	• My Family/Roadmap Instructions. • Sample of Project (Canva) • Mexican Repatriation • Film: My Family • My Family Project	• Overview - questionnaire • Presentation rubric • Ethnic Studies Tenets Knowledge Assessments • My Family Checklist • Presentation Rubric
Ethnic Studies Tenets			
★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous ★ Relationship of power between indigenous, black, people of color & US society ★ Resistance, Liberation, & Celebration ★ Intergenerational			
Content Standards			
<u>Ethnic Studies Standards:</u> • Be centered on the experiences of historically marginalized communities. • Critically examine concepts such as race, class, gender and sexuality in relation to power, political systems, social structures and social justice movements. • Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two.			

• Empower students to advocate and become agents of social transformation by developing a multicultural perspective and the skills and knowledge that address the needs of the individual, community, and the world. <u>CA Social Science Framework:</u> Chapter 14(p. 310-314)of the Social Science Framework is specifically about Ethnic Studies. <u>HSS-11.7</u> <i>Students analyze America's participation in World War II</i> <u>HSS-11.8</u> <i>Students analyze the economic boom and social transformation of post–World War II America.</i>			
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Unit 8: Zoot Suit			
Unit Inquiry Questions: • What events led to mass immigration/migration from Mexico to the United States? • How did the pachucos/as create a new identity that was neither Mexican nor American? • What sort of discrimination did the pachucos/as encounter? • What are the legacies of the Zoot Suit Riots, and how does the Pachuco culture resonate today? • In what ways were the Zoot Suit Riots an example of racialized violence and the criminalization of cultural identity? • How did the experiences of Mexican Americans during WWII challenge or reinforce their status as “second-class citizens”?			
Cross-Cutting Concepts: • Counternarratives, Cultural Identity, Assimilation, Acculturation and Transculturation, Racism, Prejudice, Stereotype, Discrimination			
Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments

★ Counternarratives ★ Cultural Identity ★ Race and Racism ★ Racial Profiling	➤ Lemon Grove Incident (1931) ➤ Chicano role and contribution in World War II (Military) ➤ Chicana role and contribution in World War II (Industries) ➤ American GI Forum ➤ Hector P. Garcia ➤ LULAC ➤ Mendez v Westminster (1947) ➤ Sleepy Lagoon Case ➤ Zoot Suit Riots ➤ Calo ➤ Jitter-bug, mambo, rumba ➤ Lalo Guerrero, Sam Sham and the Pharaohs, Richie Valens ➤ Chavela Vargas, Lola Beltran ➤ Braceros ➤ Testimonias (Braceros)	• Chapter 6 ROA • California Grapeworkers' Strike: 1965-66 • Zoot Suit Anticipatory Questions • Sleepy Lagoon Article Questions • Sleepy Lagoon Article Questions • Zoot Suit Riots Movie Questions • Calo Prezi Notes • Calo Skit • Chicanos/Latinos in World War II Movie Questions • Felix Longoria • Chicano for Starters- Precursor to the Chicano Movement	• Ethnic Studies Tenets Knowledge Assessments • Chapter 6 Test Multiple Choice, Written Response, Art piece.
Ethnic Studies Tenets ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous ★ Relationship of power between indigenous, black, people of color & US society ★ Resistance, Liberation, & Celebration			
Content Standards Ethnic Studies Standards: • Be centered on the experiences of historically marginalized communities. • Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements. • Require students to engage in critical, meaningful dialogue that leads to an understanding of the self, society, and their connections. CA Social Science Framework: Chapter 14(p. 310-314)of the Social Science Framework is specifically about Ethnic Studies. HSS-11.7 Students analyze America's participation in World War II			

