

Chicana/o Studies

Contacts

1. District Information	Coachella Valley Unified School District
2. Course Contact	

A. Cover Page

1. Course Title	Chicana/o Studies
2. Transcript Title	Chicano Studies
3. Transcript Course Code	221730
4. Seeking Honors Distinction? (HS Only)	No
5. Subject Area	College Preparatory Elective (“G”)
6. Grade Levels	9th, 10th, 11th, 12th
7. Unit value	1.0 (one year, 2 semesters, or 3 trimesters equiv)
8. Was this course previously approved by UC? (HS Only)	Yes. Desert Mirage High School
9. Is this course, or any section of this course, taught in an online learning environment?	No
10. Is this course classified as a Career Technical Education course: (HS Only)	No

11. Brief Course Description:

The Chicana/o Studies course will examine the political, social and economic conditions that have impacted Chicana/o identity, and the historic events that have shaped Chicana/o communities in the United States. Moreover, this course provides Chicana/o history and experiences, with an emphasis on the intersections between culture, race, gender, social class, language, immigration, historical developments, and artistic/literary expression. Students will analyze the long-lasting effects of historical events related to the Chicana/o in society. Students will engage in academic activities to further understand the content of the course. Finally, this course will provide students a critical analysis of the Chicana/o efforts towards their continued struggle for social justice.

12. Prerequisites : None

13. Co-Requisites : None

14. Context for Course:

Mexican-American History is a college preparatory elective that will help students fulfill the A-G requirements for a preparation and admission to a UC/CSU four-year university. Ethnic Studies will be made available to 9th-12th grade students.

15. History of Course Development:

Collaboration for the creation of this course has occurred over many days at the district level with history teachers and with district administration support. Participants in the courses, collaborated with other school districts across California to help support the construction of this course. This course is created using the common core standards.

16. Textbooks:

Acuña, Rodolfo. *"Occupied America."* (2015) Eighth Edition. ISBN: 9780205880843

Vargas, Zaragoza. "Crucible of Struggle: A History of Mexican-Americans from Colonial Times to the Current Era". (2011).

17. Supplemental Instruction Materials:

García, Mario and Sal Castro. *"Blowout!: Sal Castro and the Struggle for Educational Justice."* Chapel Hill: The University of North Carolina Press, 2011.

Rosales, Francisco Arturo. *"Chicano!: The history of the Mexican American civil rights movement"*. Arte Público Press, 1996.

Teacher selected readings and films.

Teachers will create units of study to supplement textbook.

Course Content**Course Purpose:**

In this Chicana/o Studies course, we will critically examine the narrative history of Mestizas and Mestizos, Mexicanos, Chicanas and Chicanos, in the United States. We will draw on the history, cultural studies, and literature to understand Chicana/o Studies as ideas, social movement, and an academic field of study. Course themes include the interrelationship and intersections of race/ethnicity, class, gender roles; the dynamic nature of Chicana/o identity; immigration and displacement; and globalization. Students will gain a broad understanding of the representations, ideologies, and material conditions that structure the opportunities and life chances of Chicanas and Chicanos and as well as the strategies and responses they have created to survive and resist colonialism, racism, labor exploitation, immigration, poverty, assimilation, and patriarchy. Focusing on key critical issues, this course explores Communities of Resistance within social actions of resistance, and

community responses.

For students to embrace themselves and their history, they need to understand where they come from and how historical events have affected them and how they continue to affect them. We will investigate how Chicana/os have been shaped, by our understanding of their subjective place in American history, and how these themes and topics affect their individual identity formation. In addition, students will engage in academic activities to further enhance their understanding of the themes and topics discussed in this courses, by completing and participating in; research papers and methods of research, various creative writing activities, visual and performing arts activities, social-cultural fields trips, use of technology, and various community organizations.

