 CSUN CALIFORNIA STATE UNIVERSITY NORTHRIDGE	Course Syllabus CHS 430: The Chicana/o Child (Online) California State University, Northridge Spring Fall (Year) Day Time
	Instructor: Cell: Email: Webpage: Join Zoom Meeting Meeting ID: Passcode: Dial by your location 1 669 900 9128 US (San Jose) Meeting ID: Passcode: Zoom Office Hours Day Time

Introduction

In this remote format, we will meet for synchronous sessions via real-time Zoom meetings once a week on (Day) from (Time). Reliable internet access and a Zoom-capable device are required.

Note: The Professor may record and save Zoom class meetings only for attendance. Students are not allowed to record the meetings and will not have access to the recorded meetings.

Course Description

Review of the cognitive, affective and psychomotor development of Chicana/o and Latina/o children. Examines patterns of school adjustment and achievement of Chicana/o and Latina/o children and other language minority students. Explores the sociocultural and linguistic aspects of learning and current theoretical frameworks and standards of implementation related to programs for language-minority students. Available for Section A of the Multicultural Requirement for Credential Candidates. Available for graduate credit. Meets the Ethnic Studies requirement. (ES)

Expanded Course Description

As educators and future professionals, it is essential to understand the urgent need to advocate for Chicana/o and Latina/o children within our education system. Latino students remain among the fastest-growing populations in public schools. Yet, they continue to face systemic inequities in areas such as bilingual education, access to mental health services, and culturally responsive curriculum, including fair treatment. Today's education system is facing serious challenges, including budget cuts, new laws that restrict the curriculum, and debates over how students are supported. This makes your role as an advocate more important than ever. Attending school board meetings is a powerful and necessary form of civic engagement. These meetings offer a platform to voice concerns, influence decisions, and ensure that the needs of Latino children and families are heard and prioritized in public education policy. Students in this course are encouraged to attend at least one school board meeting of their choice (in-person or online) to witness firsthand the policymaking process and begin developing their voice as advocates for educational equity,

Bilingual Authorization Students

Through integration with the California Bilingual Authorization Program Standards, students will explore how bilingualism, biculturalism, and systemic factors influence developmental outcomes. The course prepares future educators, counselors, and advocates to support Chicano/Latino children in linguistically and culturally responsive ways.

Course Objectives

By the end of the course, students will:

- Demonstrate knowledge of contemporary theories and concepts of child development and their relevance to the development of Chicana/o and Latinx children.
- Gain knowledge and understanding of environmental and socio-cultural factors that contribute to the development of Chicana/o and Latinx children.
- Understand the historical and contemporary experiences of Chicano/Latino children in education.
- Analyze language acquisition and bilingual development through theoretical and practical frameworks.

- Apply California Bilingual Authorization Standards to real-world classroom and community contexts.
- Design developmentally appropriate, culturally affirming, and linguistically inclusive learning environments.

Chicana/o Studies Departmental SLO's

- Demonstrate an ability to think critically, analytically, and creatively about the Chicana/o/x experience in the local and global society.
- Acquire the leadership skills that will promote social change in Chicana/o/x communities and the broader society.

AB 1460 Ethnic Studies SLOs

- **SLO 1:** Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
- **SLO 3:** Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
- **SLO 5:** Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities to build a just and equitable society.

Required Texts, Materials, and Forms

- Course readings, Activities, relevant links, and forms will be available via Canvas
- Bilingual Authorization Students are required to complete an additional form – please contact (Your name and email address)

Means of Communication

- Canvas, Zoom, and my email address, (Your email address) will be our primary means of communication. Please check Canvas and your email for this class regularly.

Technology Requirements

Internet and Email Access

- Broadband or high-speed Internet access is strongly recommended.
- All official class emails will be sent to your CSUN Gmail account. It is your responsibility to read and understand all messages. If you do not plan on accessing your CSUN account, you can automatically forward your CSUN e-mail messages to another email account. See “Forwarding Gmail to Another Account.” <https://w2.csun.edu/it/it-help-center/accounts-passwords/user-id-and-password>
- When you send an email, please specify your subject heading. For example:
 - Re: CHS 430/A1, or CHS 430/request a meeting

Technology Hardware

- A computer or mobile (i.e., desktop/laptop/iPad/tablet) device with a camera or webcam and audio capabilities. Chromebooks may be compatible but unstable with third-party tools.
- Speakers/headphones/earbuds for listening to audio and video presented in the course.

Technology Software

- This course utilizes **Canvas** and **Google Software** for presentation materials and assignments and **ZOOM** for class meetings. Visit the CSUN Software download link for easy access to the apps. [Click here](#).
- All CSUN students have access to Microsoft Office Suite, which includes Word, PowerPoint, Excel, Outlook, and more. To download the App, click on the link below to get started.
<https://www.csun.edu/it/microsoft-office>
- **Google Drive:** Access Google Drive with your CSUN account. We may use the Drive to upload presentations. While this class of online course tools is still evolving, I will continue to search for resources that promote student engagement, presence, and purposeful learning. There will be flexibility at both ends as we continue to master the latest tools. Additional online apps for this course will include:
 - i. **Padlet** is a virtual bulletin board allowing users to share videos, ideas, comments, and resources. Go to the Padlet homepage. <https://padlet.com/>. Click Sign up via Apple, Google, or with Microsoft by entering your own separate email and password. You are then given the option to select from a Basic or a Pro Plan. Select Basic. It is Free!
 - ii. **Canva** is a graphic design platform that is used to create social media graphics and presentations. The platform is free. <https://www.canva.com/>

NOTE: I reserve the right to incorporate additional online course tools as they become available to us. Also, if you need a laptop, tablet, or other devices for remote learning or internet access, please consult the following link: <https://www.csun.edu/it/device-loaner-program>. In case of technical problems, contact the Technology Resources Department at <http://www.csun.edu/it/need-help> or call the Helpdesk at 818-677-1400. I am also available to assist. Please email me at (email address).

Course Requirements, Assignments and Service Learning

Attendance and Participation

Due to the nature of the course, attendance and active participation are essential for a successful learning environment. I encourage all students to sign in 3-5 minutes prior to class beginning. Late arrivals are distracting and should be avoided. Likewise, leaving the classroom early is equally distracting. Attendance will be taken randomly and through different mediums (e.g., roll call, class assignments, breakout rooms, or Zoom reports). A “no response” or a “missing screen pic/name” during roll call will be deemed absent. Any absences will be noted and reflected as deductions in your final grade. If you cannot attend class, a courtesy email is recommended **PRIOR TO CLASS** at (Instructor’s email address). Points remain deducted. You are responsible for obtaining any notes or missed information from another classmate.

This is a very active, full-participation class. We meet synchronously for a total of 2.5 hours per week. Please plan where you will be during class so you can participate in a setting free from visual and external noise distractions (e.g., cooking dinner, driving, attending a sports game, walking in a mall, etc.). **Students are ENCOURAGED to keep their cameras ON during class.**

In addition, all students are expected to come to class fully prepared to be active discussants and full participants in class activities. Preparing for class demonstrates a commitment to personal growth, respect, integrity, community, and academic excellence. Lastly, it is vitally important that our Zoom environment promotes the exchange of meaningful ideas and viewpoints in a respectful and civilized manner. **Our virtual classroom will be a safe, supportive, and non-discriminatory learning environment.**

If you stop attending class and do not complete the assignments, it is your responsibility to withdraw from the course according to University policy. Incompletes are given **only under highly extraordinary circumstances.** For additional information, please [click here](#).

How to proceed each week for the class

This course is structured in weekly modules. The course material (e.g., readings, video links, and Activity Packets) can be found in Canvas under the **LESSON MODULES** button. Once clicked, continue with the assigned module and meeting date.

A. Activity Packet

The Activity Packet is a document (.docx) available in Canvas under the weekly **LESSON MODULES**. The packet may include purposeful questions based on the presentations, readings, films, or guest speakers. It may also include a quiz, free-form writing prompts, drawing worksheets, interactive materials, video responses, forum discussions, and more.

The Activity packet serves several purposes: (1) they demonstrate that you are reading the material and viewing the presentations. (2) they provide a mechanism to explore ideas that are not necessarily covered in class, and (3) they allow you to engage in the process of experiencing the harmony or dissonance between the perspectives described in the readings and your own.

The Activity packet will be evaluated according to the following:

- Voice and ownership: thoughtful reflection, depth and breadth, original thoughts and insights, and level of personal sharing.
- Content knowledge: Reflects familiarity and demonstrates an understanding of the concepts and ideas contained in the readings, course materials, video presentations, or films. Personal examples are KEY to understanding the concepts and content of the readings.
- Application: Reflects and connects to student learning experiences. For example, what have you experienced at home, in the classroom, or community?
- Evidence and citations: Use of supporting information contained in the readings, films, lectures, or class dialogues. Citations should be in APA style.
- The quality of the writing: completeness, well organized, writing mechanics, tight writing, clear message, and sentence fluency.
- Substantive content and minimum word responses to forum questions and discussions
- Timeliness of submission

Submission of the Activity Packet

The Activity Packet is submitted through various online methods. Submission instructions and deadlines will be provided with each assignment. Unless stated otherwise, the assignments should be sent to mecruz@csun.edu. An email with a **“RECEIVED”** response will be sent within 48-72 hours of its due date.

