Mexican American Studies is the first Ethnic Studies course adopted by the Texas State Board of Education. This is the first Mexican American Studies course adopted by any State Board of Education. Texas is the only state in the nation to offer Mexican American Studies to all high school students.
This document was created by Georgina C. Pérez, the District 1 Representative on the Texas State Board of Education.

Additional information and supplemental materials can be found here: https://www.ginatxsboe1.com/mexican-american-studies.html

TABLE OF CONTENTS

Mexican American Studies in Texas: How did we get here? .........................3
Data: Why Ethnic Studies?.....................................................................4
Course Standards...................................................................................7
Knowledge and Skills............................................................................9
Course Activities....................................................................................12
Methods for Evaluating Student Outcomes............................................13
Instructional Materials & Resources.......................................................14
**MEXICAN AMERICAN STUDIES IN TEXAS: HOW DID WE GET HERE?**

**2014** - The Texas State Board of Education places Mexican American Studies on its agenda. The request by the minority Board members was a high school course, however, the majority of the Board voted to issue a call to publishers for a textbook.

**2014** - Ysleta ISD is the first district in Texas to pass a resolution to implement a Texas State Board of Education-adopted Mexican American Studies course.

**2016** - The "Mexican American Heritage" textbook was unanimously rejected by all 15 Members.

**2017** - "Ending the Deficiency Mindset: Creating Data Driven Opportunities for Latina & Latino Students" was presented to the Texas State Board of Education's Committee on Instruction, gaining unanimous support for Ethnic Studies curriculum. The conversation shifted to the economic imperative of better preparation of Texas' largest and fastest growing demographic.

**2018** - Ethnic Studies: Mexican American Studies is formally and unanimously adopted by the Texas State Board of Education, the first passed by any state board of education making Texas the only state in the nation to offer Mexican American Studies to ALL high school students.

Along with Mexican American Studies, an Ethnic Studies fast-track pipeline policy was also created. The Texas State Board of Education has committed to Latino Studies, African American Studies, Asian-Pacific Islander Studies, and Native American Studies.

*Remembering Gus Garcia, Mexican-American Civil Rights Pioneer*

ENDING THE DEFICIENCY MIND-SET

It is simply not good enough to know the data if it’s not being discussed and used in impactful ways to effect change and create solutions. Students deserve the investment of understanding research and relevance to develop access to life’s possibilities. It is the responsibility of educators to change the perception of achievement gaps and create opportunities: educational, economic, mindful, and meaningful.

Georgina Cecilia Pérez
Texas State Board of Education District 1

Ending the Deficiency Mindset: Creating Data Driven Opportunities for Latina & Latino Students
Authored by: Georgina C. Perez
Presented to TXSBOE Committee on Instruction, April 2017

"It’s simply not good enough to know the data if it’s not being discussed and used in impactful ways to effect change and create solutions. Students deserve the investment of understanding research and relevance to develop access to life’s possibilities. It is the responsibility of educators to change the perception of achievement gaps and create opportunities: educational, economic, mindful, and meaningful."

View / Download the Presentation

The Casual Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum
Authored by: Thomas Dee & Emily Penner
January 2016

“An extensive theoretical and qualitative literature stresses the promise of instructional practices and content aligned with the cultural experiences of minority students. Ethnic studies courses provide a growing but controversial example of such “culturally relevant pedagogy.” However, the empirical evidence on the effectiveness of these courses is limited. In this study, we estimate the causal effects of an ethnic studies curriculum piloted in several San Francisco high schools. We rely on a “fuzzy” regression discontinuity design based on the fact that several schools assigned students with eighth-grade GPAs below a threshold to take the course in ninth grade. Our results indicate that assignment to this course increased ninth-grade student attendance by 21 percentage points, GPA by 1.4 grade points, and credits earned by 23. These surprisingly large effects are consistent with the hypothesis that the course reduced dropout rates and suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students.”

Read the Study
Missing the (Student Achievement) Forest for All the (Political) Trees: Empiricism and the Mexican American Studies Controversy in Tucson
Authored by: Nolan L. Cabrera, Jeffrey F. Milem, Ozan Jaquette and Ronald W. Marx
October 2014

"Our findings establish that taking MAS courses corresponded to a significant, increased likelihood that students would pass the AIMS tests and graduate from high school. Based on the findings of our earlier study, the approved USP included the following provision: “By the beginning of the 2013–2014 school year, the District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities.” In so doing, an agenda for the next round of publicly engaged scholarship has been set.”

