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Cine y Teatro

Santa Maria Joint Union High School District

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)						
Pioneer Valley High School (053847)	Classroom Based	<table border="1"> <thead> <tr> <th>Abbreviation</th> <th>Course Code</th> </tr> </thead> <tbody> <tr> <td>Cine y Teatro A</td> <td>IL6900</td> </tr> <tr> <td>Cine y Teatro B</td> <td>IL6901</td> </tr> </tbody> </table>	Abbreviation	Course Code	Cine y Teatro A	IL6900	Cine y Teatro B	IL6901
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Cine y Teatro B	IL6901							

Title:	Cine y Teatro
Length of course:	Full Year
Subject area:	Language Other than English ("e") / LOTE Level 4+ Spanish
UC honors designation?	No
Prerequisites:	Spanish for Spanish Speakers One, Spanish for Spanish Speakers 2 , Spanish 1, Spanish 2, Spanish 3 (Required)
Co-requisites:	None
Integrated (Academics / CTE)?	No
Grade levels:	10th, 11th, 12th

Course Description

Course overview:

Students will explore issues of race, ethnicity, gender, sexuality and class through critical analysis of film and theater in order to promote a greater sense of self identity, as well as respect for self and others, and cultivate the idea of responsibility toward the common good. Students will examine how film and theater often reflect the times and conditions in which they are made and conversely how they sometimes help shape social attitudes and values. Students will recognize the purpose of the work, the subtext, the technical and artistic factors that contribute to the work. They will develop 21st Century Learning skills such as collaboration, communication, creativity, and critical thinking. They will develop critical reading, writing, listening and speaking skills in Spanish. This course will provide a forum in which grammar and vocabulary will be taught in the context of film, media, Latin American and Mexican American culture and history. Discussion and written assignments in the course will be entirely in Spanish.

Course content:

Unit 1: Introduction to Film Analysis and Cultural Themes

Students will explore how films can convey meaning. They will learn the vocabulary of film analysis including literary and rhetorical devices. Students will explore the differences between a critical analysis of a film (essay) versus a film review. They will consider the possibility of how a film explores a current cultural theme which may reflect values, beliefs or events and provide the opportunity to develop understanding of a particular perspective. Students will view various films or clips from films which may include *Fresa y Chocolate* (2009), *Aun la lluvia* (2012), *Bendiceme Ultima* (2013), *Tortilla Soup* (2002), *A Million to Juan* (1994), *Como Agua para Chocolate* (2011) *The Milagro Beanfield War* (2005), *Quinceanera* (2006). All have cultural themes. Students will reflect informally in small talking circles on the themes reflected in the films, they will build key vocabulary words in an on going list of new words which will be utilized throughout the course. They will continually journal their reflections on the films and work to compile a list of recurring themes in the movies. They will conduct on line research to find and read critical analysis of some of the movies they have seen in preparation for the key assignment.

Key Assignment: Write a film analysis focused on cultural themes in the movie *Mi Familia* (1995)

Students will first become familiar with a list of key terms around film analysis through class discussion and several basic techniques for learning new vocabulary such as the use of on line vocabulary builders Quizlet.com and Kahoot.it. After viewing the film *My Family/Mi Familia* (1995) in class, students will research 3 pieces of critical writing about it and compose a

short one paragraph summary of each. After that, through participation in a round table discussion, students will elaborate their ideas on how the film reflects current cultural themes and poses a political or theoretical viewpoint. Finally students will write a 350 word critical review which will analyze one aspect of the film, citing at least 2 sources to strengthen their argument.

Grammar Focus: Review the division of syllables and rules of accentuation

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Unit 2: The Formation of Personal Identity

Students will read and discuss the poem "Yo soy Joaquin" By Rodolfo Corky Gonzalez. They will understand the historical significance of the poem within the Chicano movement of the 1970s from a traditional masculine perspective. They will then view the film version of the poem, *Yo Soy Joaquin, I am Joaquin* (1972) to compare the written and film version. Subsequently they will view *Chicana*, (1979) by Sylvia Morales to understand her reaction to the poem from a female perspective. Students will compare and contrast the differing male and female viewpoints.

