

Bedford High School
Foreign Language Department
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COURSE SYLLABUS 2015-2016

Course: **4364 Stories & Cultures of the Spanish-Speaking World**
4365 Stories & Cultures of the Spanish-Speaking World

Periods per cycle: 4

Credit: 5

Levels: Honors & High Honors

Conducted in an immersion style, students are exposed to a variety of topics related to the artistic and cultural realms (traditional and contemporary) of the Spanish-speaking world. Students will read a selection of short stories and analyze works of art that highlight historical and cultural events. Lessons will require higher-level thinking skills such as expressing opinion, analyzing, predicting, and comparing and contrasting in the target language. Students will continue to master more sophisticated vocabulary and grammatical concepts and will be assigned a substantial amount of written work. Students will improve oral, aural, written, and reading proficiencies.

Prerequisites: For Honors: ▪ Successful completion of Spanish IV (CP) with a grade of 70 or better; and/or
▪ Teacher recommendation.

For High Honors: ▪ Completion of Spanish IV-Advanced or Completion of Spanish Cinema (Honors) with a final grade of 90 or better; or
▪ Completion of Spanish Cinema (High Honors) with a final grade of 70 or better; or
▪ Successful completion of A.P. Spanish; and/or teacher recommendation

I. Learning Objectives (A statement of learning objectives is a statement of changes to take place in students.)

By the completion of this course, the successful student will have learned:

- to identify significant political, military, intellectual, and cultural figures and describe how they shaped historical events and/or the target culture's perspectives.
- to identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture.
- to analyze examples of literature, primary source historical documents, music, visual arts, theatre, dance, and other artifacts from target culture(s) and discuss how they reflect individual and cultural perspectives.
- to distinguish among knowledge, informed opinions, uninformed opinions, stereotypes, prejudices, biases, open mindedness, narrow mindedness, and closed mindedness in literature, primary and secondary source documents, mass media, and multimedia presentations about and/or from culture
- to identify cultural characteristics in literature, popular periodicals, music, theatre, visual arts, commercials, films, and videos and relate these to the language and perspectives of the target culture.
- to discuss and analyze literary texts.
- to give presentations on cultural topics.

II. Learning Experiences (A learning experience is the interaction between the learner and the external conditions in the environment to which he/she can react.)

Upon completion of this course students will have participated in the following activities:

- Discuss personal opinions about themes in texts.
- Share stories and experiences.
- Analyze, texts, articles, songs, film and other media for cultural, historic and interpersonal themes.
- Present and discuss analysis of various topics.
- Write compositions based on themes discussed in class.
- Debate issues pertinent to topics studied in texts.
- Listen and respond to authentic Spanish conversations.

III. Course Outline (A brief outline of the major topics and units which are central to this course: the sequence of topics and units may be altered by the teacher based on the needs of the students.)

UNIT 1 - Title: *La identidad* (Identity)

Established Goals: Students will lay the groundwork for the rest of the course by exploring the concept of identity and then taking it further to explore Hispanic/Latino identity. Students will also discuss the various *-isms* and their effect on identity. Additionally, they will begin to discuss how to analyze literary works in Spanish.

UNIT 2 - Title: *La colonización: La madre patria* (Colonization: The Mother Land)

Established Goals: Students will continue their cultural identity studies as they explore Spanish colonialism and de-colonization and their effects on Hispanic/Latino identity. They will also explore differences in perceptions and cultural change over time as they study Mexican folklore.

UNIT 3 - Title: *Centroamérica: Destinos y diversidad* (Central America: Destiny and Diversity)

Established Goals: In this Unit students will explore the cultures of Central America, as well as investigate current immigration issues between Central America and the United States. Students will draw from the previous unit as they discuss immigration vs. colonization and the different effects on people's identity and perceptions associated with each.

UNIT 4 - Title: *Corrientes caribeños* (Caribbean Trends)

Established Goals: Continuing on to the Spanish-speaking Caribbean, students will learn about the effects of cultural mixing. In this unit they will study the history and culture—specifically literature and music of these island nations and their impact on US culture.

UNIT 5 - Title: *América latina: El gobierno y la política* (Latin America: Government and Politics)

Established Goals: In this final unit students will come full circle with their cultural and identity studies. They will explore the reciprocal relationship between politics and culture as they learn about the complex political history of certain Latin American nations as well as the relationship between politics and art/literature. Students will gain a better understanding of how government can influence cultural and societal change and vice-versa.

IV. Course Materials

The following list represents the major texts and/or resources used in Stories & Cultures. Teachers also use additional supplementary texts: articles, materials and curriculum documents which they have gathered or prepared themselves and which they believe enrich and extend student learning.

Texts / Selected Readings from:

- Blanco, Tocaimaza and Hatch: *Imagina*: Vista Higher Learning, 2013
- Cisneros, Sandra: *La Casa en Mango Street*: Vintage: 1984
- Levine and Montross: *Vista y voces latinas*: Prentice Hall: 2002
- Friedman: *El Cuento – Arte y Analysis*: Prentice Hall: 2003
- Bacon, et al: *Leyendas del mundo hispano*: Pearson Prentice Hall:2004

Film:

- *También la lluvia*
- *Sin Nombre*
- *Los desaparecidos*

Music:

- A variety of songs & music videos will be used throughout the course to reinforce and enhance themes and ideas of units

Foreign Language Departmental Essential Questions

- Why is it important to be able to communicate in another language?
- Why is it important to understand and respect other cultures?
- Why is it important to understand the workings of a language?