Course Objectives

Students will:

- examine the multiple ways that “Chicana/os” have been defined and named in the United States, as well as understand the contributions Chicana/os have made to U.S. history and culture.
- learn how to critically examine constructions of race, gender, and class, and understand how they operate as intersecting systems of power within the lives of Chicana/os
- gain a broader understanding of the histories, institutions, social, and economic structures that shaped the lived realities of Chicana/os.
- discuss the ways in which historical events, social and economic change, and social movements shape and are reflected in changing personal identity, family experiences, stories, and memories.
- employ the terms, concepts, and methods required in the study of Chicana/o Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration, educational, artistic expressions, and literature.
- write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that are clear, compelling, and challenging.
- develop the analytical writing and critical reading, thinking, and communication skills necessary to thrive in our increasingly multi-racial environment and globalized world where capital, technologies, peoples and cultures cross borders with ever more frequency.

Course Outline:

Introduction Unit: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

Unit Description:

The introduction unit in this course introduces students to foundational concepts and frameworks of Ethnic Studies Race, Ethnicity, and Gender, and how these concepts and frameworks will be used to assess and analyze historical and current events found in literature. Students will learn to apply a sociological lens in researching and discussing issues, which include race and racism, classism, gender and sexism, colonization, oppression, and resistance. Students will develop skills in decoding meanings produced by experiences based on race, ethnicity, and gender in social contexts, as well as the construction of race, ethnicity, and gender identity through everyday life.

Essential Question:

How does American society perceive Race, Class, and Gender?

Objectives:

1. To learn the theoretical foundations and the lens' of Ethnic Studies and Critical Theory
2. To be introduced to the different sociological perspectives and to become familiar with the factors that determine a dominant and a subordinate group in relation to power and privilege between dominant/subordinate groups (i.e. Hegemony).
3. To understand how race and gender is socially constructed through Critical Race Theory and Critical Gender Theory

Assignment:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies, Critical Theory, Critical Race Theory, and/or Critical Gender Theory. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how the use of the critical lenses will shape their educational journey.

Unit 1: The Calm Before Storm: United States interest in the Southwest (1821-1850)

Unit Description:

This unit will cover the existence and social fabric of people living in the Northern region of Mexico in the early to mid 1800's. The unit will discuss the counter-narrative of Mexico's relationship with United States imperialism in the Southwest during the mid 1800's, which led to the war between Mexico and United States. At the end of the unit, Students will create a diorama in a shoebox, accompanied by a presentation on the one of the the following parts of S.P.R.I.T.E. to further understand the life in the Northwestern Region of Mexico before the war.

Essential Question:

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?

Objectives:

1. To understand the life of the people who lived in Mexico's northern Region.
2. Identify what Mexico lost and what the United States gained as a result of the war

Topics:

1. Life prior to 1850 in Mexico's Northern Region
2. Colonization of Mexico's Northern Region
3. The War between Mexico and United States
4. Aftermath of the War: Treaty of Guadalupe Hidalgo

Assignment:

Students will work in groups to create a diorama in a shoebox, accompanied by a presentation on the one of the the following parts of S.P.R.I.T.E. (Social, Political, Religious, Intellectual, Technological, Economic)

description of the Mexico's Northwestern region prior to the war between Mexico and United States.

Unit 2: Foreigners in their own land (1850-1910)

Unit Description:

This unit will cover the immediate and long-lasting effects of the The Treaty of Guadalupe Hidalgo on the Mexican people living in the southwest. This new permanent boundary created disputes between Mexicans and Anglo-Americans, leading to the Gadsden Treaty, a new economic interests, and the rise of the Mexican "bandido"/"patriot," and how these individual became outlaws, when they fought for their rights due to US hegemonic control. At the end of the unit, Students will write a one-page response on their position of whether the Treaty of Guadalupe Hidalgo met its promises to the Mexicans now living in the United States.

Essential Question:

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 Mexicans living in the borderlands?

Objectives:

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
2. To describe the conditions of Mexicans after the border shifted, and how the transformation of the region affected them.

Topics:

1. Children of The Treaty of Guadalupe Hidalgo
2. False Promises: Loss of political & social power, and property
3. Resistance at the Border

Assignment:

Students will analyze the language written in the primary document of Treaty of Guadalupe Hidalgo to decide in a one page written reflection, if the the United States complied with promises made in the treaty for Mexicans living in new southwest territory of the United States.