Late submissions incur a 50% deduction. Submissions one week past the due date will not be accepted **UNLESS** arrangements have been made with (Instructor's Name) **BEFORE** its deadline.

Do not submit assignments through Canvas or using Google Docs that need verification. If I cannot open the email, it will be considered late after its due date. The preferred formats include - .doc(x), .ppt(x), .pdf. All CSUN students have access to Microsoft Office. Please visit the link below for additional information. <https://www.csun.edu/it/microsoft-office>

Note: Some parts of the Activity Packet might be due on different days during the week. For example, posting a video on Flip might be due three days before you need to email your Activity Packet. Some packets are due before class begins, and others are due after class. It's important to pay attention in class, check your email, and read the Announcements on Canvas for the latest updates. Also, some of the Activity Packets may be in-class assignments. There are NO MAKE-UPS for in-class activities, but there may be a possibility of earning extra points with selected assignments.

B. Group Project: Oral and PowerPoint/Canva Presentation

Four to Five students will create a 25-to-30-minute presentation on a topic of interest or issue impacting the Chican@/Latin@ child within **M8 – M14 of the Course Calendar**. Specific topics will be discussed in class.

The group project will include

1. Researching the topic. Topics shall be thoroughly researched, and at least two scholarly sources shall be cited in your presentation.
2. Providing TWO relevant reading materials for the class. One must be a peer-reviewed article.
3. Developing a PowerPoint/Canva presentation, including but not limited to role-playing, storytelling, video clips, poetry, online apps, etc.).
4. Generating 3-4 reflective questions from the presentation to include in the in-class discussion or activity packet.

Points to consider: Provide pertinent background information on why this topic is important. Discuss important aspects of the topic, both favorable and unfavorable, to your point of view. **The goal is to inform your peers about the topic or issue and to present current and useful information.**

Self and Peer Performance Evaluation

At the end of the group presentation, you will review and rate yourself and the other group members based on their performance using a Performance Evaluation Form provided in Canvas.

Submission of the Group Project

The assignment consists of several steps and has multiple due dates. They include the following:

1. Meet with your Instructor. A preliminary meeting on proposed topics should be set up with (Instructor's Name) in advance. The dates will vary based on the presentation date.
2. Articles and questions submission. **The due date is no later than one week before the presentation date.** For example, if your presentation is scheduled for April 1st, the articles and questions are due by March 25th. If your presentation is April 22nd, the articles and questions are due April 15th.
3. The PowerPoint/Canva presentation is due the (DAY) before your presentation date (by 12 p.m.). I will review it for any last-minute changes.
4. Peer Evaluation: This form is due up to 72 hours **AFTER** your oral presentation. Late forms will not be accepted.

Note: There is no make-up on this assignment. Additional information will be provided in class.

Bilingual Authorization Students are required to study and infuse a topic of interest related to Language into the presentation. Please see your Instructor directly for additional information.

C. Service Learning

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich learning experiences, teach civic responsibility, and strengthen communities. Through service learning, students use what they learn in the classroom and the community to solve real-life problems. They not only learn the practical applications of their studies but also become active, contributing citizens and community members through their service. Considering the unknowns surrounding potential changes in education policy and priorities for Latino students, attending or viewing a school board meeting takes on heightened significance. These meetings provide insight into local decision-making processes that directly impact students, families, and communities. For Latino students, whose needs and voices are often underrepresented, understanding and engaging in these forums can help ensure equitable educational opportunities and foster advocacy for culturally responsive practices. Service learning tied to such civic engagement empowers students to address these challenges collaboratively, deepening their sense of agency and responsibility within their communities.

Service Learning Requirement: Students are required to attend (in-person or virtually) one school board meeting at a school district of their choice. School board meetings are typically held on the 2nd Tuesday of every month in the afternoon or evening. The school district website is the best way to find school board meeting dates. Expect to spend 2-3 hours at a meeting.

Written Report: Critical Reflection is an essential part of service learning. The assignment will include 1) the board meeting agenda, 2) the board meeting link, and 3) a 5-6 double-spaced, comprehensive, thoughtful, and insightful reflection report of your experience.

Students have the entire semester to complete the assignment, so please plan accordingly. Late submissions **will not be accepted under any circumstances.** Be sure to manage your time effectively and reach out to your professor well in advance of the deadline if you need assistance.

D. Making Your Voice Heard

Public schools offer opportunities for public comment, enabling individuals to express their views on matters within their jurisdiction. This process serves as a platform to influence change, advocate for or

against rules and regulations, propose actions, or share alternative solutions. It is a valuable way to address issues and make your voice heard.

For this assignment, students will 1) identify a topic or issue they wish to address, 2) write a 2–3-minute comment expressing their position on the matter (in favor or against), and 3) deliver the comment in a simulated setting.

Important: This is your Final Exam. There are NO make-up opportunities for this assignment.

Grading and Evaluations

All assignments should be turned in on time. Late assignments will result in a loss of points. Points will be posted periodically in Canvas under a pseudo name of your choice. See Course Requirements and Calendar for assignments and due dates.

1. Attendance & Participation (15 x 2 pts each)	30 points
2. Activity Packets (14 x 3 pts each)	42 points
3. Group Project	12 points
4. Service-Learning Assignment - School Board Reflection Paper	8 points
5. Final Exam: Making Your Voice Heard	8 points
Total:	100 pts

Extra Credit

Extra credit assignments **MAY** be administered during the course. The assignment and its due date will be discussed in class. A maximum of THREE points may be earned per assignment. **NO LATE EXTRA CREDIT WILL BE ACCEPTED.** The points you earn will be added to your final grade.

Course Grade Scale

Final points will be given according to the following scale.

A	94-100 points	A-	90-93 points	B+	87-89 points
B	83-86 points	B-	80-82 points	C+	77-79 points
C	73-76 points	C-	70-72 points	D+	67-69 points
D	63-66 points	D-	62-60 points	F	59 or below

NOTE: It is your responsibility to drop this class if you wish to withdraw. Failure to do so may result in a failing grade. If an incomplete is received in the class, the incomplete must be cleared by the end of the next academic semester. Otherwise, an incomplete will become a permanent "F" on your student record.

ADA Compliance, Student Conduct and other Policies

If you have a disability and need accommodations, please register with the Disability Resources and Educational Services (ORES) office or the National Center on Deafness (NCOD). The ORES office is located in Bayramian Hall, room 110 and can be reached at (818) 677-2684. NCOD is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2054.

Academic Integrity:

This university and the California State University system expressly prohibit all forms of academic dishonesty (e.g. cheating, plagiarism, fabrication, etc.). Any student who violates these rules will receive the grade of "F" and be subject to disciplinary action as listed in Section 41301, Title 5, California Code of Regulations. For more information, click on <http://catalog.csun.edu/policies/academic-dishonesty/>

Mandatory Reporting of Child Abuse and Neglect

A CSUN employee is considered a 'mandated reporter' under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

California Penal Code 11164-11165 .6 defines abuse of a minor to include sexual assault, such as rape, molestation or incest; sexual exploitation, such as forcing a child into prostitution or pornography, or selling or owning child pornography; and submitting a child to "unjustifiable physical pain or mental suffering."

It defines neglect as the "negligent treatment or the maltreatment of a child by a person responsible for the child's welfare," including failure to provide food, clothing, shelter or medical care. Any CSU employee must report suspected child abuse or neglect "immediately, or as soon as practically possible," to the police department and file [a mandated report](#) within 36 hours of receiving the information.

Sharing Personal Information on Sexual Violence with Instructor

In the event that you share having survived sexual violence, including rape, sexual assault, dating violence, domestic violence, or stalking and specify that this violence occurred while you were a CSUN student, federal and state education laws require that, as your instructor, I notify the Campus Title IX Coordinator of such incident(s), including any identifying information. The Campus IX Coordinator will contact you to assist you with on-and off-campus support services, and to let you know about your rights and options as a survivor, including possibilities for holding accountable the person who harmed you.

Office of Equity and Compliance
 Phone: (818) 677-2077
 E-Mail: equityanddiversity.department@csun.edu
 University Hall Room 285
 Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday
 For more information, [click here](#).

CSUN also provides **confidential** resources where you can speak with the following people on campus and in the community. The following resources, with limited exceptions, may not report information about the sexual violence incident without your consent.

