



TAMALPAIS UNION HIGH SCHOOL DISTRICT

Spanish 3-4

Overview Information

Title of Course: Spanish 3-4 - Year 2	
Course Author(s): Erin Gilbert, Alberto Aparicio, María Civano	Schools where the course will be taught: Tamalpais High School, Redwood High School, Archie Williams, and Tamiscal
Length of Course: 1 year	Subject Area and Discipline: World language, Spanish
Grade Levels: 9-12	Is this course integrated? no
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area (A-G)? Yes, E) Language other than English UC "E"
Prerequisites (required or recommended): Span 1-2 or equivalent: 2 consecutive years of Middle School Spanish or one year of High School Spanish	Co-requisites (required or recommended): none
<p>If there are prerequisites for the course, please include a justification as to why they are in place:</p> <p>The strong recommendation for Spanish 1-2 as a prerequisite for Spanish 3-4 is based on the progressive nature of foreign language learning. The first year of Spanish is a novice-level course that covers basic language acquisition and introductory conversation skills. It provides learners with a foundation upon which more topics can be built to achieve a novice-intermediate level in Spanish 3-4.</p>	
Graduation requirements this course fulfills:	
<p>Check all that apply:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> UC A-G course, "E" <input type="checkbox"/> Graduation Requirement <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input type="checkbox"/> CTE 	

Introduction to the Course

Course Overview:

Spanish 3-4 is a year-long [novice-intermediate course](#) that deepens students' understanding of the language through the exploration of past tenses, more complex grammar structures, vocabulary, and cultural nuances.

Students will be able to understand, participate, and communicate information, ideas, and familiar topics in the target language. They will make cultural comparisons and gain a deeper appreciation of Spanish-speaking cultures and their own.

The course incorporates diverse materials, pedagogies, and perspectives from Spanish-speaking communities to engage students in relevant, real-world learning that is inclusive and culturally responsive. This includes methodologies such as TPRS (Teaching Proficiency through Reading and Storytelling) and CI (Comprehensible Input), literature/novels, media, and discussions that highlight the contributions and experiences of historically marginalized groups. Additionally, the course encourages critical thinking and empathy by examining social issues within Spanish-speaking societies, fostering a deeper understanding of global interconnectedness, and promoting respect for diversity.

Unit Title: Baseball in the Dominican Republic (Béisbol en la República Dominicana)

Unit Summary:

In this unit, students explore the cultural phenomenon of baseball in the Dominican Republic. Essential questions prompt students to examine the profound impact of baseball on Dominican society and national identity, as well as the role of Dominican players on the global stage. Through various assignments and assessments, students develop language proficiency and cultural understanding while engaging with authentic texts, interviews, and multimedia resources. By the end of the unit, students gain a deeper appreciation for the cultural significance of baseball in the Dominican Republic and its connections to broader themes of identity, community, international relations, global challenges, contemporary life, family and values, community values, etc.

Essential Questions:

1. What is the cultural and social significance of baseball in the Dominican Republic?
2. How has baseball influenced the Dominican national identity?
3. What role do Dominican baseball players play in the international context?

Unit Outcomes/Standards:

By the end of this unit, students will be able to:

ACTFL standards:

- ❖ **Culture Standard 2.1 & 2.2 -**
 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
 - Students will demonstrate proficiency in listening and reading comprehension by analyzing authentic texts about baseball in the Dominican Republic.
- ❖ **Communication** - Students will communicate effectively in spoken and written Spanish, discussing the cultural significance of baseball and its impact on Dominican society.
- ❖ **Comparisons** - Students will demonstrate cultural understanding by comparing and contrasting baseball culture in the Dominican Republic with that of the United States.

WL CA standards:

- ❖ **Interpretive:** Demonstrate understanding of the main idea and some details on topics related to self and the immediate environment.
- ❖ **Culturally Appropriate Interaction:** Interact with understanding in a variety of familiar age-appropriate situations and informal settings
- ❖ **Presentational:** Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment.
- ❖ **Diverse Perspectives and distinctive viewpoints:** Identify diverse perspectives and distinctive

viewpoints on topics related to self and the immediate environment in the target language.