Unit 3: Legacy of the Mexican Revolution (1910-19)

Unit Description

This unit will discuss Mexicanos as refugees in the Southwest, when they fled Mexico due to the war. Also

looking at the US Job Market, the need for cheap labor and how race and racism guided Mexican and Mexican-American into certain labor markets. This unit will include the effects of significant historical events, such as the Great Depression and the ensuing major wars have on the Mexicans and Mexican-American communities in the Southwest. At the end of this unit, Students will work in groups will create a x-ray profile of a key historical Mexican or Mexican-American during this time period.

Essential Question:

What were the effects of the Mexican Revolution between Mexico and the U.S.A.?

Objectives:

1. To evaluate the causes of the Mexican Revolution and how it impacted the borderlands.
2. Describe the impact of Mexicans and Mexican-Americans in the Southwest.
3. Identify the heroics of the Mexican Americans of World War I.

Topics:

1. Mexican Revolution
2. Impact of the Mexican Revolution at the borderlands
3. Mexican Americans in World War I

Assignments:

Students will work in groups to create a life-size x-ray profile of a key historical Mexican or Mexican-American during the time period that encompassed the Mexican Revolution. The x-ray profile must include the following components: Brain (what he or she thinks), Heart (their drive and passion), Eyes (their goals), Ears (what others say about them in the community), Mouth (famous quotes or speech), Shoulders (the weight of their struggle and cause), Hand (how they ruled/lead, with an iron fist or open hands), Feet (places they have been from birth to death), and Mana (their Legacy). Students will present their X-ray profile to their classmates.

Unit 4: Justice Delayed In the Chicana@ Community (1930s-1950s)

Unit description:

This unit will discuss Mexican-American migration to the cities. Also, how American institutions begin a push for assimilation, and Americanization programs for the Mexican into the mainstream U.S. culture and its control of cultural capital. In addition, this unit will look at U.S. Immigration laws in the 20th century, and the struggles for Mexican-Americans against racism, segregation, and discrimination by police, military, and other U.S. institutional powers. Students will create a Xicana@ pop-up book with one of the topics of the unit.

Essential Question:

How was the Chicana/o community affected by U.S. domestic policies during the 1930's-1950's?

Objectives:

1. Examine the Repatriation Act and its impact on the community
2. Explore the events surrounding the Sleepy Lagoon Trial and the Zoot Suit riots, and how policing occurred in Mexican-American communities.
3. Explain the roles of Chicana/os in World War II and the Korean War
4. Analyze new U.S immigration policies: The Bracero Program and Operation Wetback

Topics:

1. Immigration Laws: Mexican Repatriation Act and the Lemon Grove Incident
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

Assignments:

Students will create a pop-up book with one of the topics featured in this unit: Mexican Repatriation Act, the Lemon Grove Incident, The Great Depression, Mexican Americans in World War II, Zoot Suit Riots, The Bracero Program, Korean War 1950-1953, and Operation Wetback. The pop-up book must include images of the topic and a summary.

Unit 5: Chicana/os Quest for a Homeland (1955-1965)

Unit Description:

This unit will analyze how Chicana/os rediscovered their political identity and their need to struggle for equality. Furthermore, students will learn how Reies Tijerina and the Alianza questioned U.S. illegal claim of land that belonged to Descendants of New Mexican original Mexican Land Grants. In addition, Students will look at how the Vietnam War affected the Chicana/o community. At the end the unit, students will write a 3-5 page research essay on one of the topics of the unit.

Essential Question:

How did Chicana/os strive for self-determination during the 1950's-1960's?

Objective:

1. Explain the roles of Chicana/os in the Vietnam War.
2. Revisit the Treaty of Guadalupe Hidalgo through the eyes of Reies Tijerina and the New Mexico Land Grants Movement.
3. Understand the struggles faced by farmworkers and their fight for justice.

Topics:

1. Mexican Americans in the Vietnam War
2. Land Rights: Reies Tijerina
3. Cesar Chavez and the UFW

Assignment:

Students will write a 3-5 page research essay exploring one of the topics discussed in the unit: Chicana/os in the Vietnam War, Reies Tijerina and the Alianza, or the UFW and Cesar Chavez. Students will center their essay on how resistance was a key focal point of the Chicano community in relation to the topic they selected. The students research essay must be in MLA format and include a works cited page.