Confidential Resources

Campus Care Advocate

Phone 818-677-7492

E-mail: Careadvocates@csun.edu

Klotz Student Health Center Room 201

Strength United

Phone: (818) 886-0453, **24/7 Crisis Hotline**

14651 Oxnard Street, Van Nuys, CA 91411

<http://www.csun.edu/eisner-education/strength-united>

University Counseling Services

Phone: (818) 677-2366, Option 1

Bayramian Hall 520

Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday

After hours, Mental Health urgent care assistance (818) 677-2366, option 3

<http://www.csun.edu/counseling>

Klotz Student Health Center

Phone: (818) 677-3666

Hours: 8:00 a.m. to 5:00 p.m., Monday, Tuesday, Wednesday and Friday

9:00 a.m. to 5:00 p.m., Thursday

The Klotz SCH is closed during university holidays.

<http://www.csun.edu/shc>

The following is a list of resources available 24/7 (24 hours, 7 days a week) to provide support:

Resources available via telephone:

- Los Angeles Department of Mental Health Access Hotline: (800) 854-7771
- National Suicide Prevention Lifeline: (800) 273-8255
- The Soldiers Project: (877) 576-5343
- The Trevor Project: (866) 488-7386

If it is determined that a perpetrator poses an imminent or immediate threat to you and/or the broader campus community or if person(s) under 18 years of age is involved, CSUN employees are required to notify the Campus Title IX Coordinator and/or **CSUN Police**

Services:

Alfredo Fernandez, Chief of Police/Director of Police Services

Phone: (818) 677-2201

Located on the corner of Darby Ave. & Prairie St.

Hours: 8:00 a.m. to 5:00 p.m., Monday through Friday

Non-Emergency (24 hours) (818) 677-2111 <http://www.csun.edu/police>

For more information regarding your rights and options as a victim/survivor of sexual violence, please visit the University Title IX website: www.csun.edu/shinealight.

Course Calendar: Topics, Readings & Student Activities

The course schedule scaffolds learning from individual development → to language and identity → to systems and social justice → to student-led advocacy and application.

Lesson	Readings DUE	Assignments/. Activities <i>(Due on this day by (Time XX:00), unless specified otherwise</i>
M1 – 08/25/25 Course Foundation ■ Welcome ■ Syllabus and Course Requirements, ■ Canvas Overview ■ School Board Meeting Assignment ■ Breakout Rooms: Informal Student Introductions	Syllabus and Course Calendar	
M2 – 09/01/25 Holiday		
Early Childhood Development		
M3 – 09/08/25 Understanding the Chicana/o and Latina/o Child in a Historical and Educational Context ■ Who is the Chicana/o Child ■ The Chicano Child in today's K-12 Education System ■ Understanding and Supporting Diverse Students ■ Breakout Rooms and Main Room Debrief	Chavez, E. (2012). Chicano/a History: Its Origins, Purpose, and Future. <i>Pacific Historical Review</i> , 82(4), 505-519. Salazar, R. (2970, February 6). Who is a Chicano? And what is it the Chicanos want? Romero, D, (July 18, 2018). The Chicano renaissance? A new Mexican-American generation embraces the term. Gomez Becerra, J. and Acuna, R. (2025). Revision Chicana/o History	A1: Introduction A2: ¿Quien Soy Yo? Who am I?

M4 – 09/15/25 Early Development and Its Impact on School Readiness ■ Prenatal and Environmental Risks ■ Analyzing how the intersection of socioeconomic, cultural, and family factors impact early childhood outcomes ○ Case Study: Meet "Erika Lara" ■ Breakout Rooms and Main Room Debrief	Cabrera, N., et al. (2019). The Early Home Environment of Latino Children: A Research Synthesis Kamai, E. M., et al. (2023). Perceptions and Experiences of Environmental Health and Risks among Latina Mothers in Urban. <i>Environmental Health</i>, 22(1), 8. What is Fetal Alcohol Spectrum Disorders (FASDs), (March 6, 2025). CDC. <i>Optional:</i> Culliton, K. (2005). The impact of alcohol and tobacco advertising on the Latino Community as a Civil Rights issue. <i>Berkeley La Raza LJ</i>, 16, 71.	A3: The Role of Schools in Student Development (in-class)
M5 – 09/22/25 Physical Growth In Latino Children ■ Nutrition and Physical Activity ■ Obesity, Food Insecurity, and Health Inequities ■ Updates on School Nutrition Discussion	Securing Food, Securing our Health. The Impact of Food Insecurity on Latinx Children & Families. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://childre.nspartnership.org/wp-content/uploads/2022/05/Latinx-Children-and-Families-Food-Insecurity-Brief.pdf Villegas, E. et al. (2023). Gathering around the table: Negotiating family mealtime patterns among Latino families. <i>Family Relations</i>, 72, 253-270. Franzini, et al. (2009). Influences of physical and social neighborhood environments on children's physical activity and obesity. <i>American journal of public health</i>, 99(2), 271-278. Persisting Food Deserts in Latino Communities. (2020). Hispanic Heritage Month. https://www.cardiometabolichealth.org/hispanic-heritage-month-persisting-food-deserts-in-latino-communities/	A4: Más Que Comida: Stories Around the Table

M6 – 09/29/25 Socio-Emotional Development in Latino Children ■ Attachment and Family Relationships ■ Parenting across generations ■ Cultural Norms around Emotions Discuss Group Presentation Project ■ Group Assignments and Breakout Rooms	Pajunar, Li-Grining, C. (2012). The Role of Cultural Factors in the Development of Latino Preschoolers Self-Regulation. <i>Child Development Perspectives</i>, 6(3), 210-217. Tamis-LeMonda, C. et al (2020). Culture, parenting, and language, Respecto in Latine mother-child interactions. <i>Applied Psychology</i>. 29(3). 689-712.	
M7 – 10/06/25 Observation Week ■ In-class session ■ Discuss the “I Am” Poem	Review the Community Issue Presentation Materials in Canvas	A5: Community Issue Presentation (Draft) DUE: after class and by 11:59 pm
Language and Identity		
M8 – 10/13/25 Identity, Culture, and Gender Roles ■ Chicanx/Latinx Identity: Ni de aqui, ni de alla ■ Cultural beliefs, traditions and familial intergenerational values Gender Roles and LGBTQ Inclusion in Latinx Families	Villar, M. & Calzada, E. (2016). Ethnic Identity: Evidence of Protective Effects for young, Latino children, <i>Journal of Applied Developmental Psychology</i>, 42, 21-30. Umana-Taylor, A. (2025). Ethnic Identity Development among Latino Adolescents...Who, What, When, Where??? <i>Society for Research on Adolescence</i>. https://www.s-r-a.org/index.php?option=com_dailyplanetblog&view=entry&category=applyingfindings&id=80:ethnic-identity-development-among-latino-adolescents-who-what-when-where- Flores, T., (2018). Chicas fuertes: Counterstories of Latinx parents raising strong girls. <i>Bilingual Research Journal</i>, 41(3). 329=348. Gonzalez, et al. (2022). “A little harder to find your place:” Latinx LGBTQ+ youth and family belonging, <i>Journal of Gay & Lesbian Social Services</i>	A6: “I AM” Poem Group 1 & 2

	Teran, et al., Latinx Fathers of transgender and gender diverse people: journey toward acceptance and role of culture. <i>Family Relations</i> . 72(4). 1908-1925.	
M9 - 10/20/25 Language, Communication and Bilingualism ■ First and second language acquisition ■ Code-switching and communication norms in Latinx home and culture ■ Bilingualism in the home and school	Solorzano, S. & Oliveria, L. (2011). Language Development in Latino Immigrant Children in the United States, <i>Mextesol Journal</i>, 36(1), 1-15. Tamis-LeMonda, C.S. et al., (2020). Culture, parenting, and language: Respecto in Latine mother-child interactions. <i>Social Development</i>, 29(3). 689-712. Weisskirch, R., & Alatorre, S. (2002). Language Brokering and the Acculturation of Latino Children. <i>Hispanic Journal of Behavioral Sciences</i>, 24(1). 368-378. Moll, L.C.. et al. (1992). Fund of knowledge for teaching: Using a qualitative approach to connect home and classrooms. <i>Theory into Practice</i>, 31(2). 131-141.	A7: Voices We Carry Group 3 & 4
M10 – 10/27/25 Schooling, Social Inclusion, and Bilingual Education Policy ■ Impact of schooling on Latinx students ■ Barriers and supports in educational systems ■ Peer Relationships in Cultural Context ■ Brief History of Bilingual Education Policy in CA and updates with the New Administration	Marrero, et al. (2016). Barriers to School Success for Latino Students. <i>Journal of Education and Learning</i>, 5(2). 180-186). Chen, et al. (2006). Peer Relationships in Cultural Context. <i>Cambridge University Press</i>. New York. NY. Examining Education Barriers for Latino Children and Youth at the Unidos US 2021 Changemakers Summit. https://unidosus.org/progress-report/examining-educational-barriers-for-latino-children-and-youth-at-the-unidosus-2021-changemakers-summit/ Hill. Et al. (2025). Key Takeaways: California’s Transitional Kindergarten Expansion. PPIC. Williams, C., & Zabala, J. (Oct 25, 2023). Moving from Vision to Reality: Establishing California as a National Bilingual Education and Dual-Language Immersion Leader. The Century Foundation. https://tcf.org/content/report/moving-from-vision-	A8: What’s Changing in Education? (in-class assignment) Group 5 & 6

