

2023-2024 CVUSD Chicano Studies Pacing Guide

ANYTHING UNDERLINED IS A LINK!

Assessment List

MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS

NO Map for Chicano Studies YET

Gr9-10_ELD_CMap

Gr11-12_ELD_CMap

Secondary Assessment Calendar

	1st Quarter: August 24 – October 27, 2023		2nd Quarter: October 30 – January 23, 2024		3rd Quarter: January 24 – April 8, 2024		4th Quarter: April 9 – June 11, 2024	
UNITS	<u>Unit 1: The Calm Before The Storm: United States interest in the Southwest (1821-1850)</u>	<u>Unit 2: Foreigners in their own land (1850-1910)</u>	<u>Unit 3: Legacy of the Mexican Revolution (1910-1930)</u>	<u>Unit 4: Justice Delayed In the Chican@ Community (1930s-1950s)</u>	<u>Unit 5: Chicana/os Quest for a Homeland (1955-1965)</u>	<u>Unit 6: Chicano Movement: Community-Based (1965-1975)</u>	<u>Unit 7: Chicano Movement: Student-Centered (1965-75)</u>	<u>Unit 8: Chicana/os continued struggle for a better future in Aztlan (1980's to Present Day)</u>
Links to unit readings and unit pacing guides	Unit 1: Readings Unit 1 Pacing Guides	Unit 2: Readings Unit 2 Pacing Guides	Unit 3: Readings Unit 3 Pacing Guides	Unit 4: Readings Unit 4 Pacing Guides	Unit 5: Readings Unit 5 Pacing Guide	Unit 6: Readings Unit 6: Pacing Guides	Unit 7: Readings Unit 7: Pacing Guides	Unit 8: Readings Unit 8: Pacing Guides
State and District Assessments	District Assessment: ELD Benchmark Sept 25 - Oct 20 Gr9-10_ELD_Listening Gr9-10_ELD_Reading Gr9-10_ELD_Speaking Gr9-10_ELD_Writing Gr11-12_ELD_Listening Gr11-12_ELD_Writing Gr11-12_ELD_Reading 22-23_Gr11-12_ELD_Speaking						State Assessments: ELPAC Feb 1 - March 28 CAASPP April 8 - June 11	

<p>Ethnic Studies Guiding Principles</p>	<p>2. CELEBRATE and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.</p> <p>3. CENTER and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p>	<p>2. CELEBRATE and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p>	<p>1.CULTIVATE empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native peoples and people of color.</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p>6.CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</p>	<p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p>7. CONCEPTUALIZE, imagine, and build new possibilities for post-imperial life that promotes <i>collective narratives of</i> transformative resistance, critical hope, and radical healing</p>	<p>4. CRITIQUE racism, white supremacy, patriarchy, and other forms of power and oppression at the intersections of our society.</p> <p>6. CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</p> <p>7. CONCEPTUALIZE, imagine, and build new possibilities for post-imperial life that promotes <i>collective narratives of</i> transformative resistance, critical hope, and radical healing</p>	<p>4. CRITIQUE racism, white supremacy, patriarchy, and other forms of power and oppression at the intersections of our society.</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p>	<p>4. CRITIQUE racism, white supremacy, patriarchy, and other forms of power and oppression at the intersections of our society.</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p> <p>6. CONNECT ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels.</p>	<p>2. CELEBRATE and honor Native peoples of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their cultural wealth.</p> <p>5. CHALLENGE imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels.</p>
<p>Unit Essential Question</p>	<p><u>Essential Question:</u> How did the lives of the people in the Northwestern Region of Mexico change, as a result of the United States interest in the Southwest?</p>	<p><u>Essential Question:</u> Did the Treaty of Guadalupe Hidalgo provide legal protection for the Mexicans who stayed in the United States or was it filled with false promises? Was the Treaty of Guadalupe Hidalgo a form of symbolic violence for</p>	<p><u>Essential Question:</u> What were the effects of the Mexican Revolution between Mexico and the U.S.A.?</p>	<p><u>Essential Question:</u> How was the Chicana/o community affected by U.S. domestic policies during the 1930's-1950's?</p>	<p><u>Essential Question:</u> How did Chicana/os strive for self-determination during the 1950's-1960's?</p>	<p><u>Essential Question:</u> How did the new culture within the Chicana/o community empower them to embrace their new identity?</p>	<p><u>Essential Question:</u> How did Chicanas/os fight for their educational opportunities and access to higher education?</p>	<p><u>Essential Question:</u> How have Chicana/os continued to fight for justice in the present day?</p>