- ❖ **Intercultural influences:** State reasons for cultural influences/borrowings

Sample Unit Assignments:

- ❖ **Interpretive:** *Students will be able to understand and empathize with Dominicans and BIPOC the important role baseball plays in their lives and the cultural significance. Students will be able to understand Spanish in context and analyze/interpret media. Ultimately, students will be able to explain the cultural perspective, practices, and products of baseball.*
 - Watch a mini-[documentary](#) to gain an overall understanding of the DR
 - The [meaning of baseball](#) to Dominicans
 - Students listen to, analyze, and interpret a [television Ad](#) promoting baseball in the DR. and answer questions
 - Students listen to interviews with Dominican baseball players and answer questions about their experiences and perspectives on the sport.
- ❖ **Research Project:** *Students will be able to understand the game of Vitilla and how crucial this is to Dominicans and their access to baseball and playing in the big leagues. Students will have the opportunity to participate in a cultural practice, Vitilla.*
 - Students research the game [Vitilla](#) (many videos available, [#2](#), [#3](#)) and its significance in the Dominican Republic and its connection to baseball
 - Students research and present a biography of a famous Dominican baseball player, discussing their impact on the sport and Dominican culture.
- ❖ **Cultural Comparison:** Students compare and contrast baseball culture in the Dominican Republic with that of the US, highlighting similarities and differences in traditions, rituals, and fan culture.

Sample Unit Assessment:

- ❖ **Writing Assignment:** [Success criteria](#)
 - Students write a [reflection](#) discussing the role of baseball in Dominican cultural identity and society, supported by evidence from readings, videos, and class discussions.
- ❖ **Oral Presentation:** [Success criteria](#)
 - Students present a [reflection](#) discussing the role of baseball in Dominican cultural identity and society, supported by evidence from readings, videos, and class discussions.
 - Students prepare a presentation about a famous Dominican baseball team, discussing its history, key players, and cultural significance.

Recommended Texts and Resources:

- ❖ Book: "[Sueños de la Isla \(past tense version\)](#)" by JJ Hill, Marissa Rubin and Roberta Price
- ❖ Book: "The Pride of the Yankees: A History of Baseball in the Dominican Republic" by Alan Klein.
- ❖ [Documentary: "Ballplayer: Pelotero" - Provides insights into the lives of young Dominican baseball players striving to make it to the Major Leagues.](#)
 - [NYC article](#)
- ❖ Article: "Baseball in the Dominican Republic" - Authentic articles from Dominican newspapers or online sources ([example](#), [example 2](#)) discussing various aspects of baseball culture in the country.
- ❖ Podcast: "Baseball and Culture: The Impact of Baseball on Dominican Society" - Podcast episodes exploring the cultural significance of baseball in the Dominican Republic.
- ❖ Interviews: Access to interviews with Dominican baseball players, coaches, and fans, available through online sources or sports media platforms.
- ❖ Music: Vitillero
- ❖ Dominican street baseball: [LA VITILLA](#)
- ❖ Brief History of the Dominican Republic: [Who were Las Mariposas, and why were they murdered? - Lisa Krause](#) and [Rafael Trujillo: Intimidation and Assassination in the Dominican Republic](#)

Unit Title: Exploring Day of the Dead / Día de los Muertos

Unit Summary:

In this unit, students explore the rich cultural tradition of *Día de los Muertos* (*The Day of the Dead*). Students learn this holiday's origins, significance, and traditions through various activities and discussions about Mexican products, practices, and perspectives. They will investigate the cultural and historical context of *Día de los Muertos* and regional variations.

Throughout the unit, students analyze key symbols associated with the holiday, participate in cooking activities to prepare traditional foods and engage in creative writing assignments inspired by *Día de los Muertos*. Assessments include research projects like [altars or ofrendas](#), visual representations, and class discussions. Students will demonstrate their understanding of the cultural significance of *Día de los Muertos* and its reflection of their cultural values and beliefs: the importance of the departed to the family, the intersection of Indigenous practices and perspectives with the catholic ones due to the Spanish colonization, and the family as a whole

By the end of the unit, students gain a deeper appreciation for this vibrant celebration and its importance in Mexican culture and beyond, cultural comparison between *Día de los Muertos* and *Halloween*.

