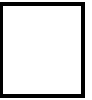




PLANNED COURSE STATEMENT



Course Title: Latin American Literature	Grade Level(s): 11– 12
Length of Course: 1 trimester	Credit Area: English or Elective
Prerequisite: Intro to Literature, Intro to Writing	Amount of Credit: .5 credit
Adopted/Supplemental Materials:	
Dual Credit Articulation: none	

COURSE DESCRIPTION: This class will explore Latin-American culture and identity in the United States through selected texts, discussions, and research projects. Students will analyze Latin-American works to more fully understand and appreciate a culture, which may or may not be their own. Students will note that themes stretch across cultures, and will be able to connect with the texts in order to enliven their understanding of their own culture. Through the analysis and interpretation of these texts, students ought to deepen their understanding of the authors' motivations. In addition, students will explore history through the texts, both of the author's country, as well as of the United States. As they read, students will consider the work's structure, style, and themes, in addition to other literary elements, such as imagery and symbolism, and will realize how these devices enhance the whole message of the text. Students will read a variety of texts, including poetry, short stories, and novels. Students will be reading actively, and so will observe details, establish connections through their observations, and will, in turn, create a series of inferences leading to an interpretive conclusion about the work's meaning and value. Students will write weekly essays exploring themes discussed in class. Correct formatting of analytical essays will be explored as students develop ideas, connections, and motivations relating to our texts. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language. In addition to reading and writing in the class, students will be required to lead a class discussion once during a term. Students will also participate in research projects and according presentations, including a culminating project (mural) and presentation at the end of the trimester.

COURSE GOALS: Students will:

- Read poetry, short stories, and novels from well known Latin-American authors, such as Isabel Allende, Pablo Neruda, Corky Gonzalez, Julia Alvarez, and Sandra Cisneros.
- Explore Latino identity in the United States through discussing themes of assimilation.
- Delve into Latin American history through selected texts and videos.
- Research themes, authors, and historical time periods related to texts read in class.
- Create essays that reflect topics discussed in class, and will use the reading selections to support their theses.
- Learn and use new terminologies related to identity, culture, and assimilation.
- Delve into four Latin American countries: Mexico, the Dominican Republic, Cuba, and Chile and research and discuss the political structures of these countries, including past and present dictatorships.

ASSESSMENT STRATEGIES:

Students will do weekly quizzes, write essays, take tests, and will also be assessed on classroom discussions, and participation. Students will be given the opportunity to take proficiency tests in writing if standard has not been met. Students will be given at least one opportunity to submit a writing and/or speaking sample for proficiency documentation.

ACCOMMODATIONS AND MODIFICATIONS:

Based on the above assessments, any necessary modifications to curriculum to better meet the needs of TAG students will be done by one or both of the following:

1. Allowing students to test out of assignments/quizzes.
2. Offering alternative assignments.

No TAG student will be required to do extra work to achieve classroom goals; however, certain course requirements may be adjusted to allow students to meet the objective in a different manner.

CAREER RELATED LEARNING STANDARDS:

Students will demonstrate appropriate workplace behaviors (e.g. maintain regular attendance and be on time), apply decision-making and problem-solving techniques, demonstrate effective teamwork, apply the principles of effective communication to give

and receive information, acquire, use, and transfer information, assess the relationship of educational achievement to career goals, research and analyze career options, assess characteristics related to personal, educational, and career goals, demonstrate academic knowledge and technical skills required for successful employment.