	to-reality-establishing-california-as-a-national-bilingual-education-and-dual-language-immersion-leader/?utm_source=chatgpt.com	
M11 - 11/03/25 Mental Health & Childhood Disorders ■ Mental Health in Latino Youth ■ Family stigma and access to care ■ Understanding Neurodiversity and supporting Neurodivergent Latino children	Mental Healthcare Disparities in Latino Youth by Alfonso Mercado. https://www.findapsychologist.org/mental-healthcare-disparities-in-latino-youth-by-dr-alfonso-mercado/?utm_source=chatgpt.com Lopez, K. (2014). Sociocultural Perspectives of Latino Children with Autism Spectrum Disorder. <i>Best Practices in Mental Health</i>. 10(2). 15-31. Supporting Latine Caregivers of Autistic Children: Community Needs and Perspectives (Oct 2, 2023). https://autismspectrumnews.org/supporting-latine-caregivers-of-autistic-children-community-needs-and-perspectives/?utm_source=chatgpt.com	A9: Reflecting on Disability or Illness in the Family Group 7 & 8
M12 - 11/10/25 Trauma, Immigration, Family Separation and Its Impact on Latino Children ■ Toxic Stress on children's development ■ Impact of Deportation, Detention, Migration, and family separation	Murphey, D. & Cooper, P. (Oct 2015). Parents Behind Bars: What Happens to Their Children. https://www.childtrends.org/publications/parents-behind-bars-what-happens-to-their-children Gándara, P., & Jensen, B. (Eds.). (2021). <i>The students we share: Preparing US and Mexican educators for our transnational future</i>. Pgs 1-17. State University of New York Press. Shonkoff, J. P., et al. (2012). The lifelong effects of early childhood adversity and toxic stress. <i>Pediatrics</i>, 129 (1). 232-246.	A10: Behind Every Policy is a Story: Honoring our Families, Healing our Stories. Group 9 & 10
Systems and Social Justice		
M13 - 11/17/25 Culture, Discrimination, and Resilience among Latino Youth ■ What is Ethnic Identity, Cultural and Bicultural Identity ■ Racial Microaggressions, Internalized Oppression ■ Resilience and Resistance in Chicano Youth	Rivas-Drake, D., et al. (2014). Ethnic and racial identity in adolescence: Implications for psychosocial, academic, and health outcomes. <i>Child development</i>, 85(1), 40-57. Shonkoff, J. et al. Early Childhood Adversity, Toxic Stress, and the Impacts of Racism on the Foundations of Health, <i>Annual Review of Public Health</i>, 42(1), 115-134. Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race ethnicity and education</i>, 8(1), 69-91.	A11: More Than A Story: This is who we are? Group 11 & 12

M14 - 11/24/25 Educational Advocacy and Social Justice in K-12 schools ■ Disrupting the deficit narratives in education ■ The Importance of Ethnic Studies and its History ■ Equity in Action – Advocating for Chicanx/Latinx students ■ Discussion on Preparing for the Final Exam: Making Your Voices Heard ○ Assignment of Groups	Gorski, P. C. (2011). Unlearning deficit ideology and the scornful gaze: Thoughts on authenticating the class discourse in education. <i>Counterpoints</i>, 402, 152-173. What is White Supremacy? By Elizabeth “Betita” Martinez Sleeter, C. E., & Zavala, M. (2021). What the research says about ethnic studies. <i>Transforming multicultural education policy and practice: Expanding educational opportunity</i>, 209-238. Concordia, A. et al. (Sep 19, 2022). Fight for Ethnic Studies Moves to K-12 Classrooms. https://convergencemag.com/articles/fight-for-ethnic-studies-moves-to-k-12-classrooms/ Review in Canvas: “Preparing for the Final Exam: Making Your Voices Heard”	A12: View “Precious Knowledge” Group 13 & 14
Student-led Advocacy and Application		
M15 – 12/01/25 Teaching Back: Pedagogy for Resistance, Reclamation, and Relevance ■ Understanding Diverse Learners (e.g., Traditional, EL, & International Students) ■ Strategies for Inclusive Instruction (i.e., dual language classrooms) ■ Designing Inclusive Learning Spaces	Solorzano, D., & Yosso, T. (2000). Toward a critical race theory of Chicana and Chicano education. <i>Charting new terrains of Chicana (o)/Latina (o) education</i>, 35-65. Rendón, L. I., Nora, A., & Kanagala, V. (2023). Ventajas/assets y conocimientos/knowledge: Leveraging Latin@ assets to foster student success. In <i>Hispanic-serving institutions in American higher education</i> (pp. 92-118). Routledge.	A13: Safe Spaces: Creating Inclusive Classrooms through Expression (in-class assignment) DUE: School Board Reflection Paper
M16 – 12/06/25 Final: Group A: Making Your Voices Heard Oral Assignment		DUE: Group A Written Version is due on Dec 5th by 11:59pm A14A: Making your Voices Heard: Why is Matters
Finals Week: 12/15/27 @ 7:00pm Final: Group B: Making Your Voices Heard Oral Assignment		DUE: Group B Written Version is

		due on Dec 14th by 11:59pm A14B: Making your Voices Heard: Why it Matters
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*Syllabus and Course Schedule Revisions: The instructor reserves the right to revise the syllabus and course schedule as needed throughout the course. Revisions may address both the schedule and the content of the material presented. Students will receive oral and written notice in class and/or Canvas of any revisions.

A1: Introduction

DUE: Date | Time

Instructions: Answer the questions below and submit your responses to (Instructor's email address)

Section A:

Name:

Preferred First name:

Undergraduate Degree:

Year:

Are you in a Teacher Education Program, Credential Program, or Graduate Program?:

If so, which one?

Desired Career:

Have you taken any of my classes before:

Whom do you know in our CHS 430 course?

What do you hope to gain from the course?

What specific topics/issues would you like to know more about?

Optional

To which Gender do you identify?

Current employment, including school site:

Will you be graduating this year? What do you plan to do after graduation?

Are there any extenuating circumstances you would like to share with me (e.g. recent fires, immigration, mental health, etc....)?

DO NOT SKIP THE NEXT QUESTION

Your updated points are posted in Canvas under the button "Points/Grades". Pseudonyms are used to protect your privacy while still allowing you to view your progress and see how the class is doing overall. A pseudo name is a fake name, for example, "La Mariposa, Bella, Wildcat, etc." Please provide a pseudonym that reflects your personality, interest, favorite actor, or just something fun.

Preferred pseudo name:

Section B:

Please share your Breakout Room experience (e.g., was it easy to share, was it informative; did you learn something from it? Is there anything I need to know).

A2: ¿Quien Soy Yo? (Circles of My Self)

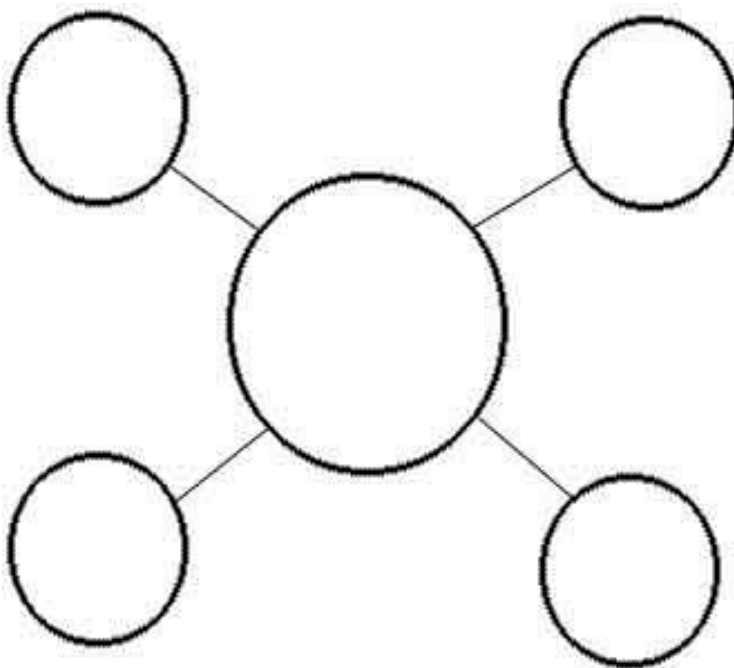
DUE: Date | Time

Instructions: Answer the questions below and submit your responses to (Instructor's email address)

Section A: **BTPE 1.3(I)**

This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define ourselves and the social labels or expectations placed on us by society, often regardless of our own self-identification.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Catholic, Chicanx, Artist, or any descriptor with which you identify.