Essential Questions:

- ❖ What are the origins and cultural significance of *Día de los Muertos*?
- ❖ How is *Día de los Muertos* celebrated in different regions of Mexico and by Mexican communities worldwide?
- ❖ What are the key symbols/ products and traditions associated with *Día de los Muertos*?
- ❖ How does the celebration of *Día de los Muertos* reflect Mexican cultural values and beliefs?
- ❖ What are the differences and similarities in products, practices, and perspectives between *Día de los Muertos* and *Halloween*?

Unit Outcomes/Standards:

By the end of this unit, students will be able to:

ACTFL standards:

- ❖ **Communication:** Communicate effectively about the origins, significance, and traditions of *Día de los Muertos*.
- ❖ **Cultures:** Demonstrate cultural understanding and appreciation by participating in related activities and discussions.
- ❖ **Comparisons:** Understand, interpret, and contrast authentic cultural materials related to *Día de los Muertos*, such as songs, poems, and artworks, and compare them with their traditions (*Halloween*)

WL CA standards:

- ❖ **Interpretive:** Demonstrate understanding of the main idea and some details on topics related to self and the immediate environment.
- ❖ **Culturally Appropriate Interaction:** Interact with understanding in a variety of familiar age-appropriate situations and informal settings
- ❖ **Presentational:** Make simple presentations in culturally appropriate ways on transactional and informal topics related to self and the immediate environment.
- ❖ **Diverse Perspectives and distinctive viewpoints:** Identify diverse perspectives and distinctive viewpoints on topics related to self and the immediate environment in the target language.
- ❖ **Intercultural influences:** State reasons for cultural influences/borrowings

Sample Unit Assignments:

- ❖ **Cultural Research Project:** Students research the origins and traditions of *Día de los Muertos* in Mexico, create an [altar/ofrenda](#), and present common and specific elements to the class. Students

will create altars for real or fictional celebrities/characters/people including those of marginalized groups. This assignment is a culturally appropriate interaction to understand the importance of family values represented in the altar/ofrenda. Also, it is a presentational / communication activity in which they can showcase essential core values, relationships, and aspects of BIPOC cultures

- ❖ **Symbolism Analyze:** Students [watch a video](#), [read a comic](#), [complete activities](#), and analyze key symbols associated with Día de los Muertos (e.g., marigolds, sugar skulls, altars, etc) and explain their significance. This is an interpretive activity for students to understand the key elements of the tradition of *Día de los Muertos*
- ❖ **Los alebrijes:** Students research these magical creatures that are part of the studied cultures and they will draw their alebrije for later sharing with classmates.
- ❖ **Cooking Activity:** Students prepare traditional Día de los Muertos foods such as [pan de muerto](#) or [sugar skulls](#), following authentic recipes and reflecting on the cultural significance of these dishes.
- ❖ **Variety vocabulary and cultural comprehension activities:** bingo, dice games, escaleras, fill-in-the-blanks, etc.
- ❖ **Documentary**
- ❖ **Coco movie activity:** This is an interpretive assignment where students can identify diverse perspectives and distinctive cultural viewpoints.
 - They will watch the movie in Spanish (with English subtitles)
 - They will identify the characters of the movie and the main plot
 - They will reflect on the connections with their own culture and world

Sample Unit Assessment.

- ❖ **Presentational Assignment [Success criteria](#)**

Students will be available to work in pairs or individually, They will orally describe their altars/ofrendas to the class explaining who they are honoring and why, as well as the key elements of their altar
- ❖ **Interpersonal communication**

Students will orally share their findings and their projects.
- ❖ **Writing Assignment: [Success criteria](#)**

Students understand the movie's plot and answer personal questions making connections about their own.