		Mexicans living in the borderlands?						
Objectives	<p>1. To understand the life of the people who lived in Mexico's northern Region.</p> <p>2. Identify what Mexico lost and what the United States gained as a result of the war</p>	<p>1. To understand the Treaty of Guadalupe Hidalgo, and its lasting effects in relations between Mexico and United States that created oppressive systems for people living in the borderlands</p> <p>2. To describe the conditions of Mexicans after the border shifted, and how the transformation of the region affected them.</p>	<p>1. To evaluate the causes of the Mexican Revolution and how it impacted the borderlands.</p> <p>2. Describe the impact of Mexicans and Mexican-Americans in the Southwest.</p> <p>3. Identify the heroics of the Mexican Americans of World War I.</p>	<p>1. Examine the Repatriation Act and its impact on the community</p> <p>2. Explore the events surrounding the Sleepy Lagoon Trial and the Zoot Suit riots, and how policing occurred in Mexican-American communities.</p> <p>3. Explain the roles of Chicana/os in World War II and the Korean War</p> <p>4. Analyze new U.S immigration policies: The Bracero Program and Operation Wetback</p>	<p>1. Explain the roles of Chicana/os in the Vietnam War.</p> <p>2. Revisit the Treaty of Guadalupe Hidalgo through the eyes of Reies Tijerina and the New Mexico Land Grants Movement.</p> <p>3. Understand the struggles faced by farmworkers and their fight for justice.</p>	<p>1. Understand the Chicano community's learning of self-determination and self-identity, the waking of the sleeping giant.</p> <p>2. The flowering of a new culture: Chicano literature, film, theater, music, folklore, poetry.</p> <p>3. Pursuing Civil Rights, and social justice.</p> <p>4. The search for Aztlan</p>	<p>1. Learning how students pushed for educational reform.</p> <p>2. Understanding the Chicanas/os search for equality in the school system.</p>	<p>1. Learning how Chicano Movement impacted Arts and Politics from the 80s on.</p> <p>2. How greek fraternities killed the Chicano Movement on university campuses.</p> <p>3. How Immigration policies affect the Chican@ communities through the Aztlan.</p> <p>4. The pursuit for educational access for Chican@ and immigrant youth (i.e. Dream act, and Ethnic studies).</p>
Essential Standards	<p>4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.</p>	<p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the</p>	<p>11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p>	<p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p> <p>1. Describe the monetary issues of the late nineteenth</p>	<p>11.8 Students analyze the economic boom and social transformation of post-World War II America.</p> <p>2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</p>	<p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v.</p>	<p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial</p>	<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p>1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration</p>

<p>3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola).</p> <p>4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.</p> <p>5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.</p> <p>6. Discuss the role of the Franciscans in changing the economy of</p>	<p>first four presidents.</p> <p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p> <p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>2. Describe the purpose, challenges, and</p>	<p>2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</p> <p>3. Trace the effect of the Americanization movement.</p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</p>	<p>and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</p> <p>2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</p> <p>3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and</p>	<p>6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</p> <p>11.9 Students analyze U.S. foreign policy since World War II.</p> <p>3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> •The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting •The Korean War •The Vietnam War •Latin American policy <p>4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).</p>	<p>Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.</p> <p>4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.’s “Letter from Birmingham Jail” and “I Have a Dream” speech.</p> <p>5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of</p>	<p>segregation in higher education.</p> <p>5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p>	<p>Act of 1965 and successor acts have transformed American society.</p> <p>2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</p> <p>3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</p> <p>6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p> <p>7. Explain how the federal, state, and local governments have responded to demographic and social changes such</p>
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	<p>California from a hunter-gatherer economy to an agricultural economy.</p> <p>7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.</p> <p>8. Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.</p>	<p>economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.</p> <p>5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.</p> <p>6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of</p>		<p>economic impacts in California.</p> <p>5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</p> <p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and</p>	<p>7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.</p>	<p>American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p> <p>7. Analyze the women’s rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p>		<p>as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</p>
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		<p>Americans, including Mexican Americans today.</p> <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.</p>		<p>California Proposition 209.</p> <p>11.7 Students analyze America's participation in World War II.</p> <p>1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p> <p>3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).</p> <p>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese</p>				
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				<p>Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</p> <p>6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.</p>				
Unit Topics	<p><u>Topics:</u></p> <ol style="list-style-type: none"> 1. Life prior to 1850 in Mexico's Northern Region 2. Colonization of Mexico's Northern Region 3. The War between Mexico and 	<p><u>Topics:</u></p> <ol style="list-style-type: none"> 1. Children of The Treaty of Guadalupe Hidalgo: Long Lasting effects of the War 2. False Promises: Loss of political 	<p><u>Topics</u></p> <ol style="list-style-type: none"> 1. Mexican Revolution 2. Impact of the Mexican Revolution at the borderlands 	<p><u>Topics</u></p> <ol style="list-style-type: none"> 1. Immigration Laws: Mexican Repatriation Act and the Lemon Grove Incident 	<p><u>Topics</u></p> <ol style="list-style-type: none"> 1. Mexican Americans in the Vietnam War 2. Land Rights: Reies Tijerina 3. Cesar Chavez 	<p><u>Topics</u></p> <ol style="list-style-type: none"> 1. Crusade for Justice 2. Chicano Moratorium East LA 1969 3. Ruben Salazar 	<p><u>Topics</u></p> <ol style="list-style-type: none"> 1. East L.A. Blowouts 2. Chicanos in College 3. Plan de Santa Barbara 	<p><u>Topics</u></p> <ol style="list-style-type: none"> 1. Performing & Fine Arts 2. U.S. Census Ethnic Origins 3. Immigration Policies:

	4. United States Aftermath of the War: Treaty of Guadalupe Hidalgo	3. & social power, and property Resistance at the Border	3. Mexican Americans in World War I	2. The Great Depression 3. Mexican Americans in World War II 4. Zoot Suit Riots 5. The Bracero Program 6. Korean War 1950-1953 7. Operation Wetback	and the UFW	and the Media 4. Chicano Park - San Diego 1969 5. Teatro Campesino 6. Brown Berets	4. Mayo and MEChA 5. Emergence of Chicana/o Studies at the Universities	California Prop 187, Arizona AB1040, Secure Fence Act 2006 4. Ethnic Studies: Arizona, California, and Texas 5. Dream Act: California AB540, AB 130, AB 131 6. Statistical Trends: Education, Prison, Pregnancy, Professionals, and Politics
Ethnic Studies Vocabulary	Cultural Wealth, imperialist, colonial, hegemonic, ideological, institutional, interpersonal, internalized, narrative		Oppression, White supremacy, patriarchy, capitalism, hegemony, colonialism, dehumanization, critical consciousness, social construct, ethnicity, race, intersectionality, self-determination, agency, solidarity, resistance	Oppression, White supremacy, patriarchy, capitalism, hegemony, colonialism, dehumanization, critical consciousness, social construct, ethnicity, race, intersectionality, self-determination, agency, solidarity, resistance	Racism, white supremacy, patriarchy, intersections, prejudice, discrimination, exploit, social justice		Racism, white supremacy, patriarchy, oppression, intersections, resistance movements, social justice	
ELD	Grades 9-10		Part II: Learning	Part I: Interacting	Part I: Interacting in		Part I: Interacting in	

Standards	Part I: Interacting in Meaningful Ways a. Collaborative 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics		About How English Works 1. Understanding text structure 2. Understanding cohesion	in Meaningful Ways C. Productive 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas	Meaningful Ways Collaborative Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics Interacting with others in written English in various communicative forms (print, communicative technology and multimedia)		Meaningful Ways B. Interpretive Listening actively to spoken English in a range of social and academic contexts Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	
Anchor Texts	Unit 1: Readings	Unit 2: Readings	Unit 3: Readings	Unit 4: Readings	Unit 5: Readings	Unit 6: Readings	Unit 7: Readings	Unit 8: Readings
Resources	Unit 1: Resources	Unit 2: Resources	Unit 3: Resources	Unit 4: Resources	Unit 5: Resources	Unit 6: Resources	Unit 7: Resources	Unit 8: Resources