Answer the questions below

1. Share a story about a time you were incredibly proud to identify with one of the descriptors you used above.
2. Share a story about a challenging/demanding/painful time to be identified with one of your identifiers or descriptors.

Section B: Race and Ethnicity

3. How do you identify your race or ethnicity, if at all?
What family values, traditions, or beliefs shaped your sense of self?
4. When did you first become aware of your race, ethnicity, gender, or sexuality?
You can choose one. Describe a specific time when you realized these aspects of your identity mattered—either to you or in how others saw or treated you.
5. As a child, how did you learn about human differences?
Think about what you were taught—directly or indirectly—about race, gender, or culture. What stood out to you, and how did it shape your thinking?
6. Has your identity—racial, ethnic, or gender—affected your personal experiences? Elaborate.

A2: Instructor Notes**Breakout Room Session (10-15 minutes)**

After the instructor's presentation, breakout rooms will open. In groups of three to four, students will take turns sharing their ¿Quien Soy Yo? reflection.

Zoom Main Room (10-15 minutes)

After the breakout session, the instructor will acknowledge each group, offering an opportunity to share something they learned, discussed, or found meaningful. Additional guiding questions may include:

How do your family, culture, or language shape who you are?

What parts of your identity have changed or stayed the same over time?

What did you and your peers have in common?

What surprised or inspired you?

In closing, the instructor will ask the student to reflect and comment on these final questions.

How do you think your identity will influence you as a future teacher or advocate?

How can activities like this help us connect with our future students

What did you learn about yourself through this activity?

A3: The Role of Schools in Student Development

A Group Discussion & Reflection

DUE: In-class Assignment, Submit to (Instructor's email address)

Instructions: In your breakout group, discuss the questions below, focusing on middle school students. Your goal is to share thoughts, debate ideas, and develop a shared group position.

Select a group leader who will take notes during your discussion. Each group will submit one written summary that includes:

- Your main discussion points
- Your group's final position or opinion

Schools and teachers play a significant role in shaping students' cognitive (thinking), emotional (feeling), and social (growing) development. However, there is not and never has been a clear consensus concerning the purpose and function of schools. Some say schools should only teach academic subjects Others say schools should also help students develop socially and emotionally.

Additionally, family income, culture, beliefs and values affect how students learn – and what they need from school.

Questions to Discuss: **BTPE 1.6(I)**

What should the main goals of education be today? Who should decide what students learn – the state, the school, the family, social media, or the students themselves? Should schools teach about topics like:

- Health education (e.g., teen pregnancy, contraceptive use)
- Divorce and Blended Families
- Alcohol, Cigarette, and Drug Use
- Immigration, family separation, ICE, and the experiences of undocumented students
- gender equality and LGBTQ+ rights
- Social Media and Digital Citizenship

Consider:

- Benefits or potential harm
- Are some topics off-limits
- Culture, Values, and Beliefs

A3: Instructor Notes

Breakout Room Session (10-15 minutes)

After the instructor's presentation, breakout rooms will open. In groups of three to four, students will take turns completing A3: The Role of Schools in Student Development

Zoom Main Room (10-15 minutes)

After the breakout session, the instructor will acknowledge each group, offering an opportunity to share something they learned, discussed, or found meaningful. Additional guiding questions may include:

Did your group agree or disagree on the discussion questions?

How did your own background or experience influence your opinion on the topic area?

What came up in your group that surprised or challenged you?

In closing, the instructor will ask the student to reflect and comment on these final questions.

As a future teacher, what do you believe is your role in addressing students' social and emotional needs?

How will your own background and identity influence what and how you choose to teach?

How can you create a safe and respectful classroom space to talk about issues like immigration, gender identity, risky behaviors, or substance use?

How will you work with families who may disagree with certain topics or lessons?

What strategies can you use to honor diverse cultural beliefs and while still supporting all students?

A4: Más Que Comida: Stories Around the Table

DUE: The activity has two different due dates.

Section A is due no later than (DATE, TIME).

Sections B and C and submission of this Activity are due no later than (DATE, TIME)

Instructions: Complete Section A in Padlet. Follow the Instructions located in Canvas. Then answer Sections B and C and submit your responses to (Instructor's email address)

Padlet link → XXX

Section A: The Meaning of Mealtime (video, 2-3 minutes) **BTPE 1.5(I) BTPE 6.5(I)**

This activity encourages self-reflection, cultural awareness, and critical thinking, helping you explore the significance of mealtime within your home. Pick a mealtime (e.g. breakfast, lunch, or dinner), event, or celebration to answer the questions that apply to you. (Video: 2-3 minutes)

1. What did mealtime look like in your home? For example, how were meals served (i.e., at the kitchen table, in front of the TV, etc.)?
2. Who prepared the meals? Who was responsible for organizing the meal? Were specific tasks divided?
3. What were some staple/pantry meals?
4. What amounts? Did you serve yourself? Were you served? Who ate first?
5. Was food used as a reward/punishment?
6. What emotions or values do you associate with food preparation, mealtime, or event/celebration? What was its significance?
7. Have you seen a difference across generations in mealtime/event celebrations?

SECTION B: Padlet Comments Section

Return to Padlet and respond to at least five classmates' videos. Write their *names only* below.

Classmate #1
Classmate #2
Classmate #3
Classmate #4
Classmate #5

SECTION C: Padlet recap

8. What is one thing you learned about the importance of mealtime in childhood, culture, or family life?
9. Please share your Padlet experience (e.g. was it informative, did you learn something from it, is there anything I need to know)?

SECTION D: EXTRA CREDIT

Students who turn on their cameras and display their faces during the Padlet session will earn two extra points on this assignment.

A5: Group Project Presentation

(DRAFT Submission)

Section A: Group & Presentation Details **BTPE 2.1(I)**

- **Group #:**
- **Group Members:**
- **Team Leader:** *(The team leader is responsible for submitting all documents.)*

Key Points:

List 3–4 main ideas your presentation will focus on. These should highlight the core of what your group wants to teach or share with the class.

Section B: Important Deadlines

When is/are your

- **A5 Group Project – Community Issue Assignment (Draft) Due?** _____
- **Presentation Materials (i.e., Articles, Questions, Activities) Due?** _____
- **Final Materials (A5 resubmission and PowerPoint/Canva Slideshow, including Notes) Due?** _____
- **Peer Evaluation Due?** _____

Section C: Presentation Content

- **Working Title:**
Create a clear and creative title. Try to go beyond basic labels.
Example: Instead of “*Language Development and Immigrant Students*”, try “*The Intersection of Language Growth, Culture, and Identity in Immigrant Youth.*”
- **Purpose Statement (2–3 sentences max):**
Explain your presentation’s goal. Are you informing? Persuading? Teaching something new? Make it clear and engaging.
- **Key Terms & Definitions:**
Include any new or essential terms, theories, or concepts your classmates should know before or during the presentation.
- **Body of Presentation (Main Content):**
Break your presentation into clear topic areas. Assign a group member to each section. Present the material in a way that flows—like telling a story or walking the audience through key ideas step-by-step. *(Include who is responsible for each part.)*
- **Conclusion:**
Wrap it all up. Restate the main message. Share final thoughts, important takeaways
- Will your presentation have a **call to action**? What is it?
- What will your audience learn?
- How might this help them in their future work or studies?

A6: “I AM” Poem Assignment

DUE: The activity has two different due dates.

Section A is due no later than [DATE, TIME]. Submitting your video on time will allow your classmates to review it and respond with thoughtful reflections.

Sections B and C and submission of this Activity are due no later than (DATE, TIME). Please submit to (Instructor’s email address).

Assignment Purpose

Poetry is a powerful tool for reflection, storytelling, and healing. The “I AM” poem is another way of expressing who you are, where you come from, and what you hope for. It invites you to reflect deeply on your personal journey, identity, family, and culture.

Through this creative process, you'll begin to see how your individual story connects with larger social, cultural, and historical experiences.

Section A: Padlet Submission **BTPE 1.3(P)**

Instructions:

First, write your “I AM” poem (300–400 words) that tells the story of who you are—your identity, experiences, roots, struggles, and hopes.

Then, use the Padlet link below to record yourself reading your poem out loud. Let your voice bring your words to life. Your poem should reflect your truth—who you are, where you come from, and what matters to you. This is your chance to be seen and heard.

Padlet Link: [Insert Link Here]

After completing your Padlet entry, continue with Sections B and C and email your full poem and responses to: mecruz@csun.edu

SECTION B: Padlet Comments Section

Return to Padlet and respond to at least five classmates’ videos. Write their *names only* below.

