



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

***COURSE/GRADE LEVEL(S): Advanced Spanish – Culture and Communication
Grades 11-12***

I.Course Overview

This is an alternative course to the AP track that will provide students the opportunity to continue to study language with an emphasis on communication and cultural content in a manner that intentionally reaches beyond literature and grammar to examine all aspects of Hispanic culture. With such an emphasis, the course will not be bridled with the constraints of the vast grammar coverage requirements of the pre-AP Spanish Language course.

II. Units of Study

Unit 1: Latin American Geography and Origins of Spain

Unit 2: El Siglo de Oro

Unit 3: The Environment

Unit 4: Popular music in Latin America

III. Learning Objectives

By the conclusion of this course, students should be able to:

- A. Analyze and discuss the relationships between historical events and modern political life in selected Hispanic countries.
- B. Interpret and critique selected Spanish Language film, music, literature and journalism, and compare and contrast these with counter examples of North American origin.
- C. Negotiate conversational exchanges with environmental activists, politicians, diverse professionals, musicians.
- D. Discuss commonalities and differences in social practices, arts, traditions and customs between and among Hispanic countries and the U.S. Effectively participate in conversations customarily associated with historical facts and interpretations, cultural conditions, and interpersonal needs (i.e. analyzing, synthesizing and evaluating interpersonal situations).



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



IV. Essential Questions

Unit 1: Latin American Geography and Origins of Spain

Can I identify Spanish-speaking countries?

Can I compare & contrast the regions and peoples of Spain?

Can I relate how Spain influenced the rest of Hispanic-America?

Can I explain political ideas and influences of Spain by analyzing literature and art of the time period?

Can I analyze, discuss and debate moral issues based on events in a novel?

Unit 2: El Siglo de Oro

Can I state what nations have been the most prosperous, powerful and significant in history and why?

Can I determine and pose reasonable possibilities for reasons why a World Power would have a rise and decline?

Can I discuss the history of different people in society living in this era and their contributions to Spain as well as their genealogy and relationships and compare them to similar people today?

Can I describe and discuss what it means to be a realist / idealist?

Can I identify characteristics of a “Novela picaresca”.

Unit 3: The Environment

Can I state what has changed in the world, i.e. in the city, in my life?

Can I determine the actions I would take in hypothetical situations?

Can I determine and pose reasonable possibilities for things that may happen in the future and what those may bring to our life, environment, etc.?

Can I express and support my point of view?

Can I discuss environmental issues occurring in different parts of the Spanish-speaking world today?

Can I compare the past to the future?

Unit 4: Popular Music in Latin America

Can I identify what Latin American music is?

Can I identify various musical genres and instruments?

Can I identify and present various topics discussed in a variety of songs?

Can I discuss the influences music has on a country’s prosperity and on today’s youth?

Can I discuss the background of different influential artists and their music?

V. Key Performance and Benchmark Tasks

Unit 1: Graded oral and written assignments, graded dialogues and conversations, graded group projects (written and oral), tests (including reading and listening comprehension), essays and oral debates

Unit 2: Oral and written graded assessments, vocabulary test, listening & reading comprehension, oral debate.



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Unit 3: Oral and written assessments such as essays, presentations,... Student presentation of their interpretation of the works of art, i.e. movie script, posters, dialogues, etc., vocabulary test, listening and reading comprehension, oral debate.

Unit 4: CD creation, writing of an original story, vocabulary test

VI. Instructional Materials

Texts: Pasaporte al mundo 21, DC Heath, 1997

Selections from the following texts, among others:

Horizontes: Cultura y Literatura, Heinle & Heinle, 2001

Continuemos, Houghton Mifflin, 1999

Conversemos, Houghton Mifflin, 1999

Juntos, Prentice Hall, 2000

Imagina, Vista Higher Learning, 2007

Supplemental materials:

- *Literary selections from classical and contemporary Hispanic authors
- *Authentic daily and periodical publications
- *Videotape and DVD formatted films and television programming
- *Musical works from selected Hispanic recording artists
- *Internet resources including virtual tours, travel and shopping sites
- *Maps