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# Identity and Culture for Spanish Speakers 3

Santa Maria Joint Union High School District

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Ernest Righetti High School (053303)	Classroom Based	Abbreviation	Course Code
		Id Clt Sp Spk3A	IL6721
		Id Clt Sp Spk3B	IL6722

<b>Title:</b>	Identity and Culture for Spanish Speakers 3
<b>Length of course:</b>	Full Year
<b>Subject area:</b>	Language Other than English ("e") / LOTE Level 3 Spanish
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	Introduction to Spanish for Spanish Speakers (Recommended) Spanish for Spanish Speakers 1 (Recommended)
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	No
<b>Grade levels:</b>	9th, 10th, 11th, 12th

# Course Description

## Course overview:

In this course students will further develop their language skills in reading, writing, listening, and speaking Spanish. This course will provide a forum in which grammar and vocabulary will be taught in the context of interpretation and analysis of current events, Spanish literature, film, media, culture, immigration, and Latin American history. By studying the histories of Latinos in the United States, students will cultivate respect and empathy for individuals and solidarity with groups of people locally, nationally, and globally so as to foster active social engagement and community building. In addition, students will be able to discuss their identities, including race, ethnicity, culture, and gender.

## Course content:

### Identidad

**Description:** This unit explores the factors that shape identities and communities. It first examines the ways that dominant groups shape the history and telling of the past in ways that often erase the histories, cultures, and contributions of subjected and oppressed peoples. It then explores the long history of community memory and counter-narratives that exist in communities of color that challenge the dominant narrative and forges community.

**Grammar Focus:** Students will review syllabic division and be introduced to accentuation rules.

**Assignment:** Students will develop an "I am" testimonial poem or artwork that explains their identities and how they are influenced by societal structures.

### Unit Assignment(s):

**Assignment:** Students will develop an "I am" testimonial poem or artwork that explains their identities and how they are influenced by societal structures.

### La comunidad Chicana

**Description:** In this unit, students will explore local issues that they encounter on a daily basis. They will reflect on the history of the Mexican immigrant in the United States, and discuss the present and future economic and cultural situation of this group. Students will familiarize themselves with organizations that defend the rights of immigrants. They will reflect about their own feelings towards immigration, and discuss the effects of immigrants in the American economy.

**Grammar Focus:** Students will review the preterite and imperfect tense with emphasis on irregular verbs.

**Key Assignment:** Students will complete the following:

- Students will investigate both sides of the topic of immigration, those in favor, and those against immigration. Students will then hold a debate, arguing the pros and cons of the issue. Students will learn that there are two sides to every issue, and that becoming informed is key to making a decision.
- Students will conduct an oral history interview with an immigrant in our community about their home country, their migration experience and their life in the United States. After transcribing the interview, students will write an essay about the person's experience.

#### Unit Assignment(s):

**Key Assignment:** Students will complete the following:

- Students will investigate both sides of the topic of immigration, those in favor, and those against immigration. Students will then hold a debate, arguing the pros and cons of the issue. Students will learn that there are two sides to every issue, and that becoming informed is key to making a decision.
- Students will conduct an oral history interview with an immigrant in our community about their home country, their migration experience and their life in the United States. After transcribing the interview, students will write an essay about the person's experience.

#### La comunidad puertorriqueña

**Description:** Students will study the history of Puerto Rico, and the immigration of Puerto Ricans to the United States. They will reflect on the importance of cultural identity, and learn about the current situation that this U.S. territory faces in regards to its independency. Students will familiarize themselves with the Puerto Rican culture through literature, articles, and other authentic sources. Students will learn about which states have the most Puerto Rican influence, and their contributions to the community.

**Grammar Focus:** Students will be introduced to the present perfect tense, its form and functions.

**Key Assignment:** Students will work in groups to do an online investigation on one of the following

options:

- Read and analyze a poem by a Puerto Rican author.
- Read and analyze a short story by a Puerto Rican author.
- Listen to and analyze a Puerto Rican song.
- Find and prepare a recipe of a traditional Puerto Rican dish.
- Read a biography of a Puerto Rican-American.

Students will present their findings to the class in a visual form, and share what they have learned. This assignment will broaden the students' knowledge of the Puerto Rican culture.

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Students will present their findings to the class in a visual form, and share what they have learned. This assignment will broaden the students' knowledge of the Puerto Rican culture.