Unit 6: Chicano Movement: Community-Based (1965-1975)

Unit Description:

This unit will discuss the Chicano Movement from the 1960's to the present. Militancy of the 60's and 70's (Brown Berets, walkouts, Brown Power). The fight for bilingual education, Chicano Studies, greater political

representation. At the end of the unit, Students will create a Xican@ diorama on of the topics of the unit.

Essential Question:

How did the new culture within the chicana/o community empower them to embrace their new identity?

Objectives:

1. Understand the Chicano communities learning of self-determination and self-identity, the waking of the sleeping giant.
2. The flowering of a new culture: Chicano literature, film, theater, music, folklore, poetry.
3. Pursuing Civil Rights, and social justice.
4. The search for Aztlan

Topics:

1. Crusade for Justice
2. Chicano Moratorium East LA 1969
3. Ruben Salazar and the Media
4. Chicano Park - San Diego 1969
5. Teatro Campesino
6. Brown Berets

Assignment:

Students will work in groups to create a diorama in a shoebox, accompanied by a presentation on the one of the topics of the unit: Crusade for Justice, Chicano Moratorium East LA 1969, Ruben Salazar and the Media, Chicano Park - San Diego 1969, Teatro Campesino, or the Brown Berets.

Unit 7: Chicano Movement: Student-Centered (1965-75)

Unit Description:

This unit will discuss how Chicana/os on University and high schools struggled to improve access to Higher education during the Chicano movement, to challenge issues in schools, such as a lack of culturally relevant pedagogy and curriculum. At the end of the unit, Students will create a Xican@ pop-up book with one of the topics of the unit.

Essential Question:

How did Chicanas/os fight for their educational opportunities and access to higher education?

Objectives:

1. Learning how students pushed for educational reform.
2. Understanding the Chicanas/os search for equality in the school system.

Topics:

1. East L.A. Blowouts
2. Chicanos in College
3. Plan de Santa Barbara
4. Mayo and MEChA
5. Emergence of Chicana/o Studies at the Universities

Assignment:

Students will create a Xican@ pop-up book with one of the topics featured in this unit: East L.A. Blowouts of 1968, Chicanos in College, Plan de Santa Barbara, Mayo and MEChA, or the Emergence of Chicana/o Studies at the Universities.

Unit 8: Chicana/os continued struggle for a better future in Aztlan (1980's to Present Day)

Unit Description:

This unit will discuss the status of the Chicanas/os in the 21st century, and what the future holds for Chicana/os. Furthermore, the unit will explore new policies meant to marginalize the Chicano community. The rise of the Hispanic/Latino population: replacing the African American as the largest “minority” in the United States.

Objectives:

1. Learning how Chicano Movement impacted Arts and Politics from the 80s on.
2. How greek fraternities killed the Chicano Movement on university campuses.
3. How Immigration policies affect the Chican@ communities through the Aztlan.
4. The pursuit for educational access for Chican@ and immigrant youth (i.e. Dream act, and Ethnic studies).

Topics:

1. Performing & Fine Arts
2. U.S. Census Ethnic Origins
3. Immigration Policies: 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

Key Assignment:

Students will organize and participate in a community forum that address the historical and current issues that Chicana/os has and continues to face today. Prior to the forum students will display their best work in gallery format for community members and leaders to view. Students will present their work to all those that attend the Noche Chican@.

Key Assignments

Introduction Unit: Theoretical Frameworks of Race, Class, Gender, and Ethnic Studies

Assignment:

Students will write a one-page essay synthesizing the theoretical foundations and lens of Ethnic Studies, Critical Theory, Critical Race Theory, and/or Critical Gender Theory. They will reflect on how these concepts and frameworks impact historical and current events. Lastly, they will assess how the use of the critical lenses will shape their educational journey.

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Assignment:

Students will analyze the language written in the primary document of Treaty of Guadalupe Hidalgo to decide in a one page written reflection, if the the United States complied with promises made in the treaty for Mexicans living in new southwest territory of the United States.

