



Santa Rosa City Schools Course Proposal: Ethnic Studies Spanish for Spanish Speakers 2

Proposal Submitted By Educational Services

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

This course satisfies 10 WOLA (“e”) credits. This course concurrently meets the Santa Rosa City Schools’ district requirement for Ethnic Studies

UC a-g Requirements: Specify which requirement is met. (High School only)

This course will be submitted for approval as an “e” course by the UC/CSU systems.

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

In July 2020, Santa Rosa City Schools approved Ethnic Studies as a course of study and as a graduation requirement. This course will allow students to meet their 10 unit ETHS requirement in Spanish and will facilitate a deeper understanding of the identities, ethnicities, cultures, practices, products and perspectives of the Spanish speaking communities of the Americas and beyond. Research shows that Ethnic Studies increases graduation rates, improves attendance and results in greater engagement and higher grades.

Explain the measurable learning outcomes

Students will:

- think independently and critically about issues of race, ethnicity, identity, and power in Latin America
- understand the ideas of community assets and cultural wealth
- participate in collaborative conversations in which they discuss complex issues
- develop a sense of pride and understanding of themselves, their ancestors, and others
- understand the diversity within Latin America and gain appreciation and respect for other cultures
- communicate in clear and persuasive writing and speech about contemporary and historical issues from throughout Latin America

- consider the changing nature of language in general and the engendered nature of the Spanish language
- recognize and reflect on the ways in which language shapes, memorializes and transmits culture
- access and evaluate information and diverse perspectives that are available through the language and its cultures
- deepen their research and analytical skills
- analyze literature and literary elements within a text
- write in a variety of genres
- hone their presentation skills

Course Description (To be used in the course catalog)

This course is designed to incorporate the ideas of Ethnic Studies into a Spanish for Native Speakers Class. Ethnic Studies Spanish for Spanish Speakers Level 2 offers an Ethnic Studies course to students in their heritage language. This course engages students in reading, writing, speaking, and listening through critical analysis of fiction, nonfiction, poetry and music. Ethnic Studies Spanish for Spanish Speakers celebrates the diversity of Latin America as it explores issues of race, ethnicity, identity, power, and gender. Students will study the histories, experiences, cultures, struggles, successes, and joys of the indigenous, Latino, and Afro-Latino peoples of the Americas in order to develop respect, empathy and self-awareness. This course will allow students to deepen their own bicultural and bilingual identities.

Detailed Course Design

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

Unit 1: Nuestras Riquezas Culturales: Race, Ethnicity, Identity Throughout the Americas

Unit Overview:

The first unit provides an introduction to the key terms of race, culture, ethnicity, racism, stereotyping, identity, and discrimination. With a focus on identity, students will understand the various tenants of ethnic studies. Students will explore the riches of the Spanish speaking cultures of Latin America and how they connect, intersect, and influence each other. Students will explore their own ethnic and cultural wealth and heritage and consider their value and importance. Students will review the foundations of Spanish they learned in their first year course. Further, this unit will include discussion of the engendered nature of Spanish and will explore the idea that language is ever-evolving; students will be empowered to use pronouns and adjectives that reflect their own identities.

Essential Questions:

1. What is Ethnic Studies?
2. What is identity? How do we define ourselves? What makes up your identity?
3. What is cultural wealth?
4. How does understanding and embracing our own and others' cultural identities work to combat discrimination and help us become agents of anti-racism?
5. What is intersectionality? How does intersectionality impact identity development?

Supplemental question:

1. Why is it important to understand ethnic studies to be a more informed citizen?

Language Focus: Cultural and language comparisons that will investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Core Assignments:

1. Read about/watch videos about the history and importance of ethnic studies as a movement and discipline.
2. Complete an assignment that explores students' own cultural wealth. Examples include: [Yosso's cultural Wealth Model](#) / [Translated](#)
 - a. Create a family portrait that explores familial wealth; produce a written piece explaining details about the portrait (Explore Carmen Lomas Garza's art)
 - b. Compare and contrast cultures and traditions and their value within the culture.
 - c. Build a cultural tree (or other symbol: building with windows, plate with foods, etc.) illustrating students' celebration of their own cultural wealth - relying on the lens of Dr. Yosso's community-cultural wealth model (aspirational, familial, social, etc.)
 - d. Creating a family tree. "¿Quiénes son tus ancestros?"
3. Socratic discussion about the engendered nature of Spanish and how language evolves. Students will have an opportunity to share their own preferred pronouns.
4. Socratic discussion based on textual excerpts and other assignments and readings throughout the unit: Who defines our identities? What parts of ourselves do we have no choices about sharing? What parts do we share and what do we keep private?