<u>HSS-11.10</u> Students analyze the development of federal civil rights and voting rights.			
<u>HSS-12.5-</u> Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.			
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Unit 9: The Chicano Movement			
Unit Inquiry Questions: - What were the guiding principles of the Farm Worker Movement organizers? - What were the issues surrounding the New Mexico Land Grant Movement? - What were the goals and strategies of the Chicano Movement (UFW, Brown Berets, East LA Walkouts, Chicano Moratorium, Crusade for Justice, La Alianza, and La Raza Unida Party)? - What effects did the Chicano Movement have, and how does it impact today? - Explain the importance of activism during this time and how it impacts today?			
Cross-Cutting Concepts: Counternarratives, Human Rights, Democracy, Social Justice, and Identity			
Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Counter Narratives ★ Aztlán ★ Human Rights ★ Social Justice ★ Cultural Pride ★ Social Activism	Precept: ➤ Economic injustices and capitalism ➤ History of Land, Labor, and Unions ➤ Intersectionality (Gender, Class, Culture, and Race) ➤ Civil Rights and Black Power Movement - Legacy ➤ Cultural Nationalism ◦ Crusades for Justice (Colorado) ◦ Plan de Aztlan	Salt of the Earth: Grounds Students in Hope Salt of the Earth: A Teaching & Learning Resource Chapter 7 ROA Power Movement PBS- Voces, Part 3 Farm Worker Movement Anticipation Questions Chicano Movement Questions Pages 39-47 Struggle in the Fields	- Ethnic Studies Tenets Knowledge Assessments - Book Project - Chicano/a/x Culminating Independent Study Project
Ethnic Studies Tenets ★ Relationship of power between indigenous, black, people of color & US society ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous			

★ Resistance, Liberation, & Celebration ★ Self-Determination & Sovereignty ★ Solidarity ★ Social Justice and Democratic Project ★ Intergenerational ★ Indigenize and Decolonize	◦ I Am Joaquin ◦ Chicano and Chicanismo ◦ La Raza ➤ Education (High School) ◦ Students, Sal Castro, Parents, Community, Brown Berets (L.A.) ◦ Walkouts/Blowouts ◦ Student Leadership ➤ Education (Higher Education) ◦ Plan de Santa Barbara and Chicano Studies ➤ Land and Treaty Rights ◦ La Alianza and Reyes López Tijerina ◦ Treaty of Guadalupe Hidalgo ➤ Labor/Human Rights ◦ United Farm Workers (UFW), Cesar Chavez, Dolores Huerta, Larry Itliong, farmworkers (Central Valley, California) ◦ Teatro Campesino ◦ Labor Contracts ◦ Huelga Bird (meaning of Los Colores & Symbol), La Causa ➤ Political Representation ◦ La Raza Unida (Texas), José Ángel Gutiérrez ◦ Voter registration ➤ Chicano Moratorium ◦ Anti-Vietnam War Protest (L.A.) ◦ Ruben Salazar & "Who is the Chicano" ➤ Chicana Self-Determination ◦ From exclusion to fighting for representation	• Questions 0:00-15:00 Chicano Movement Pages 48-56 • Chicano Movement Questions Pages 57-63 • Wrath of Grapes Speech • Wrath of Grapes Speech Questions • Struggle in the Fields Questions 15:00-53:20 • Reyes Lopez Tijerina Text (From Chicano Movement Book) • Reyes Lopez Tijerina Questions Pages 67-81 • Chicano Movement Questions Pages 82-90 • Yo Soy Joaquin • References • Yo Soy Joaquin Poem • Yo Soy Joaquin Questions • Chicano Movement Questions Pages 90-101 • Chicano Youth and Liberation Conference • Walkout Movie Quote Response • LA School Walkouts Video • Questions • Walkout Written Response • Chicano Literature Assignment • Bless Me Ultima Film Discussion Questions • Ruben Salazar. Who is a Chicano • Chicano Park Assignment • Documentary: Quest for Homeland ◦ Xicana feminism (32:48 - 35:34)
Content Standards <u>Ethnic Studies Standards:</u> • Be centered on the experiences of historically marginalized communities • Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements. • Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society, and the connections between the two. <u>HSS-11.11</u> Students analyze the major social problems and domestic policy issues in contemporary American society		

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Unit 10: Contemporary Issues in Chicanx Communities

Unit Inquiry Questions:

- What are the issues surrounding immigration from Mexico and Central America to the United States?
- What are some key components of contemporary Chicano culture?
- What are some key issues for the contemporary Chicano/a and Latino/a community?
- How have the Chicano/a/x and Latino/a/x experiences changed over time?
- How is Ethnic Studies a powerful tool for making our society more inclusive? Justify your answer using past examples and case studies.

