

*New Fairfield Public Schools
New Course or New Instructional Program Proposal*

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the District Curriculum and Program Council understand this proposal better. Be sure that you adhere to all deadlines*, and be certain to acquire all required signatures. The deadline* for any course or program proposal that has budgetary implications and/or needs to be published in the NFHS *Program of Studies* is October 31, so please plan accordingly to make certain that all approvals of this application can be completed by October 31. All other proposals can be forwarded at any time of the year.

- 1. Please list the names and identify the school/department of those individuals who are making this proposal? If those making the proposal are not teachers, please explain thoroughly:**

Mr. Ernest Fabrizio-García - World Language Department Chair, New Fairfield High School

- 2. Give the title of new course or instructional program. Indicate the department in which this course/program will reside:**

AP Spanish Literature and Culture, New Fairfield High School, World Language Department

- 3. Please indicate if the new course or instructional program is a semester or yearlong, and indicate the applicable grade levels. Please indicate the course level if applicable:**

This course will be a year-long course. Students must successfully complete Spanish V and/or AP Spanish Language and Culture, or be a native to near-native Spanish speaker. This course will be open to all grade levels.

- 4. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield:**

Students are currently afforded the opportunity to enroll in AP Spanish Language and Culture after successful completion of Spanish V as their only option. This is an alternative or additional progression in the curriculum sequence. There are no offerings in Spanish beyond AP Spanish Language and Culture for students that have completed the sequence by the end of their junior year.

5. Please indicate the target population for this proposal:

At this time, the students eligible to enroll in this course will be seniors who have completed AP Spanish Language and Culture, though some students that have completed Spanish V and demonstrated academic promise will also be encouraged to consider this course if they are not interested in AP Spanish Language and Culture.

6. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This is a new course.

7. List any prerequisite for this course or instructional program:

The prerequisites are Spanish I - V.

8. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature.

9. Please list (or attach a list) of the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve:

The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the Standards for Foreign Language Learning in the 21st Century. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing

— and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

The inclusion of “and Culture” in the title of the course reflects a purposeful alignment of the course to a standards-based Spanish curriculum. In particular, the course reflects a meaningful integration of the cultures, connections, and comparisons goal areas of the Standards. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish. In order to promote depth of student understanding and contextual knowledge, and especially to relieve pressure to cover a considerable breadth of material in one academic year, the required reading list for the course is reduced. With a reading list that is shorter — but certainly no less linguistically and thematically challenging — the course affords greater flexibility in instructional design and allows for more time to be dedicated to incorporating art and other media into the study of literature, and developing students’ critical reading, analytical writing, and research skills in Spanish. The course aims to help students progress beyond reading comprehension to read with critical, historical and literary sensitivity. This is an ambitious goal, but it is hoped that when exposed to the methods of literary analysis, with its rigorous attention to linguistic detail coupled with critical interpretation and analysis, students will be able to apply the skills they acquire in this course to many other areas of learning and life.

10. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. How will technology be utilized to enhance the course or program goals? What assessment strategies will be used in this course or program? What are the unique components of this course or program content that makes it a worthwhile addition for our students?

The required reading list for this course consists of 38 titles, forming a substantial body of literature written in Spanish from a variety of Spanish speaking areas and representing many historical periods, genres, and movements, while also presenting various themes and literary techniques.

Study of the AP Spanish Literature and Culture curriculum requires that only unabridged, full text, Spanish language versions of the required readings be used. Anthologies are available.

- Isabel Allende, “Dos palabras” Anónimo, “Romance de la pérdida de Alhama”
- Anónimo, Lazarillo de Tormes (Prólogo; Tratados 1, 2, 3, 7)
- Gustavo Adolfo Bécquer, Rima LIII (“Volverán las oscuras golondrinas”)