Sample Assignments:

- Acrostic poem (students find adjectives to describe themselves in Spanish, including ethnicities, nationalities, personality and behaviors). Students may choose to use non-gendered adjectives and pronouns.
- Así Soy Yo (The way I am)- Students will design their own poster using adjectives that apply to the way they are and adjectives the way they are not. Alternatively, they may create “above the iceberg/below the iceberg”.
- [Six word memoir \(examples\)](#): Students will create a six word memoir that sums up the story of their entire life up to this point in six Spanish words - no more, no less! Memoirs will include images that represent the students’ identities.

Suggested texts (Native speaker):

Non-fiction

- Nuevas vistas 1&2,
- Galerías 1 & 2 (Unit 1 ¿Quiénes somos ?)
- Excerpts from “The distance between us” by Reyna Grande

Poetry

- “Frutas” by Ricardo Pau-Llosa

Fiction

- Chapter 1 of Esperanza Rising
- Excerpts from “I Am Not Your Perfect Mexican Daughter”

Songs:

- Calle 13: “Latinoamérica” (lyrics + visuals showcasing different identities within Latin America)
- “De colores” Joan Baez

Other media:

- TED Talk: Why Ethnic Studies Matters - Ron Espiritu

Unit 2: Indigenous people of Latin America and Native American roots

In this unit students will practice land acknowledgment and read indigenous stories, origin, and poems. They will examine the joys and challenges of the indigenous people of Latin America and Native American community. The students will connect to their ancestors and their roots through practices, products and perspectives and familial wealth and knowledge.

Essential Questions:

1. Who were the original people of Latin America? What were their traditions and contributions, ways of knowing, and ways of life?
2. Whose land are we on now? How do we honor that land?

3. What role does colonization play in the challenges of the Native American Community and indigenous people of Latin America?
4. What is indigenous language and cultural resistance?

Language Focus: Language and culture comparisons. Students will develop an insight into the nature of language and culture in order to interact with cultural competence.

Supplemental questions:

1. What are the contributions of indigenous people have done in our communities?
2. How do indigenous people care for the land in perpetuity? What are some of the practices of different native groups to care for their indigenous lands?
3. What is Land Justice?
4. Who are some current indigenous leaders of Latino America? What issues are they focused on right now?
5. Who are some current Native American leaders? What issues are they focused on?
6. What is cultural erasure and how does it impact communities?

Suggested Assignments and Activities:

1. Students will choose an area of interest from Latin America. They will investigate a group indigenous to that area. Students will create a poster or Google Slide presentation highlighting the group's language, culture and contributions, land practices, including the types of cultural wealth the group demonstrated/continue to demonstrate. Some groups might include: Inca, Aztec, Maya, Olmec, Raramuri, Zapotec, Mixtec (México), Aymara (Andes), Guaraní (Paraguay), Mapuche (Chile) Guna (Panama).
2. Teachers will guide students through one or more of the following:
 - a. Invite guest speakers from a local tribe of the Native American
 - b. Visit the California Indian Museum and Cultural Center
 - c. Watch a short documentary on a topic of their choosing. Topics range from art, to ecology, to medicine, to food (Resources: Redbud Resources and NMAI). Synthesize and share.
 - d. Research local Native people and and their accomplishments (ex: Nicole Aunapu Mann)
3. Compare and contrast Native American representation in the media. Interrogate stereotypes and notice changes over time.
4. Cultural comparison of a product, practice and perspective of the Native American and Indigenous Latin American cultures.

Suggested Resources:

- [Indigenous languages podcasts](#)

- [California Indian Museum and Cultural Center](#)
- <https://www.redbudresourcegroup.org/>

Unit 3: Migration

In this unit, students will study stories of migration and immigration of ethnic groups who have settled in the U.S. from Latinoamerica. Students will learn about the diversity of these groups. Students will consider the real-life stories of these ethnic groups in connection with the literary lens of Francisco Jimenez. This study will include the various reasons (economic, social, political) for migration, their settlement and resettlement in the U.S., their perception of the United States, and their acculturation into mainstream American society. Students will also study the different status that ethnic groups from Latinoamerica hold in the U.S. and compare and contrast immigration waves from different eras. Consequently, students will analyze how local and national policy impacts ethnic groups, their concept of the United States, acculturation, and overall experiences. Additionally, students will critically examine governmental and societal receptions of Latinoamericanos and the effect they have on those communities' experiences. Through different readings and sources, students will be asked to discuss and respond to the following questions:

Essential Question:

1. What circumstances cause immigration waves from Latin America?
2. What effects has the flow of people between Latin America and the United States had in the last century?
3. What are some of the effects in different communities in the United States with diverse groups of Latin American immigrants?
4. What effects has migration had on the languages we speak within our own communities?
5. In what ways have our communities maintained their cultures here? In what ways have Latin American cultures been shared/spread within the United States?