Cross-Cutting Concepts:

- Counternarratives, Intersectionality, Immigration, Solidarity

Critical Concepts	Key Content	Essential & Optional Assignments & Texts	Assessments
★ Counter Narratives ★ Identity ★ Human Rights ★ Chicana Feminism	Immigration & Economics ➤ Immigration Act 1965 ➤ CA Prop 187, 209, 227 ➤ NAFTA & Zapatistas ➤ Rise of xenophobia ➤ DACA ➤ MAGA and ICE Raids ➤ Maquiladoras ➤ NAFTA ➤ Planet Money Makes a T-Shirt Identity ➤ Latina/o/x/e Identity ➤ Central Americans ➤ LGBTQIA+ rights ➤ Chicana Feminism and Mestiza Consciousness ➤ 3rd and 4th Wave Feminism (intersectionality and Me Too movement)	• Royal Chicano Air Force Article Response • Royal Chicano Air Force Murals • Chicano Artists The Collection of Cheech Marin • Arizona Ethnic Studies Ban Response • Proposition 187 Article • Proposition 187 Article Questions • Under the Same Moon Discussion Questions • Chicano Park Murals • Chicano Park Mural Response • Maya Arce v. John Huppenthal Oral Argument • Film: Real Women Have Curves	• Ethnic Studies Tenets Knowledge Assessments
Ethnic Studies Tenets ★ Identity—Ancestral, Communal, Intersectional, and Heterogeneous ★ Relationship of power between indigenous, black, people of color & US society ★ Resistance, Liberation, & Celebration ★ Solidarity ★ Social Justice and Democratic Project ★ Intergenerational			
Content Standards			

<u>Ethnic Studies Standards:</u> • Be centered on the experiences of historically marginalized communities. • Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements. • Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society, and the connections between the two. <u>HSS-11.11</u> <i>Students analyze the major social problems and domestic policy issues in contemporary American society</i>	➤ Social/Cultural/Political/Identity within the US ➤ Opposition to ERA Education • Mexican American Studies and HB 2281 (Arizona) • Ethnic Studies - High School Graduation Requirement (AB 101) • Tucson's Mexican-American Studies Ban Culture ➤ Music ➤ Film ➤ Food ➤ Art	○ 15 years later, "Real Women Have Curves" remains one of the most important films for brown girls	
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CORRELATION TO THE ETHNIC STUDIES STANDARDS

In WJUSD, Ethnic Studies is the critical and interdisciplinary study of race, ethnicity and indigeneity within and beyond the United States. Our Pre-K to 12th grade curriculum must encompass multiple points of view that reflect the diversity of all of our students including race, ethnicity, sexuality, ability, gender, class etc., with a focus on the experiences and perspectives of people of color. Through our Pre-K to 12th grade course work, students will be supported to develop and utilize a critical lens to see the world and their role as an active citizen in a global society.

For courses to satisfy the Ethnic Studies Graduation Requirement, the four Ethnic Studies Standards must be addressed (at a minimum). To propose that your course meet the requirement, please identify how the new/revised course covers the four Ethnic Studies Standards. Use specific examples of course content, including names of readings, individuals to be studied, writing assignments, etc.

Criteria from the Ethnic Studies Standards	Description of course content that addresses the standard
1. Be centered on the experiences of historically marginalized communities	In Unit 1, "Roots of Chicano Studies," teachers will facilitate an exploration of the historical origins and contemporary issues in Chicano Studies. Through the essential question, "to what extent is the Chicana/o cultural and community valued in U.S. society?" students will examine various marginalized communities within the Chicano community through an analysis that illustrates the presence of injustices within power structures as they impact the Chicano/a community. By centering various marginalized communities within the Chicano community, students will be able to identify and make connections to contemporary experiences and issues faced by marginalized communities today, both within the Latinx community and beyond.
2. Critically examine concepts such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice movements.	In Unit 9, The Chicano Movement, teachers will facilitate a comprehensive examination of the Chicano Movement. Students will examine critical concepts, such as race, class, gender, and sexuality in relation to power, political systems, social structures, and social justice through the guiding principles and issues from the Chicano movement. By critically examining these concepts during the Chicano Movement, students will develop their critical consciousness and apply problem-solving solutions to contemporary issues.
3. Require students to engage in critical and meaningful dialogue that leads to an understanding of self and society and the connections between the two.	In Unit 7, Mi Familia, students will explore their lived experiences through their own community's cultural wealth. By researching, creating, and presenting their family history, students will gain a deeper understanding of their identity and cultural roots while acquiring more knowledge of their own interconnectedness with the larger Chicanx community. By exploring how historical events have influenced their own ancestors, they will acquire a more holistic perception of the effects of these events on Chicanx people as a whole, as well as how they have affected the diverse communities of the United States as a whole.
4. Empower students to advocate and become agents of social transformation by developing a multicultural perspective and the skills and knowledge that address the needs of the individual,	In Unit 10: Contemporary Issues in Chicanx Communities, students will examine topics that affect their own communities and families. They will examine case studies of Chicanx leaders and activists who have been at the forefront of contemporary efforts to culturally and politically empower Chicanx communities. They will analyze ways in which the Chicanx community has reaped the rewards of the Chicanx movement, and how the struggle for economic and cultural self-determination has continued to the