Classmate #1

Classmate #2

Classmate #3

Classmate #4

Classmate #5

SECTION C: Recap

8. What is one thing you learned about the stories or life experiences of your classmates?
9. Please share your Padlet experience (e.g., was it informative, did you learn something from it, is there anything I need to know)?

A7: Voices We Carry

DUE: [Date | Time]

Instructions: Answer the questions below and submit your responses to (Instructor's email address).

Section A: Language Reflection (min: 500 words) **BTPE 1.3(A)** **BTPE 6.6(I)**

Choose one of the following based on your language background.

- Describe your own experiences of speaking two languages.
 - Does your native language differ from –home, work, school, or with friends? When? How? (for example, does your language change for emotions, formal situations, speaking with parents, etc.)
 - Have you ever been corrected or criticized for using your native language or mixing languages in public spaces (e.g. school, work)?
 - Are there family traditions, prayers, jokes, or sayings that only make sense in one language? Describe.

If you speak only English;

- Do you recall having classmates or friends who spoke another language at school? How did that make you feel?
- How did your school approach bilingual or ESL students? What messages did you receive about other languages? Did your school provide translation, interpreters, or bilingual materials for families
- As an adult, reflect on your experiences with people who speak languages other than your own. Do you ever feel left out, curious, or inspired?

Section B: Interview (with a bilingual friend, or classmate):

- What is their first language? Were they ever told not to speak their home language at school or in public? How did that affect them?
- How did teachers and classmates respond when they spoke Spanish (or another language)?
- Have their feelings about speaking two languages changed over time?

Section C: Recap

- What surprised or stood out from your interview
- How do teachers unknowingly silence or discourage the use of home languages in the classroom?
- How can teachers celebrate language rather than see it as a problem? Provide an example of how educators can use 'funds of knowledge' (e.g., family roles, home literacy) to support learning.

A8: What's Changing in Education

DUE: In-class assignment

Breakout Room #:

Topic Area:

Student Names:

Breakout Room Instructions: During class, 5-7 students will be randomly assigned to breakout rooms. Each group will be assigned a topic area and work collaboratively to complete the assignment. Groups will focus on California and either Texas or Florida for comparison. Select one person from your group to submit a single document to (Instructor's email address).

The assignment includes

1. Visiting an official or credible website
2. Provide a brief history of the program, policy, or topic area.
3. Identify a recent change, update, or debate
4. Summarize what you learned in 1-2 paragraphs
5. Reflect on why this matters to students or teachers, especially Chicanx/Latinx, bilingual, or underserved communities.
6. Cite the webpage, articles, etc.

Topic Areas:

1. Headstart Program
2. Bilingual Education Policy
3. Mental Health in Schools
4. TRIO Programs
5. Technology & Digital Equity
6. School Discipline & Restorative Justice
7. Immigration & Education
8. Standardized Testing & Accountability
9. Ethnic Studies and Curriculum
10. Special Education & IEP's

A8: Instructor Notes**Breakout Room Session (10-15 minutes)****Zoom Main Room (10-15 minutes)**

After the breakout session, the instructor will acknowledge each group, offering an opportunity to share something they learned, discussed, or found meaningful.

Group

- What stood out to you in comparing California's approach to Texas or Florida on your topic? Were you surprised by any major differences or similarities in policy or practice?
- What barriers or inequities became clear through your research? Who benefits from the current policy, and who might be left out?
- What kind of advocacy or change would you want to see based on what you learned?

Individual

- How might this issue show up in your future classroom or school setting?
- How did this assignment shift your understanding of your role as a future teacher or advocate?

A9: Reflecting on Disability or Illness in the Family

DUE: The assignment has two different due dates.

Section A is due no later than [Date|Time]

Sections B and C and submission of this Activity are due no later than [Date|Time]

Instructions: Complete Section A in Padlet. Then answer Sections B and C and submit your responses to (Instructor's email address).

Section A: This activity provides an opportunity for you to reflect on your personal experiences growing up around someone with a disability or illness. Everyone's story is different, and there's no "right" way to respond—just be honest and thoughtful. **BTPE 2.1(P)**



What to Do:

1. Go to our class Padlet board. Padlet link XXX
2. Read through the reflective questions below. These questions are meant to help guide your thinking.
3. Select 3–5 questions that best align with your experience. You don't need to answer all of them—just the ones that speak to your story.
4. Create a video post on the Padlet. Seeing your face is always the best!

Questions:

When do you first remember learning about disabilities or illnesses? What were you told about it? How did you feel when you first became aware of it?

(Was it through a family member, at school, on TV, social media, or somewhere else?)

Who in your life had a disability or illness while you were growing up?

(Was it a sibling, cousin, parent, grandparent, friend, neighbor, or someone else?)

How did their disability or illness affect your everyday life at home or at school?

(Were there changes in routines, responsibilities, or emotions?)

Did your family or teachers talk openly about the disability or illness?

(If so, how did those conversations make you feel? If not, why do you think that was?)

Did you ever feel like you had to grow up faster or take on more responsibility?

(What kinds of things did you do to help out?)

Were there moments of tension or stress in your family because of the situation?

(What were they like, and how did your family handle them?)

Did this experience ever make you feel left out, overwhelmed, or confused?

(Who did you talk to or turn to for support?)

How did this person's disability or illness change the way your family worked together?

(Did it bring people closer, or create distance at times?)

Were there any financial, emotional, or social challenges your family faced because of this?
(For example, missing work, medical costs, or not being able to go out much?)

What strengths or lessons did your family gain through this experience?
(Has it changed how you see others or the world?)

How has this experience shaped who you are today?
(Would you say it helped you grow in empathy, patience, or understanding?)

SECTION B: Padlet Comments Section

Return to Padlet and respond to at least five classmates' videos. Write their **names only** below.

Classmate #1

Classmate #2

Classmate #3

Classmate #4

Classmate #5

SECTION C: Recap

What is one thing you learned about this exercise? How did it make you feel? Is there anything else you'd like me to know about your experience or anything else?

À10: Behind Every Policy Is a Story: Honoring our Families, Healing our Stories

(Small Group Discussion)

DUE: In-class assignment

Breakout Room #:

Topic Area:

Student Names:

Breakout Room Instructions: During class, 5-7 students will be randomly assigned to breakout rooms. Take turns responding to the questions below. Speak from your own life, community, or perspective as a future educator: **BTPE 6.1(P)**

***Note:** If you are not comfortable sharing personal stories, you may speak about general situations, observations, or how you might respond as a future teacher.*

Purpose:

1. Have you, your family, or someone you know experienced immigration, deportation, or family separation? If not, what have you seen or heard in your community or through news and media?
2. What might a child feel or experience during a family separation (due to immigration, incarceration, or foster care)?
3. What emotions (e.g., fear, confusion, resilience) come to mind when you think about families being torn apart?
4. If you haven't personally experienced immigration, how can you still show support and stand in solidarity?
5. What role do school districts play in supporting (e.g. safety) immigrant children in schools? What about teachers and counselors?
6. What do you think school districts should do to better support children affected by trauma or separation?

Whole Class Debrief: Zoom Main Room

- What did you learn about yourself or others during this activity?
- What did you learn or feel while listening to your peers?
- What is one thing you can do now to support immigrant or marginalized communities?
- How will this shape how you show up for students and families in your career?
- Why is it important for educators to understand these issues, even if they don't affect every student?

A11: More Than a Story: *This is who we are?*

DUE: The activity has two different due dates.

Section A is due no later than (DATE, TIME).

Sections B and C and submission of this Activity are due no later than (DATE, TIME)

Instructions: Complete Section A in Padlet. Follow the Instructions located in Canvas. Then answer Sections B and C and submit your responses to (Instructor's email address)

Padlet link → XXX

Section A: Access Padlet **BTPE 1.4 (I)**

Step 1: You'll see five columns labeled:

1. Ethnic & Bicultural Identity
2. Gender Identity & Expression
3. Microaggressions & Internalized Oppression
4. Resilience & Resistance in Chicano Youth
5. Cultural Pride & Healing

Step 2: Post in at Least Two Columns

Choose two (or more) columns to contribute to. For each post, respond to the questions below. You may post text (150–250 words), a short video or voice recording, or an image, poem, or quote.

Identity

- How would you describe your ethnic or cultural identity?
- Do you identify with an ethnic or cultural group? Why?
- Has it changed over time?
- How do language, traditions, or ancestry shape your identity?
- How can reflecting on your identity help you support marginalized students?

Gender Identity & Expression

- How do you understand or define your gender identity?
- When did you first become aware of gender roles or expectations?
- What does it mean to feel seen or unseen in terms of gender expression?
- How do traditional ideas of gender (e.g., masculinity/femininity) influence your life?
- Have you seen or challenged gender stereotypes in your school or family?
- What can educators do to support gender inclusivity in classrooms?

Microaggressions & Internalized Oppression

- Have you experienced or witnessed microaggressions related to race, gender, or identity?
- What impact did it have?
- How does internalized oppression show up in your community or media?
- How do you respond when others make biased comments?