Language Focus: Interpersonal and interpretive communication about Migration and Emigration. Making connections and acquiring information in diverse perspectives of migration.

Supplemental questions:

- How does immigration transform cultural diversity in our community?
- How do immigrants navigate retaining their culture while also living in a new culture?
- What are the reasons people leave their countries of origin to come to the United States?
- How have Latin American immigrant communities contributed to and enriched the United States and our community?

- In what ways have immigrants (and in particular hispano-hablantes) been scapegoated in certain points of US history? Who benefits from this? What are the effects on immigrant communities?
- How have national and local immigration policies affected immigrant communities?

Sample Assignments:

1. PowerPoint project: Where do your ancestors come from? Students will compare and contrast their ancestors' experiences of immigration to experiences from individuals from other Spanish speaking countries different from theirs.
2. Interview parents/familias about their journey to the U.S./how their ancestors came to be here.
3. Venn Diagram cultural comparison of immigration waves from different eras and countries of Latin America. For example, The Bracero Program, La guerrilla de El Salvador, etc.
4. Students will select one of the essential/supplemental questions from the unit to investigate and create and share a podcast about their findings.

Suggested Texts (Native speaker):

Non-fiction

- No somos de aquí by Jenny Torres Sanchez
- Galerías 1 & 2 (Unit 4 La geografía humana y la emigración)
- Excerpts from “The distance between us”, by Reyna Grande
- Las voces que entrecruzan el Perú y Japón by Shigeko Mato
- Cajas de carton by Francisco Jimenez
- Senderos fronterizos by Francisco Jimenez

Poetry

- Poesía inmigrante [Poemas de inmigración](#)

Fiction

- Excerpts from “I am Not Your Perfect Mexican Daughter”

Songs:

- Calle 13: “Latinoamérica” (lyrics + visuals showcasing different identities within Latin America)
- [Tigres del norte-](#)
- Mojado by Ricardo Arjona [cancion](#)
- El inmigrante by Calibre 50 [cancion](#)
- Los dos carnales el [inmigrante](#)
- [Me fui](#) Reyna Perdomo

Other media:

- The Harvest/La cosecha movie 1992

- Under the same moon/Bajo la misma luna movie 2007
- Videos and articles about the Bracero programs
- [Francisco Jimenez Interview](#)

Unit 4: Pachuco and Chicano Movement

In this unit students will explore the Pachuco and Chicano Movements through literature and resources. They will learn not only about the political and racial issues, but about the style, art, joy, and power of these social movements. Students will be introduced to the research process in order to raise engagement and awareness of Chicano culture and history.

Essential Questions:

1. What is the dominant narrative about Pachucos and Chicanos?
2. What does it mean to be Pachuco?
3. How does the Pachuco identity push back against systems of oppression?
4. How did the Pachuco identity in the United States influence the identity of Pachucos in México?
5. How is the Pachuco identity a counternarrative to systems that seek to define Brown folks?
6. What does it mean to be Chicano?
What is the Chicano Movement? How is the Chicano Movement reclamation of power?
7. Who are Cesar Chavez and Dolores Huerta? And what do they represent for this movement?
8. How does the Chicano Movement capture the spirit energy and enduring legacy of the political and cultural movement that galvanized the Latino/Mexican-American from the mid 1960's to mid 1970's?

Supplemental Questions:

- What is the historical context of the Chicano Movement?
- Who are some major artists--including a focus on female, non-binary author contributions --during the period of major art production in the Chicano community?
- What assumptions can we make about the different identities of the Chicano artists?
- What are some contemporary issues affecting the Chicano Movement?
- What are various themes in contemporary Chicano art forms?
- What opportunities do students have to enact positive change for Chicano communities?