Read the Study

An Empirical Analysis of the Effects of Mexican American Studies Participation on Student Achievement within Tucson Unified School District
Authored by: Nolan L. Cabrera, Jeffrey F. Milem, and Ronald W. Marx
June 2012

"At the request of the Special Master, Dr. Willis D. Hawley, these analyses were conducted to examine the relationship between participating in the Tucson Unified School District’s (TUSD) Mexican American Studies (MAS) program and student achievement (positively, negatively, or no relationship). While the MAS program has been known by other names (e.g., Raza Studies), for the sake of continuity, the program will be referred to as MAS throughout the duration of this report. There are two central questions guiding these analyses:

1. What are the relationships between taking MAS courses and educational performance?
2. Are these relationships consistent for different cohorts of students over the years?"

Read the Study

The Academic and Social Value of Ethnic Studies
A Research Review
Authored by: Christine E. Sleeter
2011

"Ethnic studies includes units of study, courses, or programs that are centered on the knowledge and perspectives of an ethnic or racial group, reflecting narratives and points of view rooted in that group’s lived experiences and intellectual scholarship. Ethnic studies arose as a counter to the traditional mainstream curriculum. Numerous content analyses of textbooks have found an ongoing marginalization of scholarship by and about African Americans, Latino/as, Native Americans, and Asian Americans. In acknowledgement of the dominance of Euro-American perspectives in mainstream curricula, such curricula can be viewed as ‘Euro-American ethnic studies.’ As students of color proceed through the school system, research finds that the overwhelming dominance of Euro-American perspectives leads many such students to disengage from academic learning. Ethnic studies curricula exist in part because students of color have demanded an education that is relevant, meaningful, and affirming of their identities. This review analyzes published studies and reviews of research that systematically document the impact of ethnic studies curricula, Pre-K through higher education, on students, academically as well as socially."

Read more
Curriculum Audit of the Mexican American Studies Department
Tucson Unified School District - Tucson, Arizona
May 2011

"The purpose of the Tucson Unified School District Mexican American Studies Department Curriculum Audit is to determine: (1) how or if the Tucson Unified School District Mexican American Studies Department programs are designed to improve student achievement; (2) if statistically valid measures indicated student achievement occurred; and (3) whether the Mexican American Studies Department's curriculum is in compliance with A.R.S 15-112(A)."

Read the Audit

Leaks in the Chicana and Chicano Educational Pipeline
Authored by: Tara J. Yosso and Daniel G. Solórzano
March 2006

"Academic institutions facilitate the flow of knowledge, skills, and students through the educational pipeline. Yet, no matter how one measures educational outcomes, Chicana/os suffer the lowest educational attainment of any major racial or ethnic group in the United States. This brief calls for the repair of the serious and persistent leaks in the Chicana/o educational pipeline.

Most Chicana/os who pursue higher education begin at the community college. In California, for example, 40% of Latina/os who enroll in community colleges aspire to transfer to a four-year college or university. However, less than 10% of these students reach their goal of transferring to a four-year college."

Read the Study
COURSE STANDARDS

Texas Essentials Knowledge and Skills (TEKS)

*Editor’s Note: Course Standards are NOT the only teaching tools. Standards are the minimum of what must be taught. Teachers are strongly encouraged to supplement with pedagogical tools which encourage students to become active participants in their learning. Teachers of this course should inspire critical thought, debate and discussion, and effective writing.

Ethnic Studies: Mexican American Studies (One Credit)

General Requirements
Students shall be awarded one credit for successful completion of this course. This course is recommended for students in Grades 10-12.

Teacher Qualifications
A certification appropriate for teaching high school social studies courses, such as one of the following: History, Grades 7-12; History, Grades 8-12; Social Studies, Grades 7-12; or Social Studies, Grades 8-12.

Introduction
In Ethnic Studies: Mexican American Studies, an elective course, students learn about the history and cultural contributions of Mexican Americans. Students explore history and culture from an interdisciplinary perspective. The course emphasizes events in the 20th and 21st centuries, but students will also engage with events prior to the 20th century.

To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as biographies, autobiographies, landmark cases of the U.S. Supreme Court, novels, speeches, letters, diaries, poetry, songs, and artwork is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.

Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), 28.002(h).
Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

State and federal laws mandate a variety of celebrations and observances, including **Celebrate Freedom Week**. Each social studies class shall include, during Celebrate Freedom Week as provided under the **TEC 29.907**, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

Each school district shall require that, during **Celebrate Freedom Week** or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

---

**Dolores - Young Dolores Huerta Takes on Sacramento**

See how Dolores Huerta, when a young community organizer in 1959, quickly made a name for herself as an effective lobbyist. [http://www.pbs.org/independentlens/films/dolores-huerta/]
KNOWLEDGE AND SKILLS

History. The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

History. The student understands developments related to pre-colonial settlements and Spanish colonization of Mesoamerica and North America. The student is expected to:

• explain the significance of the following events as turning points relevant to Mexican American history: Aztec arrival in Mexico's central valley, establishment of the Aztec Empire, Hernan Cortez's first encounter with the Aztecs, Spanish conquest of the Aztecs, creation of the New Laws, and Jesuit expulsion from the Americas; and

• examine the contributions of significant individuals from the Spanish colonial era, including Moctezuma, Hernan Cortez, La Malinche, Bartolome de las Casas, and Sor Juana Ines de la Cruz.