- How can educators challenge stereotypes in respectful ways?

Resilience & Resistance

- How do you define resistance in your own life? How have you (or people you know) shown strength or resistance in your community, work, or school?
- What barriers have you had to push against – personally or alongside others?
- What have you learned from Chicanx/Latinx or other social justice movements or leaders? What story, person, or event inspired you to think differently about justice or equity? Did it inspire you enough to get involved?
- How do you continue to honor your roots while navigating systems that erase them?

Cultural Pride & Healing

- What traditions, values, or cultural practices bring you pride?
- How does your culture, family, or community help you heal or stay grounded?
- What have you learned or appreciated about cultures or gender identities different from your own?
- How can schools be places where all cultures and genders are celebrated and respected?

SECTION B: Padlet Comments Section

Return to Padlet and respond to at least five classmates' videos. Write their *names only* below.

Classmate #1

Classmate #2

Classmate #3

Classmate #4

Classmate #5

SECTION C: Recap

What did you learn about yourself or others through this activity? How will these insights shape your role as an educator or advocate for inclusion and equity?

A12: Precious Knowledge

DUE: [Date | Time]

Instructions:

Watch the documentary Precious Knowledge. The film interweaves the stories of students in the Mexican American Studies Program at Tucson High School, Arizona. It explores themes of identity, resistance, and culturally relevant education. After viewing, respond to the questions in Section A and Section B and submit the assignment to (Instructor's email address). **BTPE 6.1(I)**

Documentary Link: XXX

Section A:

1. **How does Precious Knowledge begin? Why do you think the filmmakers chose to start it this way? What impact did this have on you as a viewer?**
2. **One of the Raza Studies teachers says the classroom teaches students to not only “read the word” but to read the _____. What does this mean in the context of ethnic studies?**
3. **What reasons were given for removing the Raza Studies classes at Tucson Unified School District (TUSD)? What do you think may have been the underlying motivations?**
4. **_____ before being sworn in as Attorney General, Tom Horne declared Raza Studies a violation of the law and demanded that the district eliminate the program.**
 - A. 2 hours
 - B. One week
 - C. 10 days
 - D. He did not declare the classes a violation of the law
5. **When Senator John Huppenthal visited Mr. Acosta's class, Augustine Romero reminded him that Benjamin Franklin _____. (Fill in and explain briefly.)**
6. **Who was allowed to enroll in the Raza Studies program?**
 - A. Only Mexican American students
 - B. Only students of color
 - C. Only students in AP classes
 - D. Anyone

Section B: Reflection (Minimum 200 words)

In your own words, reflect on the documentary. You may consider:

- How did the documentary make you feel?
- What connections did you see between the students' experiences and your own?
- What did you learn about ethnic studies, power, or resistance?

A13: Safe Spaces: Creating Inclusive Classrooms through Expression

DUE: In-class assignment

Breakout Room #:

Topic Area:

Student Names:

Breakout Room Instructions: During class, 5-7 students will be randomly assigned to breakout rooms. Each group will be assigned a topic area and work collaboratively to explore how they can contribute to creating safe classroom spaces. Select one person from your group to submit a single document to (Instructor's email address). Post your group's project to Padlet, Canva, Power Point, discussion board, or any other online app. **BTPE 2.4(I)**

Each group should include:

- - The student need it addresses
- - How it promotes safety, belonging, or identity
- - How it could be adapted for EL, neurodiverse, or culturally diverse students

Topics include:

- A. Art: Design a visual symbol, mural, or bulletin board concept for emotional safety and student voice.
- B. Music: Choose or write a classroom song that fosters calm, connection, or community.
- C. Storytelling: Design a storytelling activity (oral or written) where students share family histories, traditions, or defining moments that shape who they are. (be specific)
- C. Social Media: Create a 'Classroom Culture' Instagram post or TikTok-style reel promoting inclusion.
- D. Poetry/Spoken Word: Write an "I Am" or identity poem that encourages students to be seen and valued.
- E. Classroom Design: Sketch a layout that promotes inclusion through visuals, seating, sensory tools, etc. Include a space that affirms and celebrates students' home languages and linguistic identities (e.g. welcome signs, bilingual name tags, daily language spotlights, etc.)
- F. Community Circles: Design a structure and set of prompts for monthly/quarterly circles that bring together students, families, and school staff to build trust, empathy, and connection. Focus on creating a shared space where voices from home and school are honored, and relationships are strengthened through storytelling, dialogue, and reflection.

A13: Instructor Notes**Breakout Room Session (10-15 minutes)****Zoom Main Room (10-15 minutes)**

After the breakout session, the instructor will acknowledge each group, offering an opportunity to share something they learned, discussed, or found meaningful. Additional guiding questions may include:

Group Reflection

- “How might this make a student feel safer or more seen?”
- “How could you adapt this for middle/high school or elementary?”

Individual Reflection

- What does creating a safe space mean to you as a future educator?
- Which modality would you be most likely to use with your students and why?
- How will you ensure all students—especially Chicanx/Latinx, immigrant, EL, LGBTQ+, and neurodivergent students—feel they belong?
- What did you learn about yourself through this activity?

A14 A & B: Listening to Lead: Civic Engagement in K-12 Education

(in-class assignment)

DUE:

- On [Insert Date], Group A will deliver their public comments. Group B will serve as audience members and complete the activity below.
- On [Insert Date], Group B will deliver their comments. Group A will serve as audience members and respond.

This assignment is due at the end of class and no later than 11:59 pm on the same day. Late assignments will not be accepted.

Purpose:

This activity helps you develop critical listening and civic evaluation skills. By practicing how to vote and respond to your peers' public comments, you will strengthen your understanding of policy, advocacy, and democratic participation—skills that are essential for future educators, counselors, and community leaders. **BTPE 2.1(A) BTPE 6.1(A)**

Instructions for Audience Members (Non-Speaking Group):

For this activity, you will listen, evaluate, and participate using basic voting procedures. You are expected to engage with each comment thoughtfully and respectfully.

Steps:

1. Listen Actively
During each student's public comment, take notes on key points, evidence, and tone.
2. Record Speaker Name
On your response sheet or notepad, write the name of the student presenting.
3. Cast Your Vote
After each comment, write your vote using one of the following:
 - Yah – I agree and support the position.
 - Nay – I disagree with the position or proposal.
 - Abstain – I choose not to vote (e.g., unsure, neutral, or conflict of interest).
4. Explain Your Vote
Next to your vote, write 1–2 sentences explaining your reasoning. You may reference facts, logic, emotional appeal, or presentation clarity.
5. Class Debrief
After all comments are shared, I will invite some of you to share your votes and explanations aloud.

Sample Response Entry:

- **Speaker:** Cindy Lopez
- **Vote:** Yah
- **Reason:** Cindy provided data on how mental health resources impact academic success. Her call to expand counseling services was clear and backed by district policy.

Group Project – Community Issue Presentation

Purpose: This group project gives you the opportunity to work collaboratively, research a relevant issue impacting Latino/Chicano children, and lead your peers in a meaningful and creative learning experience.

STEP-BY-STEP GUIDE

#1: Establish Your Team

- Groups of 3–4 students
- Exchange contact information
- Decide how and when to meet (Zoom, in person, group chat, etc.)

#2: Brainstorm Your Topic

- Pick a topic focused on **Latinx/Chicanx children or youth**
- Examples: family separation, DACA, bilingual education, mental health, school pushout, etc.
- Be specific! Narrow your focus.

#3: Select a Team Leader

- This person submits all group work to the Instructor
- The team leader will earn **+3 extra credit points**.

#4: Observation Week: Group In-class Work Session

- Use this time to:
 - Finalize your topic
 - Begin your research
 - Narrow your focus
 - Work on your draft (A5)

#5: Submit A5

- Include: narrowed topic + initial research + outline of presentation
- The Instructor **MUST** approve topic areas

Final Submission Requirements

Material	Due Date
Final Draft (A5 resubmitted), 2 Articles, Breakout Room Questions/Activity	One week before your presentation
PowerPoint/Canva Slides	One day before your presentation by noon.
Peer Evaluations (one per student)	Within 72 hours after your presentation

Presentation Content – What to Include

What is the issue?

- Brief description
- Background & historical significance
- Must impact Latinx/Chicanx children or families
- Include **two citations (one peer-review article)**
- Include definitions (e.g., What is DACA?)

Why is this important?