Language Focus: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Core Assignments:

1. Students will compare and contrast the Pachuco culture of Mexico vs. the United States. Students will explore art, fashion, music, and film from multiple perspectives and sources crossing both sides of the border. They will create an artifact (slide deck, Venn, piece of art...) celebrating the products, practices, and perspectives of Mexico and the United States.
2. Students will conduct a group research project on how farm workers and Latino/Chicano community were benefited by the Chicano Movement. Groups will create an infographic in order to represent their understanding and spread awareness about issues the Chicanos and the Pachucos faced during their movements.
3. Students will analyze Dolores Huerta's impact on the farmworkers rights movement in California, and compare it to that of Cesar Chavez's. Study and explore Huerta's ongoing activism in women's rights, immigration, and farmworker's rights. Annotate, and then compare and contrast the language and call to action in each activist's collection of speeches. Write speech with rhetorical and persuasive devices in defense of one of the aforementioned issues. Alternatively, write a letter of admiration to Dolores Huerta.

Suggested Texts:

Non-fiction

- *How to Tame a Wild Tongue* and/or *La Conciencia de la Mestiza* by Gloria Anzaldúa
- *A Piece of My Heart/Pedacito de mi Corazón* by Carmen Lomas Garza
- *Cajas de cartón* by Francisco Jimenez.

Fiction

- *How to be A Chicana Role Model* by Michelle Serros
- Selected readings from *Living Beyond Borders: Growing up Mexican in America* by Margarita Longoria
- *The Book of Unknown Americans* by Cristina Henríquez
- *Pocho/Mexican whiteboy* by Matt de la Pena

Poetry

- *Two Worlds* by Pat Mora
- *To Live in the Borderlands Means* by Gloria Anzaldua

Other media

- Germán Valdéz (Tintán) movies and clips
- Clips from film *Mi Familia*
- Cesar Chavez, the movie.
- Clips of or PDF of Dolores Huerta's Sacramento Speech
- Dolores documentary (PBS)

- Latino Americans/Farmworker Strike (PBS)
<https://www.pbs.org/video/latino-americans-farmworkers-strike/>
- Latino Americans: Prejudice and Pride
<https://www.pbs.org/video/latino-americans-episode-5-prejudice-and-pride/>
- Pachuco/a Lesson slides
 - ▣ Copy of XITO - CPSD Lesson Plan Slides: "The Zoot Suit Riots (Sailor Riots...

Unit 5: Afrolatino

While reading fiction, non-fiction, poetry and other sources, students will consider the multidimensional ethnic, cultural, and linguistic identities of Afro Latino communities in the Americas. Students will learn about intersectionality through an analysis of the various ancestral communities of many Latin American and Hispanic descendents. By studying the term “Afro” + “nationality” students will learn to embrace the diversity within the Latino community rather than reducing folks to a monolithic identity. Students will develop their linguistic and literary analysis skills by writing an analysis of Afro Latino literature and music. Students will gain understanding of the contributions and influences of the Afro Latino community to the culture of the United States and Latin American countries.

Essential questions:

1. What are the histories and experiences of different African Latino communities?
2. How does the term “Afro Latino” exclude the diversity within the Latino community? Similarly, how does understanding “Afro” + “nationality” embrace the diversity within a large population of Afro descendents?
3. How did the various ethnic, cultural, and language identities within African American communities develop?
4. How do the cultures that developed and exist now represent existence, resistance, resilience and empowerment?
5. What effects has the flow of people between the Caribbean and the United States had during this century?

Language Focus: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Supplemental Questions:

- What are the historical relationships between the United States and Latin America that have shaped the experiences of Afro Latinos in the United States?
- What history led to Brasil, Colombia, Cuba, Mexico and Venezuela to have a larger population of Afro descendants compared to other Latin American countries?

Core Assignments:

1. Students will learn about the history of slavery and the Triangle of Trade from colonization to the present through readings and videos. As they do, they will trace the patterns they notice and create a one-pager, Alternately, students may write a personal response to what they learn.
2. Students will research and present presentations about products, practices and perspectives of the Afro Latino culture; their posters will acknowledge the existence, resistance, resilience and empowerment of the people.
3. Students will analyze poems, short stories, music, non-fiction and other texts and will write a literary analysis of one. Teachers will model the literary analysis process and skills so that students will find success in the writing process.


Suggested Texts

Non-fiction

- Galería 2 Chapter 4: “La geografía humana y emigración” Región Caribe
- [Afro Latinos que hicieron historia en estados unidos](#)

Poetic Fiction- The Poet X- Spanish Edition (as a model for a personal narrative expressing identity, growth, and power)

Other text/media

- [Afro Latina poem and Learning for Justice Resources](#)
-  Afro-Latina poema en español
- [Afro-Latinidad \(La historia\)](#)
- [La experiencia de un Afro-Latinx](#)
- [Los pueblos afroamericanos y el reconocimiento de su diversidad](#)
- “Hair” by Elizabeth Acevedo, produced by The George Washington University

Encanto, the movie (Disney)

Unit 6: Gender Studies Through Changing Language

Students will further learn about the Spanish gendered language, and how language changes in relation to a growing gender identity awareness.

