

Rationale

Mi Familia (2013)

The _____ Spanish _____ Department has carefully evaluated *Mi Familia* _____ as a whole and deemed it worthy for all grades: Spanish 1-4 curriculum.

I. PLOT SUMMARY

Mi Familia is a story of 3 generations of the Sanchez family told through the eye of a Latino immigrants experience in the 1920's, 1950's, and modern day.

II. LEARNING OBJECTIVES BASED ON STANDARDS

Standards met: communication 1.2. Cultures 2.1, 2.2, Connections 3.2. Comparisons 4.2

SWBAT: receive comprehensible input from free-flowing discourse, learn functional phrases that reinforce target language and grammatical structures.

III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

Possible sensitive topics: profanity, sexual content, violence.

“Possible sensitive topics contained in *Mi Familia*: references to profanity,

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the movie. The Spanish department feels that the cultural merits, and the native speakers of this story more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.”

Documentation:

ACTFL: (AMERICAN COUNCIL on the teaching of Foreign Languages): Standards for foreign language learning, www.actfl.org (1996)

Vista Higher Learning, *Descubre 2* second edition, (2014)

Rationale

La Llorona, book (2004)

La Llorona, DVD (2004)

The Spanish Department has carefully evaluated La Llorona as a whole and deemed it worthy for all grades: Spanish 1-4 curriculum.

I. PLOT SUMMARY

La Llorona is the best-known, and most-popular story of Hispanic America. Sitting in an old New Mexico ghost town, Joe retells this spell-binding story, going back and forth between Spanish and English, while La Llorona herself wanders through this ancient adobe village.

III. LEARNING OBJECTIVES BASED ON STANDARDS

Standards met: communication 1.2. Cultures 2.1, 2.2, Connections 3.2. Comparisons 4.2

SWBAT: receive comprehensible input from free-flowing discourse, learn functional phrases that reinforce target language and grammatical structures.

III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

Possible sensitive topics: death/killing

“Possible sensitive topics contained in La Llorona: references to death

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the movie. The Spanish department feels that the cultural merits, and the native speakers of this story more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.”

Documentation:

ACTFL: (AMERICAN COUNCIL on the teaching of Foreign Languages): Standards for foreign language learning, www.actfl.org (1996)

Vista Higher Learning, Descubre 2 second edition, (2014)

<http://www.literacynet.org/lp/hperspectives/llorona.html>

Rationale

Bless Me Ultima (2013)

The Spanish Department has carefully evaluated Bless Me Ultima as a whole and deemed it worthy for all grades: Spanish 1-4 curriculum.

I. PLOT SUMMARY

Bless Me Ultima is the story of a young man and an elderly medicine woman who try to end the battle between good and evil that is waging out of control through their village during World War II.

IV. LEARNING OBJECTIVES BASED ON STANDARDS

Standards met: communication 1.2. Cultures 2.1, 2.2, Connections 3.2. Comparisons 4.2

SWBAT: receive comprehensible input from free-flowing discourse, learn functional phrases that reinforce target language and grammatical structures.

III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

Possible sensitive topics: mild profanity

“Possible sensitive topics contained in Bless Me Ultima: mild profanity

In the classroom, sensitive topics will be dealt with in a mature fashion, toward an understanding of why this material is included in the movie. The Spanish department feels that the cultural merits, and the native speakers of this story more than compensates for the inclusion of this sensitive subject matter. The student is encouraged to feel comfortable expressing his/her beliefs and views openly within the classroom environment. If the student is uncomfortable at any time, the student should meet with the teacher to discuss his/her concerns.”

Documentation:

ACTFL: (AMERICAN COUNCIL on the teaching of Foreign Languages): Standards for foreign language learning, www.actfl.org (1996)

Vista Higher Learning, Descubre 2 second edition, (2014)

<http://www.sparknotes.com/lit/ultima/summary.html>

Rationale

Shrek (2001, 2004, 2007, 2010)

The Spanish Department has carefully evaluated the *Shrek series, in Spanish* as a whole and deemed it worthy for all grades Spanish I-IV curriculum.

I. PLOT SUMMARY

The series primarily focuses on Shrek, a reclusive but kindhearted ogre, who becomes a respected hero with an ever growing collection of friends and family in a fairy tale world in spite of himself.

II. LEARNING OBJECTIVES BASED ON STANDARDS

SWBAT: Receive comprehensible input from free flowing discourse; and learn functional phrases that reinforce target language and grammatical structures.

Standards met: Communication 1.2. Connections 3.1

III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

none, rated G

Documentation:

Vista Higher Learning, Descubre 2. Second Edition. (2014)

American Council on the Teaching of Foreign Languages: Standards for Foreign Language Learning. 1996 www.actfl.org

Rationale

The Book of Life (2014)

The Spanish Department has carefully evaluated the *The Book of Life in Spanish* as a whole and deemed it worthy for all grades Spanish I-IV curriculum.

I. PLOT SUMMARY

In the Mexican town of San Angel, Manolo (Diego Luna), Maria (Zoë Saldana) and Joaquin (Channing Tatum) have been friends ever since childhood. Although their lives have taken different paths -- Maria was sent to Europe, Joaquin joined the military, and Manolo studied to become a bullfighter -- one thing remains the same: Manolo and Joaquin both want to marry Maria. Little does the trio know that battling husband-and-wife deities have made a high-stakes wager on the love triangle's outcome..

II. LEARNING OBJECTIVES BASED ON STANDARDS

SWBAT: Receive comprehensible input from free flowing discourse; and learn functional phrases that reinforce target language and grammatical structures.

Standards met: Communication 1.2., Cultures 2.1, 2.2, Connections 3.1, 3.2, Comparisons 4.2

III. SENSITIVE SUBJECTS IN THE TEXT AND HOW POSSIBLE OBJECTIONS WILL BE HANDLED

References to death and afterlife.

Documentation:

Vista Higher Learning, Descubre 2. Second Edition. (2014)

American Council on the Teaching of Foreign Languages: Standards for Foreign Language Learning. 1996 www.actfl.org

