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| Course of Study: HS Latino Culture | Grade Level Range: 9th -12th | Board Approved Curriculum Resource: Latino Culture Resource Folder |
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| Date Created: | 9/20/2023 | Authors: | Elliot Brinker, Chelsea Beam |
| Date Revised: | 3/19/2025 | Authors: | Chelsea Beam |

| Time: month, # of hours, and # of weeks | 3 Weeks | 3 Weeks | 3 Weeks | 5 Weeks | 4 Weeks |
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| # and Title of Unit | Unit 1: What is Culture? | Unit 2: Indigenous Groups | Unit 3: Latin American Countries | Unit 4: Relevant Latino Culture | Unit 5: Latino in the US |
| Goal & Outcomes: <i>In two-four sentences, describe the desired results for students to have by the end of the unit.</i> | Students will dig into the definitions of culture, cultural elements, and the difference between Latino, Hispanic, and Spanish. As they do so, they will dig in deeper to look at their own personal culture. | Students will learn about the history of Latino countries and their indigenous groups. They will be able to choose a country to research and learn about the indigenous groups of. Then, they will select a specific group to create a presentation on. | Students will first review where Latino countries are geographically located and their countries and capitals. Then, students will be able to choose a country (different from their indigenous peoples project) to research and learn about the food, flag, languages, and historical and current events of. | Each semester, there is a well-celebrated cultural holiday (Fall- Día de los muertos, Spring- Cinco de mayo). Students will learn about the culture surrounding one of these holidays. After the holiday, they will be able to experience latino foods- they will research recipes then have a food day where they get to try various cultural foods. | Students will learn about chicanos and the rights they fought for in America via the “Chicano Rights Movement”. They will watch videos and have discussions about how the chicano movement was able to impact the culture we live in today. |
| Priority Standards | ACTFL 2.1, 2.2 | ACTFL 2.1, 2.2 | ACTFL 2.1, 2.2 | ACTFL 2.1, 2.2 | ACTFL 2.1, 2.2 |
| Supporting Standards | ACTFL 3.2, 4.2, 1.3 | ACTFL 3.2, 4.2, 1.3 | ACTFL 3.2, 4.2, 1.3 | ACTFL 3.2, 4.2, 1.3 | ACTFL 3.2, 4.2, 1.3 |
| Essential Questions for unit of study | Q1: What is culture? Q2: How does the _____ (e.g., clothing, foods, arts, architecture, holidays, etc.) of a place reflect the culture? Q3: How does the study of another culture make the world smaller? | Q1: Why study another culture? Q2: How does a region's geography, climate and natural resources affect the way people live and work? | Q1: What makes places unique and different? Q2: How does where I live influence how I live? | Q1: How can you explore culture without stereotyping? Q2: How can I enhance my connections with people through knowing about their culture? Q3: How does the music, food, and famous people of a place reflect the culture? | Q1: History: whose “story” is it? Q2: Who are the “winners” and the “losers” when things change? Q3: What is it like to be a “foreigner”? |

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| Key Resources <i>List 2-3 authentic and relevant resources that students and teachers will use</i> | Parts of Culture Notes Major Elements of Culture Video | When Worlds Collide Docuseries | See Authentic Assessments and Google | See Authentic Assessments and Google | Film: <i>Cesar Chávez</i> Film: <i>Walkout</i> Documentary: <i>Black in America</i> |
| Authentic Assessment - overview stage 2 of each unit | What is Culture? Definitions My Culture Essay | Indigenous Group Questions Indigenous Group Profile Project | Latino Countries Webquest Latino Country Project | Día de los muertos website/ Cinco de Mayo Quick Poster Cookbook Project Music Project Famous Latino Poster Project | Cesar Chávez Daily Film Journal Walkout Discussion Questions Black in America Questions Black in America Project |