- Jorge Luis Borges, “Borges y yo” Jorge Luis Borges, “El Sur”
- Julia de Burgos, “A Julia de Burgos”
- Miguel de Cervantes, Don Quijote (Primera parte, capítulos 1–5, 8 y 9; Segunda parte, capítulo 74)
- Julio Cortázar, “La noche boca arriba”
- Hernán Cortés, “Segunda carta de relación” (selecciones)
- Sor Juana Inés de la Cruz, “Hombres necios que acusáis”
- Rubén Darío, “A Roosevelt”
- Don Juan Manuel, Conde Lucanor, Exemplo XXXV (“De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava”)
- Osvaldo Dragún, El hombre que se convirtió en perro
- Carlos Fuentes, “Chac Mool”
- Federico García Lorca, La casa de Bernarda Alba
- Federico García Lorca, “Prendimiento de Antoñito el Camborio en el camino de Sevilla”
- Gabriel García Márquez, “El ahogado más hermoso del mundo”
- Gabriel García Márquez, “La siesta del martes”
- Garcilaso de la Vega, Soneto XXIII (“En tanto que de rosa y azucena”)
- Luis de Góngora, Soneto CLXVI (“Mientras por competir con tu cabello”)
- Nicolás Guillén, “Balada de los dos abuelos”
- José María Heredia, “En una tempestad”
- Miguel León-Portilla, Visión de los vencidos (dos secciones: “Los presagios, según los informantes de Sahagún” y “Se ha perdido el pueblo mexicana”)
- Antonio Machado, “He andado muchos caminos”
- José Martí, “Nuestra América”
- Rosa Montero, “Como la vida misma”
- Nancy Morejón, “Mujer negra”
- Pablo Neruda, “Walking around”
- Emilia Pardo Bazán, “Las medias rojas”
- Francisco de Quevedo, Salmo XVII (“Miré los muros de la patria mía”)
- Horacio Quiroga, “El hijo”
- Tomás Rivera, ... y no se lo tragó la tierra (dos capítulos: “...y no se lo tragó la tierra” y “La noche buena”)
- Juan Rulfo, “No oyes ladrar los perros”
- Alfonsina Storni, “Peso ancestral”
- Tirso de Molina, El burlador de Sevilla y convidado de piedra
- Sabine Ulibarri, “Mi caballo mago”
- Miguel de Unamuno, San Manuel Bueno, mártir

Theme: Las sociedades en contacto

Societies in Contact

Theme: La construcción del género

Exploration of Gender

Theme: El tiempo y el espacio

Time and Space

Theme: Las relaciones interpersonales

Interpersonal Relationships

Theme: La dualidad del ser
Theme: La creación literaria

The Duality of Being (of the Individual)
The Creation of Literature

Assessment will take the form of essays and performance assessments (presentations) based on the departmentally developed rubrics for Presentational Speaking and Writing. Students will be encouraged to use appropriate technology in creating their presentations and in conducting background research. Most textbooks come with access to online reading and listening comprehension exercises.

11. Please indicate any special location needs, such as the computer lab:

None

12. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. Please indicate any special training that will be necessary to implement this course or program, and give the cost of this training:

This course will require the addition of one section, taught by the current AP Spanish Language and Culture teacher. While many materials are teacher created, the course does require the purchase of a textbook and membership to online exercises.

13. Please give the title and cost of the proposed text and attach it, if possible. Indicate any special equipment needs for this course and the anticipated cost of this equipment:

Azulejo, 2nd Edition
Wayside Publishing
262 U.S. Route 1, Suite 2
Freeport, ME 04032

Hardback student text: \$77.95
One year access to digital resources: \$30.00 per student
Hardback teacher edition: \$120.00

14. Please address the questions below separately, and then attach your responses to this form:

a) What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

a. We anticipate no adverse effects on the current programs.

- b) What impact would this proposal have on scheduling, staffing, and resources?**
- a. Unknown at this time; dependent on enrollment as to how this will effect sectioning of other courses. Commitment to tuition and expenses for TAFT Summer institute on the part of district are also to be included in the cost adding this program.
- c) Do you anticipate that this course/program will have an impact on feeder programs and follow-up courses/programs currently being offered in the district?**
- a. It is our hope that this course will encourage students to complete 4 years of Spanish study while at NFHS.
- d) What do you anticipate will be the impact – in terms of new print and non-print materials on the library/media center?**
- a. A variety of materials and websites are readily available for use.
- e) Would adoption of this course/program proposal require specific staff adjustments, such as hiring new staff or retaining veteran staff?**
- a. This adoption would require additional training of current staff.

Signatures of those making this proposal: (The signatures indicate that all parts of this proposal have been thoroughly completed.)


 _____ Date: October 16, 2017
Ernest Fabrizio-Garcia, Spanish Teacher

Signature of Department Chair indicating approval (if applicable):


 _____ Date: October 16, 2017
Ernest Fabrizio-Garcia, World Language Department Chair

Signature of Principal indicating approval: (Please note that this proposal must bear the principal's signature before it can be sent to District Curriculum and Program Council.)


 _____ Date: 11/1/18
Dr. Richard Sanzo, Principal

District Curriculum and Program Council Discussion Summary:

Signature of Assistant Superintendent indicating approval:

 _____ **Date:** 1/16/18. _____

Curriculum Sub-Committee of the Board of Education Discussion Summary:
