

Social Science
MEXICAN AMERICAN CULTURE
(Spanish) College Prep
DPC #81601 and #81602

A. Course Information

Grade Level: 10-12

Length of Course: Two semesters

Type: College Prep, Taught in Spanish

Prerequisite for enrollment:

- Teacher recommendation,
- Counselor recommendation,
- ESL students completing English 103 with a “B” or better,
- ESL students completing Spanish 101/102 with an “A”,
- Spanish 3 for Native Speakers recommended or fluency at the level of Spanish 4 or better.

B. Brief Description of Course

This course presents an interdisciplinary study of Mexican American Culture. It will study the major developments in history, government, literature, art, music, films, sociology language, folklore, and medicine of Mexico and the Southwest. It encompasses the Pre-Columbian period to present day. Special emphasis will be given to the events, contributions, and concepts that have forged the culture.

C. Board-adopted Textbook:

West, John. O. Mexican American Folklore. (copyright 1988) August House. Adopted 1992.
Meyer and Sherman. The Course of Mexican History. (copyright 1991) Oxford University Press. Adopted 1992.

D. Supplementary Instructional Materials:

Selected Bibliography

Acuna. Occupied America
Azuela. The Underdogs
Clark. Health In The Mexican American Culture
Cortes. Out From Under
Gendrop. Ancient Mexico
Marti. Music Before Columbus

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Social Science
MEXICAN AMERICAN CULTURE
(Spanish) College Prep
DPC #81601 and #81602

McWilliams. North From Mexico
Morin. Among The Valiant
Orozco. Grandes Momentos En La Historia De Mexico
Stevenson. Music of Mexico
Soustelle. The Daily Life of The Aztecs
Valdez. Teatro Campesino
Vasconcelos. "The Cosmic Race"
Vasquez. The Chicano
Vigil. From Indians to Chicanos

E. Brief Outline of Course Content

The historical, political, and cultural aspects of Mexican American Culture

1. Pre-Columbian Mexico
 - a. The first Mexicans
 - b. Mexico's Golden Age: The Classic Period
 - c. Time of trouble: Post-Classic Mexico
 - d. The rise of the barbarians
 - e. Aztec society and culture
2. The Spanish conquerors
 - a. The Spanish invasion
 - b. The fall of Tenochtitlán
 - c. The settlement of New Spain
3. The Colony of New Spain
 - a. The imperial system entrenched
 - b. The colonial economy
 - c. The colonial church
 - d. Colonial society: race and social status
 - e. Culture and daily life in New Spain
4. Reform and reaction: the move to independence
 - a. The Bourbons restructure New Spain
 - b. Society and stress in the Late Colonial Period
 - c. The wars for independence
 - d. The first Mexican empire
5. The trials of nationhood, 1824-55
 - a. The early Mexican Republic, 1824-33
 - b. Santa Anna and the centralized state

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Social Science
MEXICAN AMERICAN CULTURE
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- c. The loss of Texas and the war with the United States
- d. Society and culture in the first half of the Nineteenth Century
- 6. Liberals and conservatives search for something better, 1855-76
 - a. From Ayutla to the Reform
 - b. The French intervention
 - c. The restored Republic 1867-76: nascent modernization
 - d. Society and culture in the middle Nineteenth Century.
- 7. The modernization of Mexico, 1876-1910
 - a. The making of the Porfiriato
 - b. The process of modernization
 - c. The costs of modernization
 - d. society and culture during the Porfiriato
- 8. The revolution: the military phase, 1910-20
 - a. The liberal indictment
 - b. The Overthrow of Díaz
 - c. Madero and the failure of democracy
 - d. Huerta and the failure of dictatorship
 - e. The illusory quest for a better way
 - f. Society and culture during the Age of Violence
- 9. The revolution: the constructive phase, 1920-40
 - a. Alvaro Obregón cautiously implements the constitution
 - b. Mexico under Plutarco Calles, 1924-34
 - c. Cárdenas carries the revolution to the left
 - d. Society and culture from Obregón to Cárdenas
- 10. The revolution shifts gears: Mexico since 1940
 - a. From revolution to evolution, 1940-46
 - b. The institutionalized revolution, 1946-58
 - c. Adolfo López Mateos: The lull before the storm 1958-64
 - d. Sparks, fire, and smoldering, 1964-76
 - e. Mexico since 1976: the tensions of development and democratization
 - f. Society and culture since World War II
 - g. The Chicano awareness, 1960-Present