History. The student understands developments related to Mexican independence and Mexico's relationship with the United States from 1800-1930. The student is expected to:

• explain the significance of the following events as turning points relevant to Mexican American history: the Grito de Dolores, Mexico's acquisition of independence, Texas's declaration of independence from Mexico, Mexican-American War, Treaty of Guadalupe Hidalgo, Mexican Revolution, creation of the U.S. Border Patrol, and Mexican repatriation of the 1930s; and

• examine the contributions of significant individuals from this period such as Father Miguel Hidalgo, Jose Maria Morelos, Augustín de Iturbide, Emiliano Zapata, Francisco (Pancho) Villa, Francisco Madero, Porfirio Díaz, and Alvaro Obregon.

History. The student understands the causes and impact of the Mexican American civil rights movement from the 1930s to 1975. The student is expected to:

• explain the significance of the following events as turning points relevant to Mexican American history: U.S. entry into World War II, Bracero Program, Longoria Affair, Operation Wetback, Hernandez v. Texas, Brown v. Board of Education, Civil Rights Act of 1964, Voting Rights Act of 1965, Farmworkers strike and boycott, and establishment of La Raza Unida Party; and

• identify the contributions of significant individuals from the civil rights era such as Cesar Chavez, Dolores Huerta, Reies Lopez Tijerina, Jose Angel Gutierrez, Ruben Salazar, Emma Tenayuca, Rodolfo "Corky" Gonzales, Marcario Garcia, Hector P. Garcia, Army Sergeant Major Raul "Roy" Perez Benavidez, Martha P Cotera, Jovita Idar, Jovita Gonzalez Mireles, Sara Estela Ramirez, Leonor Villegas de Magnon, Adela Sloss Vento, Maria Hernandez, and Alicia Dickerson Montemayor;

History. The student understands the development of voting rights and ideas related to citizenship for Mexican Americans from 1975 to the present. The student is expected to:

• explain the significance of the following events as turning points relevant to Mexican American history: the Immigration Reform and Control Act, Illegal Immigration Reform and Immigration Responsibility Act; and H.R. 4437 passed by the U.S. House of Representatives in 2006; and

• identify the contributions of significant individuals such as Raul Yzaguirre, Willie Velasquez, Gloria Anzaldua, Henry Cisneros, Cherrie L. Moraga, and Bill Richardson.
Geography. The student understands the impact of geographic factors on major events related to Mexican Americans. The student is expected to:

- locate places and regions of cultural and historical significance in Mexican American history;
- identify physical and human geographic factors related to the settlement of American Indian societies;
- explain how issues of land use related to Mexican Independence, Texas Independence, and the Mexican Revolution;
- analyze physical and human geographic factors related to Mexican migration from the 1910s to the 1930s;
- identify physical and human geographic factors related to the migration of Mexican laborers as part of the 1940s Bracero Program; and
- analyze the physical and human geographic factors related to contemporary Mexican migration to and Mexican American migration within the United States.

Economics. The student understands domestic issues related to Mexican American population growth, labor force participation, and the struggle to satisfy wants and needs given scarce resources. The student is expected to:

- analyze the economic impact of Mexican repatriation of the 1930s;
- evaluate the contributions of the Bracero Program to the U.S. war effort and the development of the agricultural economy in the American Southwest;
- explain the struggle to create a farmworkers union and the union's efforts to fight for better wages;
- analyze the economic contributions of the Mexican American labor force;
- analyze the purchasing power of the Mexican American population as it relates to U.S. household consumption and gross domestic product (GDP); and
- discuss current issues related to the Mexican American labor force.

