

Curriculum at a Glance

Spanish 4 400 Honors

The Spanish 4 400 course is designed to prepare students for AP Spanish Language and Culture, generally taken junior or senior year. The focus is on student-centered learning, and the ACTFL Guidelines are used as the organizing principle for designing classroom instruction. This accelerated course includes varied and challenging reading selections, increasingly comprehensive writing assignments and more spontaneous oral work. Students are encouraged to create with the language using their growing knowledge of cultural practices, products, and perspectives in the Spanish-speaking world. All grammar concepts are reviewed and reinforced with a stress on consistently using higher level structures and vocabulary as the year progresses.

Unit Description	Content
<i>La identidad</i>	<ul style="list-style-type: none"> • Students explore identity as an introductory unit. The concept of identity and culture is studied with an emphasis on cultural practices, products, and perspectives in the Spanish-speaking world. • Students will consider terms used to identify members of the Spanish-speaking community . • Students will listen to, read, and analyze the song <i>Latinoamerica</i> by Calle 13 and accompanying documentary <i>Sin mapa</i>. • Students will read several poems such as <i>¿Quién eres?</i> by Sabine Ulibarri and essays that explore the theme of identity. • Students will be encouraged to consider their own identity and how society labels individuals.
<i>Los elementos de cultura</i>	<ul style="list-style-type: none"> • Students will research and help facilitate in-depth understanding of elements of culture of Latin American countries. In pairs, the student-centered unit will allow students to self-select three elements of culture to examine and guide group discussion.
<i>El heroísmo</i>	<ul style="list-style-type: none"> • Students will consider the term <i>hero</i> and what it means to be a hero. The study will focus on historical as well as quotidian heroes, culminating in research of a community hero. • Upon viewing the acclaimed film <i>The Motorcycle Diaries</i>, students will debate the idea of hero vs. villain and the possibility of being both as they reflect on the life of revolutionary Ernesto “Che” Guevara.
<i>Las identidades indígenas.</i>	<ul style="list-style-type: none"> • Students will study indigenous communities in Latin America and the struggles, both past and present, they face today through podcasts, essays, short stories, and news clips. • Students will study Pre-Columbian America as well as the mestizaje nature of the continent through art and historical accounts such as those by Fray Bartolome de las Casas.
<i>La justicia y la libertad</i>	<ul style="list-style-type: none"> • Students will study the history of Latin American nations and their struggles for independence. • Students will write and give a speech as the current president in celebrating past, present, an future.
<i>La literatura latinoamericana contemporánea</i>	<ul style="list-style-type: none"> • Students are introduced to the 20th Century Latin American narrative through the works of authors Juan Rulfo and Gabriel Garcia Marquez. Through reading and analyzing, student will be able to write a literary analysis thesis driven paper.
<i>La mujer</i>	<ul style="list-style-type: none"> • Students will examine the role of women throughout the Spanish-Speaking while making connections to women in their own community. • Students will study reknowned Hispanic women writers including such as Gabriela Mistral, Elena Poniatowska, and Alfonsina Storni. • Students will examine the terms machismo and marianismo in Latin American society.