Unit 3: Legacy of the Mexican Revolution (1910-19)

Assignments:

Students will work in groups to create a life-size x-ray profile of a key historical Mexican or Mexican-American during the time period that encompassed the Mexican Revolution. The x-ray profile must include the following components: Brain (what he or she thinks), Heart (their drive and passion), Eyes (their goals), Ears (what others say about them in the community), Mouth (famous quotes or speech), Shoulders (the weight of their struggle and cause), Hand (how they ruled/lead, with an iron fist or open hands), Feet (places they have been from birth to death), and Mana (their Legacy). Students will present their X-ray profile to their classmates.

Unit 4: Justice Delayed In the Chican@ Community (1930s-1950s)

Assignments:

Students will create a pop-up book with one of the topics featured in this unit: Mexican Repatriation Act, the Lemon Grove Incident, The Great Depression, Mexican Americans in World War II, Zoot Suit Riots, The Bracero Program, Korean War 1950-1953, and Operation Wetback. The pop-up book must include images of the topic and a summary.

Unit 5: Chicana/os Quest for a Homeland (1955-1965)

Assignment:

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Unit 6: Chicano Movement: Community-Based (1965-1975)

Assignment:

Students will work in groups to create a diorama in a shoebox, accompanied by a presentation on the one of the topics of the unit: Crusade for Justice, Chicano Moratorium East LA 1969, Ruben Salazar and the Media, Chicano Park - San Diego 1969, Teatro Campesino, or the Brown Berets.

Unit 7: Chicano Movement: Student-Centered (1965-75)

Students will create a Xican@ pop-up book with one of the topics featured in this unit: East L.A. Blowouts of 1968, Chicanos in College, Plan de Santa Barbara, Mayo and MEChA, or the Emergence of Chicana/o Studies at the Universities.

Unit 8: Chicana/os continued struggle for a better future in Aztlan (1980's to Present Day)

Key Assignment:

Students will organize and participate in a community forum that address the historical and current issues that Chicana/os has and continues to face today. Prior to the forum students will display their best work in gallery format for community members and leaders to view. Students will present their work to all those that attend the Noche Chican@.

Instruction Methods and/or Strategies

The class will include a variety of instructional methods designed to help promote student learning, achievement, and engagement. We will use direct instruction, discovery, collaborative group work, independent work, and problem based learning. Each of the different types of methods will be targeted to areas we feel they will be most effective.

Students will work in a number of settings, individually, in pairs, in triads, in small groups, and in whole group. Each will be structured to provide a positive learning environment.

Group work and peer tutoring:

Collaborative group work will be used throughout the course. Collaborative group work is instruction where students work together to explore different topics and ideas found . During collaboration, the teacher will give the students a problem or situation they are to work on together. The teacher will then go from group to group offering assistance in the form of clarifying instructions and asking leading questions or posing thought-provoking ideas. The teacher is not offering answers or solutions to students, but rather encouraging the group to use each other as their resources and sounding boards. Collaborative group work will be used usually after a topic has been introduced and the students have some comfort with it. It will also be used to help struggling students get up to speed by giving them another entry point to the material (besides the teacher). This group work furthers the goal of teaching the students problem solving by not allowing them to rely on the teacher for answers or solutions.

Students will be assigned a job that will alternate within each group activity so that they are exposed to all positions. Students will be assigned to be a Clarifier, a Questioner, a Summarizer, or a Planner. A Clarifier will need to look at words and phrases that the group may not understand. They will need to find all the essential words and use resources such as other group members, their textbook, thinking maps, and vocabulary on walls. A Questioner will ask questions to the group such as “What do we need to find out? What information do we need from this problem? Is there any information we do not need?” A Summarizer will summarize the purpose of the problem and how they inferred the purpose. The Planner will explain what steps will need to be followed and will use words such as first, next, then, in addition, and etc.