- Who is affected? How?
- Key components and consequences
- No more than three meaningful statistics
- Benefits or disadvantages

Laws or Policies

- Impact on individuals, families, or communities
- Political or social context
- Historical shifts or changes in legislation
- Current updates

Add These to Your Presentation

- ✓ Include presenter names and notes in the “Notes” section of the slides
- ✓ **1-2 open-ended discussion questions**
- ✓ One **activity** per presentation– Be creative! Ideas:
 - Padlet
 - Short quiz
 - Anonymous survey
 - Mini-art activity
 - Song/poem analysis
 - Cultural map
 - Kahoot
 - Flipgrid video responses
- ✓ **Language Infusion** (for Bilingual Authorization students)
- ✓ **Use visuals, NOT paragraphs** on your slides
- ✓ **EVERYONE** must speak (even if some speak more than others)

What else do I need to know?

- ✓ Last slide should include citations
- ✓ Self and Peer Performance Evaluation – you will rate yourself and your classmates based on their performance using the form. The review is anonymous.
- ✓ **Language Infusion** (for Bilingual Authorization students)
- ✓ EVERYONE must speak (even if some speak more than others)
- ✓ **PRACTICE! PRACTICE! PRACTICE!** Use visuals, NOT paragraphs, on your slides. **DO NOT READ** your slides – points will be removed.
- ✓ Team Leaders: Three extra points will be added to your score for the additional responsibility of leading and submitting the documents for the group. CHOOSE someone who will follow through!
- ✓ **PRACTICE! PRACTICE! PRACTICE!** Use visuals, NOT paragraphs, on your slides. **DO NOT READ** your slides – points will be removed.
- ✓ **EXTRA-CREDIT POINTS:** Two additional points will be added to your score for LIVE self-views. Profile pics, pet/children pics, Avatars, etc... are not included.

Group Project Outline Resubmission

(FINAL Submission)

Section A: Group & Presentation Details

- **Group #:**
- **Group Members:**
- **Team Leader:** *(The team leader is responsible for submitting all documents.)*

Key Points:

List 3–4 main ideas your presentation will focus on. These should highlight the core of what your group wants to teach or share with the class.

Section B: Presentation Content

- **Final Title:**
- **Purpose Statement (2–3 sentences max):**
- **Key Terms & Definitions:**
- **Body of Presentation and Student Responsibility**
(Include slide number and who is responsible for each part.)
- **Conclusion**

Peer Evaluation Form

Title of Presentation:

Your Name:

Instructions: The following is a list of statements to be answered using the Likert Scale from 1-Strongly Disagree to 5-Strongly Agree. Think carefully and answer truthfully about assigning rating values for each of the statements.

DUE: Within 72 hours of your presentation submission date. For example, if your presentation submission date is April 12th, then the form is due by April 15th. Late forms will be docked 50%.

1-Strongly Disagree

2-Disagree

3-Neutral

4-Agree

5-Strongly Agree

	Self	Team member 2	Team member 3	Team member 4	Team member 5	Team member 6
Name of Group members						
Was dependable in group meetings						
Contributed positively to group discussions						
Completed work on time or made alternative arrangements						
Did work accurately						
Contributed a fair share to the group project						
Worked well with the other group members						
Total Points						

List three (3) Comments/Remarks that I should know (REQUIRED)

School Board Reflection Paper

(Service-Learning Assignment)

DUE: [Date] Late submissions will NOT be accepted. Submit to (Instructor email address).

Why This Matters **BTPE 6.4(I)**

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection. It enriches your academic experience, fosters civic responsibility, and deepens your connection to the community.

This assignment gives you the opportunity to observe and reflect on real-world decision-making in education. School board meetings are where critical policies are shaped—ones that impact students, teachers, families, and entire communities. For Latino students, in particular, whose needs and perspectives are often underrepresented, engaging with these spaces can build a foundation for educational equity, leadership, and advocacy.

Service Learning Requirement

You are required to attend (in person or virtually) one official school board meeting hosted by any public school district of your choice. Most school districts hold meetings on the second Tuesday of each month, usually in the late afternoon or evening. Visit the district's website to find meeting dates and access livestream or recording links if available.

Expected time commitment: 2–3 hours (including prep and attendance)

Written Report Requirements

Your written reflection must include all three components below:

Step 1: Agenda

Attach the School Board Meeting Agenda. Download or screenshot the official agenda from the district website.

Step 2: Meeting Link

Include the Meeting Link or Location.

- Virtual: provide the URL to the live or recorded meeting.
- In person: include the date, time, and address.

Step 2: Written Reflection Report

Submit a 5–6 Page Reflection Report. The reflection must be:

- Double-spaced,
- Times New Roman, 12 pt font
- Well-organized and clearly written
- Thoughtful, critical, and personal

Reflection Prompts

- Initial Impressions: What did you expect before attending the meeting? What surprised you?
- Did the meeting address issues that affect Latino students, English Learners, or underrepresented communities? If so, how?
- Who spoke during public comment? Did you observe any student, parent, or teacher advocacy?
- Was cultural or linguistic diversity mentioned in any decisions or discussions?
- What decisions were made, debated, or delayed? What seemed to matter most to the board?
- How did this experience change or deepen your understanding of educational equity or advocacy?
- What do you think should be done moving forward? How might you or others contribute?

Important Notes

- You have the entire semester to complete this assignment. Plan ahead!
- Late submissions will NOT be accepted under any circumstances.
- If you need help finding a school board meeting or interpreting the agenda, contact your professor well in advance.

Final Exam: Why it matters? Making Your Voices Heard

(written and oral version)

Due: The written version is due the day before your Virtual Oral Comment. Submit to (Instructor's email address). Late submissions will receive a 50% deduction from the total assignment grade.

Group A: [Date | Time]

Group B: [Date | Time]

Purpose: Understanding Public Comments

Decisions about your schools—such as graduation requirements, mental health supports, ethnic studies curriculum, school meals, and teacher staffing—are made in public meetings by elected officials. These meetings are often procedural but carry real consequences that impact students, families, and communities.

As you experienced in your School Board Meeting Reflection Assignment, these decisions are frequently made with limited input from youth, families, or educators. Public comments provide a structured opportunity for community members to speak up, influence change, and make their voices heard.

Whether you're speaking, listening, or preparing to lead, your voice matters.

Key procedures:

- Speakers must sign up prior to the meeting.
- Public comments are usually the first order of business.
- Speakers must live in the area or have a vested interest.
- Comments are limited to 2–3 minutes.
- Comments are addressed to the Board only, not to the general public.
- All comments are officially recorded.

What are Robert's Rules of Order?

These are parliamentary procedures used to keep meetings organized, fair, and respectful. They're widely used by school boards, unions, city councils, student governments, and community groups.

Term	What It Means
Motion	A formal idea or proposal made during a meeting
Second	Someone agrees the motion should be discussed

Debate	A brief discussion about the motion
Vote	A decision is made through a formal voting process

Voting Terms

- Yah = Yes, I agree
- Nay = No, I disagree
- Abstain = I choose not to vote (e.g., unsure, neutral, or conflict of interest)

Step 1: Written Public Comment

Before you begin writing, consider the following questions:

- What do I want to achieve through this comment?
- Am I urging the board to vote in favor or against something?
- What specific facts, laws, or policies support my argument?
- What examples or statistics can I include to strengthen my point?

Your written comment should include

- Issue:
- Name of School District:
- Who are you? (Individual or Group – include your role/student title)
- Your Position: (In favor or against)
- Written Script: 2-3 minutes.

Step 2: Delivery of Your Comment

Everyone will have the opportunity to present their public comment in class during a virtual setting. The instructor will set up the virtual scene before each student presents to simulate a real public meeting environment.

How to Begin:

- Acknowledge the board and introduce yourself (name, role, connection to the community, organization, etc).
- Clearly state your reason for attending: *"I'm here because..."*
- Clearly present your position.
- Cite specific measurable impacts, statistics, or evidence.
- End with a clear call to action or conclusion (e.g., *"I urge the Board to..."*).
- (Optional) Thank the Board for their time.

Do's and Don'ts

Do:

- s Be concise, clear, and well-organized.
- s Use facts, policies, and laws to support your claims.
- s Include a specific recommendation or request
- s Offer alternatives if you disagree with a proposal.

Don't:

- ☐ Don't solely rely on emotion.
- ☐ Don't rely on hearsay.
- ☐ Don't address other members of the public.

Final Exam: Written Submission

Write a 2-3 minute public comment on an important issue to you. It must be addressed to a school board.

- **Issue**
- **Name of School District**
- **Who are you (Individual or Group – include your role/title)**
- **Your position (in favor or against)**
- **Written Script: (2-3 minutes)**
- **PRACTICE! PRACTICE! PRACTICE!**

CHS 430: The Chicana/o Child**Bilingual Authorization Program Standards Index**

Pages on which Standards are Introduced are in yellow, Practiced in teal, and Assessed in green.

BTPE

1.3	p. 19; p. 27; p. 29
1.4	p. 35
1.5	p. 24
1.6	p. 22

BTPE

2.1	p. 26; p. 32; p. 40
2.4	p. 38

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6.1	p. 37; p. 34; p. 40
6.4	p. 46
6.5	p. 24
6.6	p. 29