FINE ARTS

- 1. Pre-Columbian Mexico
 - a. Mayan-pyramids, artifacts, and sculpture
 - b. Aztec-pyramids, artifacts, sculpture, and dance
 - c. Toltec-pyramids, artifacts, sculpture

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Social Science
MEXICAN AMERICAN CULTURE
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- d. Olmec-pyramids, artifacts, sculpture
2. Colonial Period
 - a. Art-religious
 - b. Architecture-Baroque churches
3. The Mexican Nation
 - a. Art-imitation of Europe, Academy of San Carlos
 - b. Himno Nacional-Nuno Bocanegra
4. Porfiriato-imitation of Europe
 - a. Waltz
5. Revolution to present day
 - a. Art-Muralist movement, Rivera, Clemente, Orozco, Siqueiros, Tamayo, Kahlo, Bota & Felguerez
 - b. Music-Corridos, regional music
 - c. Films-La Vida Inutil de Pito Pérez, Macario, Peregrina, The Drug Wars
 - d. Literature, language, and folklore

CULTURAL IDENTITY

1. Peninsulares
2. Criollos
3. Indios
4. Mestizos
5. La Raza Cosmica- The Cosmic Race
6. Hispano, Mexicano, Mexican-American, Chicano, Latino

F. Content Standards for MEXICAN AMERICAN CULTURE:

Students will demonstrate an understanding and appreciation of Mexican American culture by identifying, analyzing, comparing, and contrasting the achievements, events, personalities, and concepts relevant to the culture such as:

1. the highlights of the Pre-Columbian civilization
2. the expansion of the Aztec Empire
3. the influence of Nahuatl thought and acceptance of Catholicism
4. the conquest and Quetzalcoatl
5. the class order and the caste system
6. the cry for independence and European influence
7. the new nation and government
8. the loss of Texas
9. the Mexican-American War

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Social Science
MEXICAN AMERICAN CULTURE
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10. the society and culture of the Nineteenth Century
- 11 . the Porfirio Diaz Regime
12. the Revolution of 1910
13. the Constructive Phase 1920-40
14. the Separatist movements in Yucatan and the outposts
15. the Cardenas era and nationalization of petroleum and the railroads
16. present day culture in Mexico
17. the Southwest since 1848
18. World War 11
19. Contemporary Issues

English Language Arts Standards

To support the California English-Language Arts Standards, the following standards will be reinforced as appropriate for the context of this course.

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

1.1 Identify and use the literal and figurative meanings of words and understand word derivations.

1.2 Distinguish between denotative and connotative meanings of words and interpret the connotative power of words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

Structural Features of Informational Materials

2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.

2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Generate relevant questions about readings on issues that can be researched.

2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation and elaboration.

3.0 Literary Response and Analysis

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Revised 3-22-04

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MEXICAN AMERICAN CULTURE
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DPC #81601 and #81602

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes.

Literary Criticism

- 3.12 Analyze the way in which a work of literature is related to the themes and and issues of its historical period. (Historical approach)

Writing

1.0 Writing Strategies

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose.

Organization and Focus

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

Research and Technology

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
- 1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook*, *The Chicago Manual of Style*).

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and research, organizational, and drafting strategies.

- 2.3 Write expository compositions, including analytical essays and research reports.
 - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.

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Social Science
MEXICAN AMERICAN CULTURE
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- b. Convey information and ideas from primary and secondary sources accurately and coherently.
- c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
- d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

Grammar and Mechanics of Writing

- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

Manuscript Form

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 1.6 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

Listening and Speaking

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Comprehension

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

2.0 Speaking Applications

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and organization and delivery strategies.

- 2.1 Deliver narrative presentations.

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- 2.2 Deliver expository presentations.
- 2.3 Apply appropriate interviewing techniques.
- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and causes and effects).

Workplace Skills

Students will demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for this level of coursework:

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude
- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project

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- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures

The following is a list of techniques that may be used in assessing student progress and/or achievement:

1. Textbooks, tests, and exercises
2. Written and oral tests prepared by the instructor
3. Classroom participation
4. Quarter and semester exams
5. Individual reports
6. Cooperative learning group projects
7. Selection of one prompt for portfolio
8. Progress on written skills
9. Progress on oral reports