Students will consider the concept of gender and touch on the historical idea of Muxe indigenous people from Oaxaca overtime.

Essential Questions:

- How was the term latinx created? What was the main purpose of the term?
- How is the term latinx viewed in Latino America and the United States? Who favors it? Who rejects it?

- What is the linguistic history of the term Latinx and Latine?
- How has gender studies diminished the Machismo perspective and allowed women to use their voice?

Supplemental Questions:

- How is the Muxe term used in indigenous communities of Latinoamerica?
- How has technology influenced awareness of gender studies in the young population?

Language Focus: Students understand, interpret, and analyze what is heard, read, or viewed on gender studies language topics.

Core Assignments:

1. Students will complete a KWL diagram about Latinx and Latino terminology
2. Students will listen to podcasts, read articles, and view videos as they take notes on the history of the terms Latinx, Latine, Muxe. Then, students will survey their community about these terms and share their community's opinion.
3. Students will write a persuasive essay arguing for the terms they feel are most inclusive and/or best representative of the Latino community. Students will include the data they collected in their surveys and class activities.
4. Students will create their own educational podcast, video, or visual or social media campaign that explores the changing Spanish language and terminology.
5. Students will determine which terms they wish to claim for themselves moving forward.

Suggested Resources

- Newsela article: Latino, Hispanic, Latinx, Chicano: The history behind the terms by Yara Simón
- Comic of the term Latine vs Latinx
[Latinx and Latine comic](#)
- Lady Tacos de Canasta
Taco Chronicles episode and articles about her
- Mujeres locas. Documentary of Gabriela Mistral
<https://www.facebook.com/munilicanten/videos/conmemoraci%C3%B3n-natalicio-gabriela-mistral-documental-locas-mujeres/948752565886423/>
- [Beyond Gender: Indigenous Perspectives](#)
- Gabby Rivera.
https://www.ted.com/talks/gabby_rivera_the_story_of_marvel_s_first_queer_latina_superhero?language=en
- Lady Tacos de Canasta News Article

[Al día news article](#)

Unit 7: Culminating Project

Students will choose one topic covered throughout the course to learn more about. They will share their work with their community in a showcase style event.

Assignment: Select one of the topics you identified most with from any unit in this course and create a project in Spanish that allows you to go deeper than our time in class allowed. Share your findings with the community. Possible end products for sharing your learning include but are not limited to the following ideas from

[Learning For Justice:](#)

- Artistic Showcase
- Collage of Concerns
- Community Bulletin Board
- Inventing a Better World
- Podcast
- Film
- Persuasive Letters
- Poetry/Storytelling Cafe
- Newsletter

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

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)		
Instructional Material Supplies per student (textbooks, software, etc.)	3 class sets novels 2 literary circle set	
Services (training, equipment maintenance, contracts, etc.)		
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs	\$4,375	

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





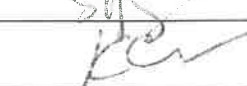

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
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	Mifflin Harcourt					
Novel	Vintage Español					
Textbook	John Wiley & Sons, Inc.	de espanol para bilingues, 3rd Edition				

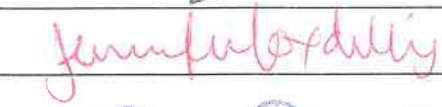
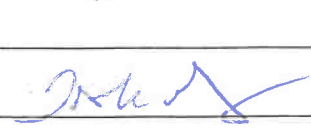
Funding Source(s) for Costs and Instructional Materials

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

District Principal Review and Approvals:

Principals' Signatures	Site	Approved / Not Approved
	Elsie Allen High School	Approved
	Maria Carrillo High School	Approved
	Montgomery High School	Approved
	Piner High School	Approved
	Ridgway High School	Approved
	Santa Rosa High School	Approved

District Department Chair Review and Approvals:

Department Chair Signatures	Site	Approved / Not Approved
	Elsie Allen High School	approved
	Maria Carrillo High School	approved
	Montgomery High School	approved
	Piner High School	approved
	Ridgway High School	Approved
	Santa Rosa High School	
Heather Garcia-Ross	Educational Services	Approved