

Date 12/6/13
School / Department SBHS/English

Santa Barbara High School District
NEW COURSE APPROVAL

I. The teacher proposing the new course of approval will submit this completed form, along with 10 copies of the form, to the Administrative Curriculum Committee on or by _____.

II. If a new textbook needs to be purchased for the new course, please remember to complete the 'Request for Textbook Adoption (Non- Primary State Adoption)' form.

III. Description of Proposed Course.

Before you complete this form, please make sure that you have considered the following questions:

- Is there a similar course already being taught at another site?
- Have I looked through the district course catalog to make sure that the course doesn't already exist?

- A. Title of course. Mexican-American/Latin-American Literature
B. Length of course (semester, year long).
C. What type of learners will take the course? Circle all that apply.
a. Special Education GATE English Language Learners
D. Description of the standards taught in the course. If you need more room to answer the questions than what is allotted, please continue onto an additional sheet of paper and attach to form.
E. What A-G requirement does it fulfill? (High School Course only)
F. Does the course have targeted ability level? If so, what is the designation of the course? (AP, Honors, College Prep)
G. Explain the rationale for the creation of the course. What need does it fulfill?
H. Describe the instructional materials used. Include the cost of instructional materials.
I. Describe any other costs associated with the course. What will be your source of funding for these materials?
J. What is the targeted grade level of this course? Justification for targeted grade level.
K. Describe how this course fits into the sequence of courses already being offered at your site.
L. What credential(s) are required to teach this course? Additional training?
M. Are there any partnerships with outside agencies? (businesses, community programs, colleges, grants). If yes, please explain.

IV. Site Level Approval Signatures

Joyce Velazquez Date 12/6/13
Teacher Proposing Course

Date _____
Additional Teacher (Same Department)
[Signature] Date 12.6.13
Principal

Date _____
Department Chair
[Signature] Date 12/6/13
Head Counselor

The Administrative Curriculum Committee will review the proposed course and forward the proposal to all secondary sites for approval and review.

V. Other Site Level Approval Signatures.

Date of meeting in which the proposed course was discussed 12/18/13
✓ Approved
____ Denied (include rationale for decision if denied)

Date 12/18/13

Associate Superintendent

Date _____

Santa Barbara High School District Course Proposal

A. Title of course: Mexican-American/Latin-American Literature

B. Length of course (semester, year long): Year long

C. What type of learners will take the course? Circle all that apply.

a.	<u>Special Education</u>	<u>GATE</u>	<u>English Language Learners</u>
b.	<u>All Students</u>		

D. Description of the standards taught in the course. If you need more room to answer the questions than what is allotted, please continue onto an additional sheet of paper and attach to form: (See Attached)

E. What A-G requirement does it fulfill? (High School Course only): B and G.

F. Does the course have targeted ability level? If so, what is the designation of the course? (AP, Honors, College Prep): College Prep

G. Explain the rationale for the creation of the course. What need does it fulfill?

The course was designed to be a relevant course for many of our students who were interested in the subject and offer an academic alternative to the AP Literature and standard CP British Literature that is offered in 12th grade.

Course Outline:

This course is the study of the history, literature, art, and oral traditions of Mexican, Mexican-American, and Latino culture. It is a representative overview of Chicano/Latino literature covering poetry, theatre, novels, short stories, corridos, and critical essays. The course will include literary techniques, modes of expression, trends in Chicano and Latino creativity, critical approaches, and will expose students to the richness that Mexican-American/Latino culture has to offer. The class is broken down by semester.

Fall Semester focuses primarily on Mexican-American literature in the Southwest and related Mexican texts.

Spring Semester focuses on Latin-America as a whole and how the influences of Cuba, the Dominican Republic, Puerto Rico, Central America, and South America have shaped America and Latino identity in the U.S.

Writing Component: There will be four major essays written in the class (one essay per quarter). Because this is a substantial writing course, the student is expected to write and rewrite. Grammatical points, vocabulary, the composition, and construction of papers, are essential and will be discussed and demonstrated through the course of the semester.

Along with the writing will be various creative projects that are due in each unit. Some projects will be individual work and others will be in small groups. The themes of these projects include:

1. Personal narrative history (interview with member of the family or member of the community)
2. Research project on immigration issues past and present
3. Self-identity: Assimilation vs. integration of cultures
4. Language as a metaphor (Spanish, English, Spanglish)
5. U.S. Relations with Mexico and other Latin-American countries
6. Manifestations of culture: Hybrid Theory in the New World: Dialogue on Race

The class will be an ongoing dialogue between the students and the instructor, between the class and the texts, the students with each other, and the class to the world we live in. I believe in making connections to real world issues through the medium of literature and will be asking students to make their own connections to their own lives. This class gives students a chance to explore complex issues that are part of the daily fabric of living in California. It is also my hope that the students that take the course reflect the diversity of our school so that these dialogues continue outside the classroom.

H. Describe the instructional materials used. Include the cost of instructional materials.

Fall semester core texts include:

1. "I am Joaquín" – Rodolfo "Corky" Gonzales
2. The Ballad of Gregorio Cortez – corrido
3. Bless Me Ultima – Rudolfo Anaya
4. Actos/Zoot Suit – Luis Valdez* (\$11.11 per textbook)
5. Revolutionary Theatre of Culture Clash – Richard Montoya, Herbert Siguenza, Ricardo Salinas
6. Rain of Gold – Victor Villasenor
7. Mexican-American Literature – Taylor and Francis publishers (\$44.95 per textbook)
8. Drink Cultura – Jose Antonio Burciaga

Spring Semester Core texts include:

1. The Norton Anthology of Latino Literature (\$57.75 per textbook)
2. How the Garcia Girls Lost Their Accent – Julia Alvarez (Puerto Rico)
3. Dreaming in Cuban – Cristina Garcia (Cuba)
4. Stories of Eva Luna – Isabel Allende (Argentina) (12.73 per textbook)
5. Captain's Verses – Pablo Neruda (Chile)
6. Love and Other Demons – Gabriel Garcia Marquez (Columbia)
7. Labyrinths: Collected Stories of Jose Luis Borges (Argentina)

• denotes texts to be purchased.

I. Describe any other costs associated with the course. What will be your source of funding for these materials?

- Purchase of class set textbooks.
- Purchase of films/documentaries to augment instruction

J. What is the targeted grade level of this course? Justification for targeted grade level.

12th grade. See answer G.

K. Describe how this course fits into the sequence of courses already being offered at your site. *This will be in lieu of English 12 or for students that would like to take it as an additional course.*

L. What credential(s) are required to teach this course? Additional training?

- a. English Credential
- b. Instructor bio (*see attached*)

M. Are there any partnerships with outside agencies? (businesses, community programs, colleges, grants). If yes, please explain.

Instructor has maintained relationships and collaborations with the following local organizations and individuals who are both a resource and possible funding source.

- La Casa de la Raza