Recommended Texts and Resources:

- ❖ Book: "[Tumba](#)" by Mira Canion
- ❖ Authentic cultural videos on how to make [pan de muerto](#) and [sugar skulls](#)
- ❖ Songs, and articles in Spanish for further exploration and comprehension practice
- ❖ Coco movie (Disney / Pixar), available in Swink
- ❖ [Writing resource](#) for Coco Movie
- ❖ [Altar/ofrenda](#) resource
- ❖ Alebrijes: 1. **COPAL:** Folk Art Guide, 2. [Alebrijes, how fantastic wooden animals keep indigenous culture in Oaxaca alive](#) 3. [Painting alebrijes](#)

Unit Title: *My daily routine*

Unit Summary:

In this unit, students will learn to describe and discuss their daily routines in Spanish, using appropriate vocabulary and grammar. The unit will include activities that enhance listening, speaking, reading, and writing skills, with an emphasis on using reflexive verbs, pronouns, and time expressions. Students will use present and past tenses to describe current and past events in their lives.

Finally, students will review the numbers, days of the weeks, and months and how to tell and write times of

day from the cultural perspective of the Spanish-speaking countries: 24-hour time format, afternoon and evening times, typical business schedules, and opening hours.

Essential Questions:

- ❖ How can I describe my daily routine in Spanish?
- ❖ What activities do I perform each day, and in what order?
- ❖ When is lunchtime/dinner time /breakfast time in Spanish-speaking countries?
- ❖ How does my daily routine influence my well-being?

Unit Outcomes/Standards:

By the end of this unit, students will be able to use reflexive verbs to describe their daily routines in Spanish and use time expressions to discuss daily activities in sequence. Also, they will be able to compare and contrast their daily routines with those of peers and people from Spanish-speaking cultures by practicing the four key language skills—listening, speaking, reading, and writing-.

ACTFL standards:

- ❖ **Communication:**
 - Interpretive Communication.** Students will understand and interpret written and spoken Spanish related to daily routines.
 - Interpersonal Communication:** Students will engage in conversations, ask and answer questions, and exchange information about daily routines.
 - Presentational Communication.** Students will present information about their daily routine in Spanish, both orally and in writing.
- ❖ **Cultures:** Demonstrate an understanding of cultural perspectives on daily routines in Spanish-speaking countries.
- ❖ **Comparisons:** Develop insights into the nature of language and culture by comparing their daily routines with those of Spanish-speaking people

WL CA standards:

- ❖ **Interpretive:** Demonstrate understanding of the main idea and some details on topics related to self and the immediate environment.
- ❖ **Culturally Appropriate Interaction:** Interact with understanding in a variety of familiar age-appropriate situations and informal settings

Sample Unit Assignments:

- ❖ **Interpersonal communication** [Success criteria](#)
Students will practice vocabulary related to daily routines (e.g., *despertarse*, *cepillarse los dientes*, *desayunar*) in conversations: [conversation 1](#) - [conversation 2](#).
Also using flashcards, [infographics](#), apps, or other digital tools will learn a wide range of routines
- ❖ **Interpretive assignment**
Students will listen to native Spanish speakers [describing their daily](#) routines at school and answer questions to demonstrate understanding.
- ❖ **Reading Comprehension**
Students will read [texts](#) about daily routines in Spanish-speaking cultures and complete exercises.,
- ❖ **Writing Assignment:**
Students will write a short paragraph or essay describing their daily routine in Spanish, using reflexive verbs and appropriate time expressions.

Sample Unit Assessment.

- ❖ **Interpersonal communication - Formative assessment** [Success criteria](#)
Vocabulary quizzes to check understanding of daily routine terms.
Listening and reading comprehension activities.
Oral practice and feedback in pairs or small groups.

❖ **Writing Assignment:** [Success criteria](#)

Students understand the videos, listen to practices, and answer personal questions making connections about their own.

Recommended Texts and Resources:

- ❖ [Vocabulary](#) on daily routines
- ❖ [Reflexive verbs](#)
- ❖ [My daily routine](#)
- ❖ Authentic [video](#) on routines
- ❖ [Writing resource](#) for describing routines

Unit Title: *Spanish-speaking World and Colonization*

Unit Summary:

This unit explores the geography of the Spanish-speaking world, the significance of flags, and the historical impacts of colonization on culture, language, and society. Students will investigate how colonization has shaped contemporary Spanish-speaking countries and how these countries express their identities through symbols like flags. The unit will culminate in a project where students will analyze a specific country's geography, flag, and colonial history, and present their findings. This unit is designed to help students understand the deep historical roots and cultural significance of Spanish-speaking countries' geography, flags, and colonial histories. Through research, analysis, and creative activities, students will gain a broader perspective on the Spanish-speaking world and its diverse cultural landscape. Duration: 4-6 weeks

Essential Questions:

- ❖ How does geography influence the culture and history of Spanish-speaking countries?
- ❖ What do the flags of Spanish-speaking countries symbolize about their national identities and histories?
- ❖ How did colonization impact the languages, cultures, and societies of Spanish-speaking countries?
- ❖ In what ways do the effects of colonization still influence the Spanish-speaking world today?