La comunidad cubana

**Description:** Students will familiarize themselves with the history of Cuban-Americans, and their successes in this country. They will learn about the current economic and political situation in Cuba. Students will learn about the food-rationing in Cuba, and explore the current changes that the country is undergoing. They will learn how the termination of the "Wet feet, dry feet" policy affected their opportunities to migrate to the United States and gain legal status.

**Grammar Focus:** Students will broaden their understanding of the future tense.

**Key Assignment:** Students will investigate how much money a Cuban family earns, and how their money is earned, and compare it to the average middle-class American family. Students will use resources from their textbook, the Internet, and newspapers to obtain accurate information. They will write an essay describing their findings, and create a visual aid to show the difference.

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#### La comunidad centroamericana

**Description:** Students will learn about the civil wars that affected Central America in the eighties and how those conflicts forced many central Americans to migrate to the United States. They will identify the factors that contributed to such conflicts and their consequences on Central America, as well as the United States. Students will reflect on the violence in our society and how it affects us. They will explore organizations (Red Hand Campaign) that aim to decrease violence, and propose ideas for interventions to prevent violence among youth. Students will learn about the presence of violence in our local communities and its impact. Students will discuss the importance of education as an empowerment tool to fight violence and bring about healing to our communities.

**Grammar Focus:** Students will broaden their understanding of the conditional tense.

**Key Assignment:** Students will form committees, and pretend that they have been granted money to create a program to prevent youth violence. Students will identify and describe the main factors that contribute to youth violence. They will then write a proposal outlining the steps they will follow to deal with a negative situation in a non-violent way, as well as create prevention activities they can present to junior high students in our community.

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#### Las clases sociales

**Description:** Students will discuss the differences of social classes and talk about the injustices that can be suffered from belonging to a specific ethnicity, gender or social class. This unit explores the role of stereotypes in exacerbating racism, sexism, and other forms of discrimination. Students will learn to deconstruct these images and to understand how power relations shape them. In addition, the unit examines the ways that groups have sought to counter such images.

**Grammar Focus:** Students will broaden their understanding of the present subjunctive.

**Key Assignment:** In groups of 3, students will create a multi-media presentation that demonstrates the origins and impact of one controlling images that exacerbates racism, sexism and other forms of discrimination. They will present their finding to the class.

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### La libertad de expresión

**Description:** Students will learn about "el franquismo" in Spain that began in the 1930s. They will learn about different types of censorship, and its consequences. They will learn about the censorship and repression that exists or have existed in Latin America.

**Grammar Focus:** Students will further practice the use of the imperfect and preterite tense.

**Key Assignment:** Students will do a research project about a historical event in Latin America where the rights of citizens were violated with acts of repression, torture or death.

Unit Assignment(s):

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### Los movimientos sociales

**Description:** This unit centers around the ways in which the Civil Rights Movement and others, sought to dismantle racism, sexism, class, and homophobia. Specific attention will be paid to the various strategies that movements have used, their impact, and the extent to which they have transformed U.S. society. Students will also learn the circumstances behind confrontations between students and the Mexican government in 1968. This unit will also explore the impact of these movements in contemporary struggles.

**Grammar Focus:** Students will review and expand their knowledge of the uses and forms of the present subjunctive tense.

**Key Assignment:** Students will write a letter to a social movement leader, a student, a parent, or a government official expressing his or her opinion regarding the role played by such person in a specific protest or march. Our focus will be on the 1968 student movement that culminated in a massacre of students by the government.

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## Course Materials

### Textbooks

Title	Author	Publisher	Edition	Website	Primary
El mundo 21 hispano	Fabián A. Samaniego, et al.	Houghton Mifflin Company	2005	[ empty ]	Yes

### Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
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Title	Author	Publisher	Edition	Website	Read in entirety
La casa en Mango Street	Sandra Cisneros	Random House, Inc.	1984	[ empty ]	No
...y no se lo tragó la tierra	Tomás Rivera	Arte Público Press	1996	[ empty ]	No
Papeles de Pandora	Rosario Ferré	Random House, Inc.	1976	[ empty ]	No
Cuentos Hispanos de los Estados Unidos	Julián Olivares	Arte Público Press	1998	[ empty ]	No
Esperanza renace	Pam Muñoz Ryan	Scholastic Inc.	2002	[ empty ]	Yes

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