community, and the world.	present day. Students will also engage with other topics that affect the Chicana community, such as immigration laws, labor, gender, class, and identity issues.
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Survey Overview

- **Schools surveyed:** Pioneer High, Woodland High, Cache Creek High
- **Total responses:** 107
- **Rating scale:** 1 (not interesting) → 5 (very interesting)

Overall Course Interest

Rating	% of Responses	Summary
5 – Very interesting	~30%	Many students are highly engaged and recommend the class to peers.
4 – Quite interesting	~35%	Most students find the topics meaningful and culturally relevant.
3 – Moderately interesting	~25%	Some interest, though a few want more contemporary or hands-on material.
2 or 1 – Less interesting	~10%	A small group felt less connected or unsure about the content.

Average interest rating: $\approx 3.9 / 5$

Most Popular & Useful Topics

Students frequently selected the following themes:

1. **Chicano Studies** – most common topic overall
2. **Mexican Revolution**
3. **Chicano Movement**
4. **Indigenous Societies**
5. **Spanish Contact/Invasion**
6. **Chicano Experience** (identity, culture, and lived experiences)

7. Connecting curriculum to “Mi familia” and local Woodland/Yolo County history

8. Zoot Suits and Loss of Aztlán

Emerging interests:

- Current issues affecting Chicanx and Mexican communities (e.g., ICE raids, immigration, discrimination)
- Religion, LGBTQ+ Chicano leaders, and contemporary social justice topics
- More local and personal connections (students’ families, community history)



Suggestions for Improvement

Common requests included:

- **Add modern relevance:** Explore **current challenges** faced by Chicano and Latino communities.
- **More hands-on activities:** Students from Woodland High especially asked for **interactive lessons or projects**.
- **Expand on cultural identity and ancestry:** Interest in **deeper Indigenous and ancestral history**.
- **Religion and spirituality** in Chicano culture.
- **Continue connecting lessons to lived experience** and community.



General Feedback

- The vast majority of comments were **positive**:
 - “This class is really great and I’d recommend it to my friends.”
 - “Marin is the best Chicano Studies teacher ever.”
 - “I love this class — the teacher is so nice.”

- Students appreciate **representation and relevance**: seeing their own culture, history, and families reflected in the curriculum.
- Minimal negative feedback; most “no,” “none,” or “N/A” responses indicate satisfaction with the course content.



Key Takeaways

- Students **value Chicano Studies** and see it as a meaningful, empowering class.
- To deepen engagement, consider:
 - Including **contemporary Chicanx issues and activism**
 - **Interactive or community-based learning**
 - Integrating **religion, identity, and intersectionality**



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Instructor: _____
Office Hours: By Appointment
Office Phone: _____
Email: _____

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Books:

The Mexican American Heritage, Jimenez, Carlos M.
Chicano Movement for Beginners, Maceo Montoya
Mexican-American Heritage (Carlos Jimenez) (pdf)
Our Sacred Maiz is our Mother (Cinitli Rodriguez) (pdf)
Street Life (Victor Rios)
Across A Hundred Mountains (Reyna Grande)

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Justification, description of the course, and objectives:

Chicano Studies is one of many valuable topics that supports ethnic studies. This course has been designed as a survey course of the Chicano/Mexican-American people prior to the Spanish colonization of the Americas up to the present time. This class will provide students an overview of the historical events around the Chicano people in connection to the cultural, religion, gender, educational, social, political, and economical issues. We will also examine how historical events impact geographical migration, immigration and the strive for civil rights. This course will also examine the “contributions” made by the Spanish/Europeans on the Indigenous people and its impact with the development of the western United States. Students will examine how race, ethnicity and social class influences the social behavior and self-identity of the Mexican descendants and how this is reflected by the demographics and inequities of our community. This course will address multiple California State Social Standards for Social Studies and also meet WJUSD Ethnic Studies Requirement under Board Resolution #35-15” to provide a balanced and quality education that exposes students to cultures and crucial understanding of the students rich histories and contributions from the culture of their own communities”. Finally, in order to support students in developing and practicing their critical consciousness, our class will apply the Ethnic Studies Tenets and Community and Cultural Wealth framework to the Chicano/a concepts, people and events studied in class.