Key Assignment: Students will compose a creative piece either visual or written to discover their identity

Students may choose to write an "I am" testimonial poem or create a piece of artwork that explains their identity and how they are influenced by dominant societal structures. They will consider the possibility of their own personal narrative in this work and make formal speaking presentations in small groups.

Grammar Focus: review nouns, adjectives, gender and number, the present indicative, the verbs *ser/estar/haber*, and making comparisons

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Unit 3: Intersections of Race, Gender, Class and Identity

In this unit students explore how the theme of personal identity may be expressed by analyzing the play *Real Women Have Curves* by Josefina Lopez and its film adaptation. They will discover how the film version of a piece of literature may alter or enhance a playwright's ideas. This unit will help students to learn how literature and film may be used to spotlight how race, class, and gender can form an individual's point of view and identity. They will learn to express their thoughts in greater detail through oral interview for an intellectual audience using key vocabulary terms previously introduced.

Key Assignment: Interview between the experts on Race, Gender, Class and Identity

Through close reading, students will explore the play *Real Women Have Curves* by Josefina Lopez (2002), while reading, students will highlight key points and annotate their observations. They will participate in small group discussions in Socratic seminar and make written reflections in a journal which will be continued through this course to discover how language is used to express a character's identity and perspective. Students will then view the film version of the play, read and summarize 3 critical analysis papers on the movie, and culminate the unit by conducting an oral interview with a partner for a television talk show audience for National Public Television, where they represent two PhD candidates in the field of Ethnic and Gender Studies at Stanford and Harvard University. Through a video taped discussion with each other they will explore themes of race, gender, class and identity as shown through plot, imagery, setting, rhetorical devices and figurative language comparing both the movie version and the play.

Grammar Focus: review possessive adjectives, possessive pronouns, preterite and imperfect tenses

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Unit 4: Immigration Stories, What it Means to Be an American

Straddling cultures and beginning with ancient oral traditions, telling stories is an innately human experience that connects us with others and creates a sense of belonging. Hearing another person's perspective is also a key component of empathy. Finally, writing family immigration stories -- no matter how distant or recent -- helps students read, reflect upon, and empathize with the common threads and variations of American narratives.

Students will view from among these films with themes on immigration: *La Bestia* (2011), *El Norte*, *The Other Side of Immigration* (2010), *Sin Nombre* (2008), *Entre Nos* (2009), *Which Way Home* (2011), *The Harvest* (2011), *Bajo la Misma Luna* (2008)

Key Assignment: Oral History Interview and Digital Story

Using digital storytelling to capture immigration stories creates opportunities for empathetic moments among students. Digital storytelling builds writing skills, targets multiple learning styles, and authentically engages learners as they connect to diverse peoples' histories.

Students will discover methods of preparing questions that illicit detailed answers in an effort to conduct an oral history interview with an immigrant to Santa Maria about their home country, their migration experiences, and their life in Santa Maria. Ideally this is a family member, but may be a community member. They will record the interview and later use creative license to transcribe roughly the main contents of the interview, create a poem or narrative focused around the questions "What it means to be an American." This poem or story will incapsulate the essence of the interview.

Students will learn the methods of Digital Story Telling. They will work in groups to develop a multimedia presentation including animation, voice over, text, music, photos and related video clips that incorporate the oral histories of their families and place them in the broader context of immigration movements.

Grammar Focus: contrast the use of the preterite and the imperfect tenses through a narration of the past

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Unit 5: Gender

Through reading *The Beauty Myth*, by Naomi Wolfe and *The Gendered Society* by Michael Kimmel and screening the films *Still Killing Us Softly* (1999) and *Tough Guise* (1999), as well as the short clip *The Genderbread Person* by National Geographic (2017) students will explore the question of what gender is and how we are gendered by society. They will explore differing ideas regarding what is masculine and what is feminine, and what the connection is between sexuality and gender.

Key Assignment: Students will write a 350 word personal reflection on how they are gendered.

They will respond to the question, how did your family, community and culture give you the idea of gender? They will connect their thoughts to the readings and films. They will quote the text and analyze how/why issues of gender are complicated. Students will share in small talking circles.

Grammar Focus: review the future and conditional tenses, direct and indirect object pronouns

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Unit 6: Controlling Images and Stereotypes

Building on sociologist Patricia Hill Collin's notion of controlling images, this unit explores the role of stereotypes in exacerbating racism and sexism. Students will learn to deconstruct these images and to understand how power relations shape them. The unit examines the ways that groups have sought to counter such images.

Key Assignment: Using photographs to show gender bias.

Show one photograph of a woman in a stereotypical fashion, and another photo that counters that stereotype. An example of two photos would be a female secretary at work, dressed in tight clothing and heavy make up, versus an image of Rosie the Riveter from the 1940s wearing coveralls and showing her muscle. Explain that photographs can either reinforce stereotypes or dispel them, and recognizing how stereotypes are perpetuated is a useful skill since stereotypical images continue to appear in the popular media. Elaborate further by telling students the following: "Finding images that counter those stereotypes is also important, so that you (and others) can be clear that stereotypes are not accurate reflections of individuals or groups of people."

Have students practice these skills by working with the same partner to find or make their own pairs of photos of people similar to this pair. (They can use magazines or the Internet to find images.) Remind all that that one photograph should show a person in a stereotypical fashion, and the other photo should counter that stereotype. Ask students to display their photos side by side and write a caption for each photo. In the caption, ask them to analyze the photo in the same way they analyzed the two photos in this activity. For the stereotypical image, have them explain what the stereotype is and how the photograph works to maintain that stereotype. For the second photo, ask them to explain how it counters the stereotype, including the techniques that the photo uses. Students will create a multimedia presentation (Prezi, Powerpoint, i movie, pod cast) that demonstrates the origins and impact of controlling images that exacerbate racism or sexism.

Grammar Focus: formal and informal commands, verbs like gustar

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Unit 7: Considering issues of LGBTQ Identities

Students will deepen their understanding of how popular media may portray LGBTQ people in ways which simplify and stereotype their identity. Students will gain a more complex understanding of a broad range of issues with affect the lives of LGBTQ people. They will be exposed to ideas which challenge them to think beyond tolerance and move toward understanding and acceptance of the diversity which exists in our world. Students will screen the film *XXY* (2007) by Lucia Puenzo and *Ma Vie en Rose* (1997) by Alain Berliner. They will read excerpts from *Stone Butch Blues* by Leslie Feinberg and the article, *Brandon Teena's Mom: We've come a Long Way* by Nicholas Bergin, they watch clips from *Boys Don't Cry* (1999) by Kimberly Pierce and *TransGeneration mini series(2005)* by Katherine A. Baker, Lucas Cheadle, Andrea Gabrielle Gibson, Staci Ignacio, Bryce Abelson, Marci Bowers, Dillon Caulkins

Key assignment: Prior to viewing the films and doing the readings, students will view as a class images that have appeared recently in the popular media which depict trans people. They will use the think, pair, share method to communicate with a partner regarding the images they have found. They will do a quick write of 150 words in their journals on how they may perceive trans people based on these images alone. They will then explore together how gender and trans identity are portrayed through a round table discussion centered around the question of what it means to be trans. This will be a share out of five to fifteen minutes as a pre reading activity.

They will next read the Feinberg and Bergin excerpts. For each work they will annotate their text, and write a journal entry of 200 words addressing how the readings may have changed the way they perceive LGBTQ people. Then they will form small groups to discuss their reflections on the readings, followed by whole group share out.

At this point they will watch the clips from Transgeneration and Boys Don't Cry. They will discuss the questions: What did we learn by watching these clips? How are hormones and surgeries portrayed as "essential" for trans people? Are they? Why or why not? These discussions will lead to a deeper understanding of the complexity of issues faced by transgender people.

Grammar Focus: review the present perfect tense, review the subjunctive mood

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Unit 8: Ideas of Identity and the formation of Community, Power and Privilege, Narratives and Counter Narratives in the Community

This unit explores the factors that shape identities and communities and builds on ideas that have been addressed in previous units. It examines the way that dominant groups shape the history and telling of the past in ways that often erase the histories, cultures, and contributions of marginalized and oppressed peoples. It explores the history of community memory and counter narratives that exists in communities of color that challenge the dominant narrative and forge community. Students will view several films to critically analyze the ways in which

figurative language and rhetoric are used to develop the theme of resistance to tyranny. Students will evaluate and interpret how minority groups began to resist oppression and stereotypes. They will consider the question of what defines a heroic act, how those acts are valued by certain communities and how they reflect the values of the larger community. Students will respond to the films by creating flow charts, making posters, fish bowl discussion, think pair share activities, brainstorming, interactive group discussion, informal writing and essay writing.

