



World Languages Standard
Catalina Foothills School District
High School: Honors Hispanic Culture Through Film

This course uses film to enhance students' understanding of Hispanic culture while also serving as a springboard for improving students' speaking, listening, and writing skills. Oral proficiency and listening comprehension are refined through conversation, discussion, and presentations. Writing skills are enhanced through journal topics related to the films viewed and discussed in class. Students will analyze and discuss selected films and segments of films from Latin America, Spain, and the United States on subjects concerning life and culture in the Hispanic world. Students will explore these films in light of their political, cultural, and social contexts. This course will be taught primarily in Spanish. Students' oral presentations will be given in Spanish, but papers may be submitted in English or Spanish. The targeted proficiency level by the end of Hispanic Culture Through Film is *Intermediate High to Advanced Low* for speaking, writing, and reading, and *Advanced Low to Advanced Mid* for listening (based on the ACTFL Proficiency Guidelines).

1. PERSON-TO-PERSON COMMUNICATION (INTERPERSONAL)	
WL.HHC.1.1	Interacts in a wide range of culturally and socially authentic and/or simulated situations with increasing ease (<i>for example: applies effective and situation-appropriate strategies: self-correction, paraphrasing, specialized vocabulary, body language, increased ability to circumlocute</i>).
WL.HHC.1.2	Exchanges information and ideas on a variety of topics/themes in film.
WL.HHC.1.3	Analyzes problems and proposes solutions based on the three principal conflicts found in human nature (physical, interpersonal and psychological).
WL.HHC.1.4	Expresses and supports opinions about a variety of topics associated with film/cinema.
2. LISTENING AND READING FOR UNDERSTANDING (INTERPRETIVE)	
WL.HHC.2.1	Interprets main ideas/themes and supporting details from film and oral/written passages (<i>for example: film, live and recorded discussions, presentations, interviews with actors and directors</i>).
WL.HHC.2.2	Predicts outcomes and draws inferences from film.
WL.HHC.2.3	Analyzes the effects of cinematic devices (<i>for example: synecdoche, flashback, camera angle, symbolism, metaphor, fantasy, magical realism</i>).
3. ORAL AND WRITTEN PRESENTATION (PRESENTATIONAL)	
WL.HHC.3.1	Presents in oral form, a review, commentary or analysis of a film (in English or Spanish, as appropriate).
WL.HHC.3.2	Presents in written form a review, commentary or analysis of a film (in English or Spanish).
WL.HHC.3.3	Justifies opinions about ideas and topics/themes in film with supporting details.
4. CULTURAL COMPETENCE	
WL.HHC.4.1	Analyzes predominant artistic trends in each film cycle or movement studied (in English or Spanish, as appropriate).
WL.HHC.4.2	Explains how film reflects the cultural practices and perspectives of the target cultures (in English or Spanish, as appropriate).
WL.HHC.4.3	Uses language and behaviors that exhibit cultural sensitivity and open-mindedness.

CFSD/HHC; 6/10; 7/10– Approved by the Governing Board May 11, 2010

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The ACTFL Proficiency Guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading. Each description outlines a particular range of ability/performance (communication functions, range of vocabulary, degree of accuracy, and flexibility that learners of a language are able to control) and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion.

5. MAKING CONNECTIONS THROUGH LANGUAGE	
WL.HHC.5.1	Examines how historical events, and social and political movements, are interpreted and portrayed through film to impart new perspectives.
6. COMMUNICATION ACROSS COMMUNITIES	
WL.HHC.6.1	Exchanges ideas and opinions regarding film orally or in writing with members of the target culture community (<i>for example: native speakers, online forums, Internet blogs</i>).