



PLANNED COURSE STATEMENT

Course Title: LATINX AMERICAN STUDIES	Grade Level(s): 10-12
Length of Course: 2 semesters	Credit Area: ELECTIVE
Prerequisite: Introductory courses	Amount of Credit: 1
Adopted/Supplemental Materials: Teacher provided	
Dual Credit Articulation: None	

COURSE DESCRIPTION:

This class will explore Latinx-American culture and identity in the United States through selected texts, discussions, and research projects. Students will analyze Latinx-American works to more fully understand and appreciate a culture, which may or may not be their own. Students will note that themes stretch across cultures, and will be able to connect with the texts in order to enliven their understanding of their own culture. Through the analysis and interpretation of these texts, students ought to deepen their understanding of the authors' motivations. In addition, students will explore history through the texts, both of the author's country, as well as of the United States. As they read, students will consider the work's structure, style, and themes, in addition to other literary elements, such as imagery and symbolism, and will realize how these devices enhance the whole message of the text.

Students will read a variety of texts, including poetry, short stories, and novels. Students will be reading actively, and so will observe details, establish connections through their observations, and will, in turn, create a series of inferences leading to an interpretive conclusion about the work's meaning and value.

Students will write weekly essays exploring themes discussed in class. Correct formatting of analytical essays will be explored as students develop ideas, connections, and motivations relating to our texts. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language.

In addition to reading and writing in the class, students will be required to lead a class discussion once a quarter. Students will also participate in research projects and according presentations, including a culminating project (mural) and presentation at the end of the year.

COURSE GOALS:

- Students will read poetry, short stories, and novels from well known Latinx-American authors, such as Isabel Allende, Pablo Neruda, Corky Gonzalez, Julia Alvarez, and Sandra Cisneros.
- Students will explore Latinx identity in the United States through discussing themes of assimilation.
- Students will delve into Latinx American history through selected texts and videos.
- Students will research themes, authors, and historical time periods related to texts read in class.
- Students will create essays that reflect topics discussed in class, and will use the reading selections to support their theses.

- Students will learn and use new terminologies related to identity, culture, and assimilation.

ASSESSMENT STRATEGIES:

- Weekly quizzes
- Essays
- Discussions
- Participation

ACCOMMODATIONS AND MODIFICATIONS:

Based on the above assessments, any necessary modifications to curriculum to better meet the needs of TAG students will be done by one or both of the following:

1. Allowing students to test out of assignments/quizzes.
2. Offering alternative assignments.

No TAG student will be required to do extra work to achieve classroom goals; however, certain course requirements may be adjusted to allow students to meet the objective in a different manner.

CAREER RELATED LEARNING STANDARDS:

- **PERSONAL**

MANAGEMENT

Exhibit appropriate work ethic and behaviors in school, community, and workplace.

- **PROBLEM SOLVING**

Apply decision-making and problem-solving techniques in school, community, and workplace.

- **COMMUNICATION**

Demonstrate effective communication skills to give and receive information in school, community, and workplace.

- **TEAMWORK**

Demonstrate effective teamwork in school, community, and workplace.

- **EMPLOYMENT**

FOUNDATIONS

Demonstrate academic, technical, and **organizational** knowledge and skills required for successful employment.