**WEBUTUCK CENTRAL SCHOOL**

**Course Title:La Cinema Por Los Ojos De Latinos**

**Grade Level(s): 10,11,12 Or any native Spanish speaking High School student**

**Credits: 1**

**Pre-requisites: Completion of at least Spanish II**

**Brief Course Description: This course will be separated into four different topics: Immigration, Magic Realism, Political History of Latin American Countries and Culture. Students will watch a series of films based on each topic. Before and after each film, students will engage in discussion analyzing the topic of the films, which will also cover Spanish vocabulary and culture. This course will also discuss the film techniques that were used to capture the themes of the films.**

**Course Goals and/or Major Student Outcomes:**

1. **Show students different aspects of Latin American and Spanish culture through film.**
2. **Broaden student knowledge of Latin American and Spanish culture, history and literature**
3. **Introduce students to the coloquial and conversational vocabulary of Latin American and Spanish Cultures through film.**
4. **Shows students how film techniques have been used to demonstrate themes of the film.**

**Course Objectives:**

1. **Students will be able to explain and relate to different aspects of the Latin American and Spanish cultures**
2. **Students will be able to understand and explain the historical and cultural significance of each film.**
3. **Students will be able to describe the technique of magic realism in Spanish literature.**
4. **Students will be able to communicate using culturally appropriate vocabulary associated with a broad range of topics.**
5. **Students will be able to demonstrate themes of the film through discussions and assessments.**

**Common Core Standards:**

* **Understand standard speech delivered in most authentic settings**
* **Understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.**
* **Draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language**
* **Comprehend subtler, nuanced details of meaning with some repetition and rephrasing**
* **Engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.**
* **Use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences to communicate through the full range of time frames.**
* **Write creative texts in which their thoughts are unified and presented in an organized fashion; students will be writing about complex themes or issues requiring the expression of opinions.**
* **Draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames, as well as language acquired through independent reading**

**Course Outline:**

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| **Topics** | **Movies** |
| **Immigration - Understanding the strife of a pilgrimage to another country.** | **Bajo La Misma Luna (Under The Same Moon)** |
| **Magic Realism - Understanding the history and usage of magic realism in literature** | **El Laberinto de Pan (Pan's Labyrinth)** |
| **Historical Events and People in Latin American countries - Understanding the historical significance of people and events that have take place in Latin American history** | **En el Tiempo de Las Mariposas (In the Time of the Butterflies)**  **Evita (The story of Eva Peron)** |
| **Culture - Understanding coloquial conversational vocabulary and cultural celebrations in Latin American countries** | **Casi, Casi (Almost)**  **Coco** |

**Texts & Supplemental Instructional Materials:**

**Films**

**Literature pertaining to each theme**

**Key Assignments (labs, papers, projects, etc.):**

**Proejct #1: How does the movie, “Baja la Misma Luna” portray the pilgrimage of immigrants coming into America?**

**Project #2: How does the movie Pan’s labyrinth demonstrate aspects of magic realism?**

**Project #3: What impact did the Maribel sisters have on the Dominican Republic?**

**Project #4: What impact did Eva Peron have on Argentina?**

**Project #5: Compare and Contrast the culture of teenage life in Latin American countries to the USA**

**Project #6: How does Coco demonstrate the importance and traditions of the celebration, Día De Los Muertos?**

**Instructional Methods and/or Strategies:**

**Project Based Learning**

**Class Discussions and students directed debates**

**Visual Interactive and informal assessments**

**Formal assessments of vocabulary**

**Assessments:**

**Formal Assessments of the analyzation of each topic through projects (posters, presentations etc.)**

**Formal Vocabulary Assessments**

**Daily class participation and discussion**

**Grading:**

**Tests/quizzes/Projects - 50%**

**Homework/Classwork - 20 %**

**Class participation - 30%**