Individual discussion to quickly assess individual learning:

As a large portion of class time will be spent in collaborative activities, it is important for students to also be able to work independently. Either during the discovery or practice portion of the day students will be required

to analyze the reading(s) on their own. The premise is that students become so dependent on other members of the class for the analysis of reading(s), that it robs them of the opportunity to develop their own critical thinking. During independent time the teacher will walk around the room observing and assisting each student as they work on the reading(s). Some may need more assistance than others and this is the appropriate time for this to occur.

Project-based Learning:

Project-based learning will be used to help students understand how the Ethnic Studies theoretical framework can be used to model, understand and solve real world situations. Project-based learning focuses on students learning about a topic through the experience of problem solving. This learning method will be used after a topic has been introduced and students have had a little time to work with it. Project-based learning is also another entry point for students to practice their problem solving skills. It gives them the opportunity to approach a situation, analyze it, and then apply their prior learning from English, Social Studies and other areas of study and life. Further, it allows them to contextualize Ethnic Studies within their everyday life. The teachers will be required to provide a relevant problem to solve, connect it to the material being learned, and provide clear instructions.

Direct instruction:

Direct instruction is used to introduce new information or a new topic, and to set the stage for discussion. Teachers also model effective ways to understand and analyze the course material utilizing a variety of instructional methods (i.e close reading, critical reading strategies, etc.)

Think Pair Share:

In many instances a mixture of explicit and implicit teaching are employed. For example, a teacher poses a question based on the literature, film, or historical document, students are then instructed to think about it, write something down, and then share out with a partner before whole group discussions. Students are given the opportunity to add on or question a response to deepen the class discussion.

Communication:

Communication both orally and in writing to help students internalize the concepts learned in the literature, academic research, and historical documents learned in the course by using academic language. This is especially crucial for English language learners. The process of writing an explanation requires students to think deeply about concepts in order to be able to describe it in words.

Students will also have to explain their findings and conclusions in writing. Students will practice writing to demonstrate their academic understanding of the concepts and ideas learned in the course. They will describe not only their findings and conclusions gained from the readings, but also synthesize their application to real-world scenarios. The writing not only helps the student clarify their thinking, but it also helps the teacher assess student understanding and where gaps are present in student thinking.

English Learner Strategies:

To help second language students, teachers employ Quality Teaching for English Learners (QTEL) strategies to build understanding of problem situations while lifting the academic language. Although these strategies are specified for English Learners, they benefit all students. Strategies such as round-robin to ensure equal voice, jigsaws to allow for differentiation, collaborative posters to extend the learning, and double-entry journals are some examples. Although other strategies may be employed as needed such as:

- Visual and graphic descriptions of problems
- Thinking Maps
- Explicit and repeated instruction
- Socratic discovery
- Hands-on projects and experiential learning

- Interactive online lessons and projects using the iPad

Real Life Problems:

Students will be given real life problems that require students to use multiple disciplines and research methods to solve or find a solution. Students are given the opportunity to explore relationships, make conjectures, test the conjectures, explore real-life data, and make connections. Students make connections between and among representations, (e.g., between quantitative and qualitative data). They make sense of problems together and interpret answers. Stamina in problem solving is built through increasing complexity of the tasks.

Assessments Including Methods and/or Tools

1. Formative Assessment: Essays will be completed after every unit to assess student understanding of the material learned and where gaps are present in student thinking.
2. Performance Assessment: students will work in groups to create a project based assignment where they will be asked to analyze, problem solve, experiment, make decisions, predict, cooperate with others, present orally and technologically, and produce a product that addresses real-life community issue.
3. Observational Assessment (every day, several times a day): students are asked to participate, read and analyze literature/historical documents/academic research, discuss reading, and explain their learned knowledge to the class.
4. Project-based Assessments: Students are asked to work together to connect the units learned into a cohesive whole. These projects are usually based upon practical situations and require interpretations so students might better grasp how the pieces fit into the larger whole.
5. Traditional Assessments: Students will be given regular intra-unit quizzes and end of unit exams (multiple choice and written). A longer final will culminate at the end of each semester to gauge students' long-term understanding (multiple choice and written).
6. Group assessments: Students will analyze, problem solve, experiment, make decisions, cooperate with others, present orally and/or produce a product (sometimes a written report) throughout each unit.