Unit Outcomes/Standards:

By the end of this unit, students will identify and describe the geographical features of various Spanish-speaking countries, and compare cultural traditions, languages, and customs. Also, they will analyze the independence movements in Spanish-speaking countries and the impact of colonization, including key figures and historical events.

ACTFL Standards:

❖ **Communication:**

- Standard 1.1: Interpersonal Communication - Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Interpretive Communication - Understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Presentational Communication - Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

❖ **Cultures:**

- Standard 2.1: Practices and Perspectives - Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

❖ **Connections:**

- Standard 3.1: Making Connections - Reinforce and further knowledge of other disciplines through the foreign language.
- Standard 3.2: Acquiring Information and Diverse Perspectives - Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

❖ **Comparisons:**

- Standard 4.1: Language Comparisons - Demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Cultural Comparisons - Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Sample Unit Assignments:

❖ **Research Project:** Geography and [Map Skills](#):

Students will work in groups to complete a large map puzzle of the Spanish-speaking world. They will label countries, capitals, and major geographic features (e.g., mountains, rivers)

Each group will present their map and discuss how geography has influenced the development of their assigned region. Students will gain familiarity with the geographic layout of the Spanish-speaking world and understand the influence of geography on culture and history.

❖ **Research Project 2:** [Flag](#) Interpretation

Students will research the flag of a specific Spanish-speaking country, focusing on the historical and cultural significance of its colors, symbols, and design. Each student will create a visual representation and write a brief report on their findings, which will be displayed in the classroom. Students will understand the importance of national symbols and how they reflect cultural identity and history.

❖ **Writing Presentational assignment:** Colonization Case Study:

In pairs, students will study a specific period of colonization in a Spanish-speaking country. They will analyze primary and secondary sources to understand the effects of colonization on indigenous populations, language, religion, and governance. Students will present their case study to the class, highlighting key events and their impacts on the indigenous peoples. They will explain the most important features of [the native cultures of Latin America](#).

Sample Unit Assessment.

❖ **Interpretive, interpersonal assignment. Formative Assessments:** [Success criteria](#)

[Map Quizzes](#): Regular quizzes on the geography of Spanish-speaking countries.

[Country, capitals](#), and [flags Interpretation](#). Students will analyze and discuss the symbolism of different flags.

[Map quiz game](#).

❖ **Presentational Assignment Summative Assessments** [Success criteria](#)

Students will select a [Spanish-speaking country](#) and create a multimedia presentation that covers its geography, flag symbolism, colonial history, and lasting impacts of colonization. They will present this to the class.

Recommended Texts and Resources:

- ❖ Book: "[El viaje de su vida](#)" (about a cruise in the Yucatan Peninsula and the Mayans)
- ❖ Khan Academy [Lesson 4 - Spanish colonization](#)
- ❖ [Videos](#) about Los Mayas
- ❖ [Maps resources](#)

Unit Title: *Art and Social Justice, The Chicano Movement: Identity, Culture and Fight for Rights*

Unit Summary:

This unit introduces students to the Chicano Movement, a pivotal period in U.S. history where Mexican-Americans fought for civil rights, cultural recognition, and political empowerment. Through this unit, students will examine the historical context, key figures, cultural expressions, and the movement's impact on Chicano identity and broader American society. The unit will be taught, emphasizing language acquisition and cultural understanding and how the Chicano Movement addressed issues of inequality, cultural pride, and civil rights. Students will understand its relevance to contemporary social justice issues.