Government. The student understands the significance of political decisions and the struggle for Mexican American political power throughout U.S. history. The student is expected to:

- describe how Mexican Americans have participated in supporting and changing government;
- analyze the impact of Salvatierra v. Del Rio ISD, Delgado v. Bastrop ISD, and Hernandez v. Texas on Mexican Americans and the end of the biracial paradigm;
- analyze the Mexican American struggle for civil rights as manifested in the Chicano movement;
- evaluate the successes and failures of the Mexican American civil rights movement and the farmworkers movement;
- analyze the significance of U.S. Supreme Court decisions in Miranda v. Arizona, San Antonio ISD v. Rodriguez, and Plyler v. Doe; and
- discuss the role of various organizations such as the American G.I. Forum, the League of United Latin American Citizens (LULAC), the Mexican American Legal Defense and Educational Fund (MALDEF), the National Association of Latino Elected and Appointed Officials (NALEO), and the National Council of La Raza (NCLR) that have participated in the Mexican American struggle for political power.
Citizenship. The student understands the debates surrounding the nature of respectful expression of different points of view in a constitutional republic. The student is expected to:

- describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States;
- discuss ways American citizens and immigrants in the United States interpret formal citizenship and cultural citizenship, including membership in one nation and membership in diverse cultural and national groups;
- discuss ways individuals contribute to the national identity and global community as members of diverse cultural groups and transnational communities; and
- analyze the connotations and histories of identity nomenclature relevant to Mexican Americans such as Mexican, Spanish, Hispanic, Latina/o, Chicana/o, illegal, undocumented, Mexican American, American Mexican, or simply American.

Culture. The student understands the relationship between Mexican American artistic expression and the times during which the art was created. The student is expected to:

- describe how the characteristics and issues of Mexican American history have been reflected in various genres of art, music, film, and literature;
- analyze the significance of selected works of Mexican American literature such as "I am Joaquín" (1967) by Rodolfo "Corky" Gonzales and "Pensamiento Serpentario" (1971) by Luis Valdez;
- describe the role of artistic expression in mobilizing Mexican Americans and others toward civic participation and action such as the role of "Teatro Campesino" during the farmworkers movement;
- identify the contributions of women such as Sandra Cisneros and Norma Alarcon; and,
- identify the impact of Mexican American popular culture on the United States and the world over time.

Science, technology, and society. The student understands the impact of Mexican American individuals and groups on the development of science and technology in American society and on a global scale. The student is expected to:

- explain the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya and Aztec civilizations; and,
- identify contributions to science and technology in the United States and the world made by Mexican Americans such as Albert Baez, Martha E. Bernal, Ellen Ochoa, Linda Garcia Cubero, and Mario Jose Molinar.

Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- use social studies terminology correctly;
- analyze diverse points of view related to contemporary Mexican American issues;
- create a written and/or oral presentation on a contemporary issue or topic relevant to Mexican Americans using critical methods of inquiry; and,
- analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
COURSE ACTIVITIES

As students explore historical, political, social, and economic topics that affect Mexican Americans, they gain a greater understanding of issue-related instruction. For every unit, each student researches an area of interest. Students leverage web-based resources, books, periodicals, journals, and other media to collect, organize, and analyze data. Students summarize findings and express opinions on selected topics. They present research results to peers via written reports, displays, and digital media.

Although these types of research activities are required, students have the option of choosing specific areas of interest within the scope of Mexican American studies. In addition, instructors may incorporate optional community-based experiences into the course, such as visits to cultural centers, community service, and inquiries into local sites of historical significance.

http://www.pbs.org/program/voces/willie-velasquez-your-vote-your-voice/
METHODS FOR EVALUATING STUDENT OUTCOMES

Written and/or digitally published products, such as annotated maps, letters to authors and journalists, research reports, interactive notebooks, and presentations of group research projects.

In-class formal assessments: objective tests, quizzes, and written responses to selected articles, literature and non-fiction book reviews, and teacher observations.

Emma Beatrice Tenayuca (1916–1999)
Mexican American labor organizer, civil rights activist, and educator, oldest daughter of Sam Tenayuca and Benita Hernandez Zepeda, was born in San Antonio, Texas, on December 21, 1916.

https://tshaonline.org/handbook/online/articles/fte41
On January 28, 1918, the crack and bang of gunfire broke the silence in the air. Bullets cut through the night air and ripped through the bodies of 15 men of Mexican Descent, Texans, fathers, sons, brothers, and tios. These bullets killed 15 innocent men and boys; 15 men and boys of a little village in a west Texas town of Porvenir. The night of the massacre at Porvenir set in motion a chain of events that would forever change the face of the historical Texas Rangers. Read more

by Arlinda Valencia, Decendent
Film

Chicano! The history of the Mexican American civil rights movement

[Click here to view](#) the Chicano! series and more...

Latino Americans: The 500 year legacy that shaped a nation

Harvest of empire: A history of Latinos in America

*Teachers should also have access to multimedia resource databases (e.g., ABC Clio)*

[![Latino Americans](image)](#)

**Latino Americans** is a landmark 6 hour documentary featuring interviews with nearly 100 Latinos and more than 500 years of history.

*Available through Kanopy Streaming Video Service at Yale.*