

Course Title: Mexican American Studies	
Semester Course – Grades 9 – 12	
Prerequisite: None	
	Mexican American Studies
Course Description	
<p>Ethnic Studies courses operate from the consideration that race and racism, have been, and continue to be, profoundly powerful social and cultural forces in American society. These courses focus on the experiences of African Americans, Asian Americans, Chicanas/os and Latinas/os, Native Americans, and other racialized peoples in the US. Courses are grounded in the concrete situations of people of color, and use a methodological framing that emphasizes both the structural dimensions of race and racism and the associated cultural dimensions. (Adapted from UC Berkeley, Department of Ethnic Studies).</p> <p>The major purpose of this course is to develop an understanding of the role and contributions of Mexican Americans to the growth and development of the United States. The course offers opportunities to examine the historical significance of Mexican Americans from pre – colonial, indigenous, maize – based cultures through present times. The course promotes critical thinking about race, and other systems of difference that shape individual and group interactions, American identity, and culture.</p>	
This is an elective “A” course.	
COURSE SYLLABUS (topics to be covered)	
<ul style="list-style-type: none"> • Identity (2 weeks) • Indigenous history, thought, and culture (3 weeks) • Colonization of the Americas to Mexican Independence (2 weeks) • Manifest Destiny, The Mexican American War, Displacement and Resistance (3 weeks) • Early 20th Century through WWII (2 weeks) • Chicano Movement (4 weeks) • Contemporary Issues (4 weeks) 	
Recommended Focus Standards	
Historical Analysis (From Framework)	Chronological and Spatial Thinking 1, 2, 3, 4 and 5 Research, Evidence and Point of View 1, 2 and 3 Historical Interpretation 1, 2, 3 and 4
California Common Core Reading in History/Social Science Standards	RH 1 – 10
Common Core Writing in History/Social Science Standards	WHST 1 – 12
Representative Performance Outcomes and Skills	
<p>In this course, students will know and be able to:</p> <ul style="list-style-type: none"> • Analyze the worldviews, values, cultures, and contributions of pre-colonial, indigenous, maize – based groups in Mesoamerica. • Analyze migration patterns of pre-colonial, indigenous, maize – based groups and the impact of 	

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migration of the transference and preservation of language.

- Understand the geo-historical and conceptual significance of Aztlan.
- Analyze major goals of and factors in the Spanish conquest, including colonization, psychological factors, technology, disease, geography, military strategy, and mythology.
- Evaluate the impact of de-indigenization on maize – based groups and its ongoing implications for Mexican Americans (e.g. worldviews, values, cultures).
- Describe and critique the social and political structures of New Spain, including racial construction, segregation, and stratification (e.g. casta system).
- Describe the causes and consequences of the Mexican Independence movement.
- Analyze the implications of the concept of Manifest Destiny (e.g. Mexican American War, Westward Expansion)
- Evaluate the impact of the Treaty of Guadalupe Hidalgo on Mexicans living in the ceded territories (e.g. social bandits, land grants, squatting, political rights, racism).
- Describe the role of violence, oppression, and persecution in the West (e.g. lynching, Texas Rangers Bear Flag Revolt).
- Examine the impact of repatriation of Mexicans and its impact on the community.
- Examine the role of *Mendez v. Westminster School District* played in the desegregation in American schools.
- Examine the tensions during WWII by analyzing the causes of the Zoot Suit Riots and the role of the media in shaping public opinion towards Mexican Americans.
- Analyze Mexican American participation in WWII and its impact on the development of the Chicano movement.
- Analyze Mexican immigration patterns between 1910 and 1950; evaluate U.S. immigration policies in the same era, including the impact of the Bracero program.
- Understand the causes and implications of the East LA Walkouts/Blowouts (Brown Berets, Sal Castro, CYLC)
- Evaluate the goals of El Plan de Santa Barbara and El Plan de Aztlan.
- Understand role and experience of Chicanas within the Chicano movement.
- Analyze the impact of civil rights movements and more radicalized Chicano Groups.
- Analyze the impact of the Farm Labor Movement and its impact on the agricultural labor community, including the contributions of Cesar Chavez and Dolores Huerta.
- Understand the ever changing and evolving role of Mexican Americans in society and how it applies to them.
- Analyze the development of political power within the Mexican American community and its relationship to changing power structures in the United States.
- Analyze the development of political power for women within the Mexican American community and its relationship to changing power structures in the United States.
- Evaluate the evolving role of education in the Mexican American community.
- What challenges continue to face Mexican Americans?
- What opportunities so students have to enact positive change for Mexican Americans?

In accordance with their individual capacity, students will grow in the ability to:

- Locate, interpret, and assess information found in primary and secondary sources.
- Describe how major historical events are related to each other in time by distinguishing between cause and effect, sequence, and correlation.
- Construct historical interpretations and solutions through the evaluation of different ideas, values, and behaviors of different aspects of the Civil Rights movement in the 20th Century.

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- Apply the principles of historical research to the History/Social Science discipline by asking historical questions, evaluating data, and analyzing different points of view.
- Ask historical questions and relate different points of view.
- Use writing to combine ideas, concepts, and information to craft a claim and draw connections among them.
- Arrange historical events in sequential order and determine their correlation to each other.
- Identify an author's position on a historical event.
- Identify and evaluate an author's purpose in producing a document.
- Hypothesize what the author will say before reading a document.
- Evaluate the trustworthiness of a source by considering genre, audience and purpose.
- Understand how context and background information influence the content of a document.
- Recognize that documents are products of particular points in time.
- Establish what is probable by comparing documents to each other.
- Recognize disparities between accounts.
- Identify an author's claims about an event.
- Evaluate the evidence and reasoning the author uses to support claims.
- Evaluate author's word choice; understand that language is used deliberately.

Assessments will include:

- Content Specific Formative and Summative Assessments
- Historical Analysis and Thinking Skills Formative and Summative Assessments
- Short Constructed Responses
- Extended Constructed Responses

Texts/Materials

- Occupied America: A History of Chicanos in America
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- Content Appropriate SHEG Lessons (e.g. Moctezuma and Cortés, Manifest Destiny, Texas Independence, Mexican Labor in the 1920s, Zoot Suit Riots)