Weeks	Agenda, Unit, and Themes
3 Weeks	Unit 1: Roots of Chicano Studies
3 Weeks	Unit 2: Indigenous Societies
3 Weeks	Unit 3: La Conquista
3 Weeks	Unit 4: Loss of Aztlan
3 Weeks	Unit 5: Mexican Revolution, Part I
3 Weeks	Unit 6: Mexican Revolution, Part II
5 Weeks	Unit 7: Mi Familia
2 Weeks	Unit 8: Zoot Suit
4 Weeks	Unit 9: The Chicano Movement



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4 Weeks

Unit 10: Contemporary Issues in Chicana Communities

Materials for the class:

Students must bring the following to class:

1. 3 Ring Binder and Line Paper used for Note taking, Interactive Writing, and Notes.
2. Folder- (to keep Handouts, Supplemental Reading Materials, etc).
3. Writing utensils, Highlighters, an open mind and a strong desire to learn as a team.
4. An open mind and a strong desire to learn as a team.

Successful completion of this course depends on a strong commitment to fully complete assignments, full and positive participation, satisfactory attendance, and a asset based mindset.

Essential Learning Assignments and Assessments:

- All tasks and the agenda of the day will be written on the board and/or on google slides.
- The student is expected to transfer agenda and assignments to their own personal notebook with Quick Writes.
- Assignments will be picked up or stamped on the due date for full completion points.
- Students should always be prepared to discuss assignments.
- If a student does not complete an assignment in class, they are required to complete it the following day.
- It is imperative that you look at your child's planner/notebook to monitor assignments and due dates. CHECK Aeries Portal or Canvas for access to assignments.
- Tests will be given upon completion of a Chapter or Unit.
- Late Work: Late work will not be accepted for full credit. Points will be deducted.
- Make-up work: Make-up work for homework/tests will be accepted only if the student has a valid excused absence. You will have an allotted time to make up assignments or tests at the discretion of the teacher. Make up test must be done before school, or during lunch.

CLASS RULES:

1. Respect

I will participate positively and appropriately in all class activities.

Respect for others

I will stay focused on the task without disturbing or distracting others, **INCLUDING CELL PHONES.**

I will not use *put downs* or harass others.

I will respect other people's differences and opinions.

I will raise my hand to speak.

I will go in and out of the room quietly.

2. Integrity

Don't cheat, copy and be honest.

3. Compliance

Follow instructions; no talking, especially when the teacher is speaking, and always remain seated unless directed



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to do so.

4. Clean Environment

Full compliance with the WHS Dress Code (No hats, slippers, drapes, excessive skin exposure, Inappropriate attire, etc.), NO graffiti and always pick yourself up. NO Food or Drinks in class.

5. Responsibility

Be responsible for your actions (especially cell phones and electronic devices). If your cell phone is visible, it is considered in USE. It will be confiscated and sent to the Administration.

Detention will be issued at the teacher's discretion based on graduated sanctions.

Step 1-Student Warning.

Step 2-Teacher/Student Conference/Detention.

Step 3: Student-Parent-Teacher Conference.

Step 4: In-class contract.

Once you are at Step 4, you will stay at Step 4.

Procedures

Start of class Respectfully and immediately go to your assigned seat, take out your notebook, write the agenda and start on the warmup or assignments of the day. Sharpen your pencil before the Bell rings. When the bell rings, you should be working on the assignment. If you are NOT in your assigned seat when the bell rings, you are considered late.

At the **end of class**, check your desk for any papers or trash.

The bell does not close class and students do not dismiss class. I'm going to dismiss the class.

Grading: Grading will be done by accumulating points based on class work/homework, Tests/quizzes, projects, and other assignments.

90 - 100%	A	Classwork/Homework	+/- 40%
80 - 89%	B	Projects	+/- 30%
70 - 79%	C	Test/Quiz	+/- 30%
60 - 69%	D		
0 - 59%	F		

I, _____, and _____ agree to uphold the standards and behaviors as listed above.

Student Signature/ Date

Parent/Guardian Signature/Date