To examine these issues students will view from among these films: Romero (1989), Los Graduados (2013), When the Mountains Tremble (1983), A Day Without a Mexican (2004), Walk Out (2006), Cesar Chavez (2014).

Key Assignment:

Students will prepare a presentation after doing research on 4 social justice organizations to discover what they do to create positive change in our community, what notable work they have already accomplished and provide ideas for how students in our class can get involved. Students will then pick which social justice organization they are most interested in and organize a fundraiser for their cause.

Grammar Focus: contrast the indicative tense with the subjunctive mood

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Grammar Focus: contrast the indicative tense with the subjunctive mood

Unit 9: Youth Action Research Project

Action Research to Service (6 weeks)

Students will engage in youth-led participatory action research, building their tools of academic research, while gathering data that is immediately actionable for individual, interpersonal, and institutional change.

Key Assignment: Students will be expected to collectively determine a school or community issue, research the issue, with assistance from the teacher, and plan, implement and assess prototype programs which could help alleviate the problems. Steps of the YPAR project will be documented through written reflections, as well as multiple media. **Assignment:** Youth Participatory Action Research (need-finding and data collection, analysis paper, presentation of proposed solution prototypes).

Resources used may include:

- Youth Research Hub (online)
- The Long Haul (Myles Horton)
- Design Thinking Bootcamp (d. school)
- Student inquiry-led and independent readings on institutional racism, sexism, school to prison pipeline, significant disproportionality, restorative practices, etc.
- Reading Our Histories, Understanding Our Cultures (Kathleen McCormick)

Grammar Focus: using the subjunctive to express emotional reactions and opinions

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Grammar Focus: using the subjunctive to express emotional reactions and opinions

Unit 10: Building Community Through Theater

In this unit, students will read several short plays for critical analysis. They will discover how each play reflects on the topics covered during the class and choose one play which addresses some of the issues in our community to put on stage. Students will learn to express themselves more effectively while they engage creatively with one another to bring to life issues of race, gender, ethnicity and culture. They will provide our community with the opportunity to look at itself in the mirror and examine some of the complex issues we face. Plays may include *Heroes and Saints and Other Plays* by Cherrie Moraga, *The Fat Free Chicana and the Snow Cap Queen* by Elaine Romero, *How Else Am I Supposed to Know I'm Still Alive* by Evelina Fernandez, *La Gringa* by Carmen Rivera, *Ana en el tropico* by Nilo Cruz, *Confessions of Women From East L.A.* by Josefina Lopez, *Simply Maria*, *Or the American Dream* by Josefina Lopez, *Detained in the Desert and Other Plays* by Josefina Lopez, *The Panza Monologues* by Virginia Grise and Irma Mayorga.

Key assignment:

As a final project, students will form small groups and choose a short play to put on for the community. They will choose the role they wish to take on. Some possibilities include director, to audition actors; actors to play out the scenes; set designer, to decide on sets; costume designer to create the costumes; sound technician to add nuance and transition to the scenes; props manager to handle stage props; publicity officer to promote the show; house manager in charge of ticket sales and seating; snack bar sales manager; clean up crew or other additional roles as needed to support the production. Students may work in collaboration with members of the school drama club if possible. Subsequently, students will guide a discussion with the audience to receive feedback on the performance and understand some of the impact they may have had.

Grammar Focus: expanded uses of the subjunctive

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Grammar Focus: expanded uses of the subjunctive

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Cinema for Spanish Conversation	Mary McVey Gill, Deana Smalley, Maria Paz Haro	Focus Publishing/R.Pullins Company	Spanish Third Edition	hackettpublishing.com	Yes
El Cine Documental Spanish Language and Culture Through Documentary Film	Tammy Jandrey Hertel and Stasie Harrington	Hackett Publishing	2016	hackettpublishing.com	No