Essential Questions:

- ❖ What were the key events and figures of the Chicano Movement, and how did they influence American society?
- ❖ How did the Chicano Movement shape Chicano identity and cultural pride?
- ❖ In what ways did the Chicano Movement address issues of social justice and equality, and how do these issues compare with those addressed by other social movements?

Unit Outcomes/Standards:

By the end of this unit, students will identify key events, figures, and achievements of the Chicano Movement. They will examine how the Chicano Movement contributed to Chicano identity and cultural pride. Also, they will assess the movement's impact on social justice issues and compare it with other social movements. Finally, students will analyze various sources to understand different viewpoints and formulate their interpretations.

ACTFL Standards:**❖ Communication**

Interpretive Communication: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics

Interpersonal Communication: Students interact and negotiate meaning in spoken, written, or signed conversations to share information, reactions, feelings, and opinions

Presentational Communication: Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences.

❖ Cultures:

Relating Cultural Practices to Perspectives: Students use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Students access and evaluate information and diverse perspectives that are available through the language and its cultures.

❖ Connections:

Making Connections: Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and problem-solving skills

Interconnectedness to Common Core ELA Standards (applicable to dual-language learners):**❖ Reading:**

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media.

❖ Writing:

CCSS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CCSS.ELA-LITERACY.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

❖ Speaking and Listening:

CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions.

CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a

clear and distinct perspective.

Sample Unit Assignments:

Presentations will be assessed based on accuracy, depth of research, use of the Spanish language, and creativity.

❖ **Research Project:**

Students will research key events, figures, and cultural elements of the Chicano Movement: murals, music, poems, etc.

In pairs or small groups, students will create a [multimedia presentation](#) (PowerPoint, video, or infographic) in Spanish that explores a specific aspect of the Chicano Movement (e.g., the role of César Chávez, the significance of La Raza Unida, or the impact of Chicano murals).

❖ **Interpretive assignment: Reading Analysis:**

Students will read and analyze Chicano literature, such as poems [by Alurista](#) or excerpts from “Bless Me, Última” by Rudolfo Anaya.

Students will write a short composition in Spanish analyzing the themes of identity, cultural conflict, and resistance in the selected works.

❖ **Writing Assignment:**

Students will express their understanding of Chicano identity and culture through creative writing. Students will create [a graphic organizer](#) on specific poems or Chicano murals in Spanish that reflect the experiences and struggles of Chicano communities during the movement.

❖ **Research Project: Cultural Artifact Analysis:**

Students will research key events, figures, and cultural elements of the Chicano Movement: murals, music, poems, etc.

In pairs or small groups, students will create a [multimedia presentation](#) (PowerPoint, video, or infographic) in Spanish that explores a specific aspect of the Chicano Movement (e.g., the role of César Chávez, the significance of La Raza Unida, or the impact of Chicano murals). They

Sample Unit Assessment.

❖ **Interpretive, interpersonal assignment. Formative Assessments:** [Success criteria](#)

Quizzes: Vocabulary and comprehension quizzes on key terms, historical events, and figures related to the Chicano Movement. [Example here.](#)

Class Discussions: Ongoing participation in Spanish-language discussions about readings, videos, and other materials.

❖ **Summative Assessments:**

Final Presentation: [Success criteria](#) Students will present their research projects to the class in Spanish, demonstrating their understanding of the Chicano Movement and their ability to communicate complex ideas in the target language.

Recommended Texts and Resources:

- ❖ [Intro a qué es ser chicano/a](#)
- ❖ What is it like being Chicano? [Ser chicano: Artículo y preguntas de comprensión](#)
- ❖ Vocabulary [Vocabulario](#)
- ❖ Farm workers [Trabajadores agrícolas y el UFW](#)
- ❖ Protestas (Protests for social justice) [Huelgas estudiantiles y la Película: “Walkout” / Retirada](#)
- ❖ Strikes in East LA [Las huelgas en el Este de los Ángeles](#)
- ❖ Protesters [Pancartas y protesta](#)
- ❖ Low-riders cars - Las Ranflas [Ranflas-autos lowrider](#)
- ❖ Movie [“Bless me, Última”](#)

Board Approval Date: Jan. 2016

Update: Fall 2023

UC “E” Approval Date: Revision approved 2/21/2025