

Course Overview - Hispanic and Latin American Literature

Content Area: **English**
Course(s):
Time Period: **Full Year**
Length:
Status: **Published**

School Mission Statement

The mission of Chartertech is to provide artists the opportunity to blend principles of artistic expression with cutting-edge technology, so artists will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21st century.

Artistic integration: Performing arts will be accessible to all artists as a skill and content area and will serve as a vehicle for imparting, enlivening, and motivating excellence in all academic topics, as well as providing a platform for learning multicultural appreciation and empathy, not just tolerance.

Technological integration: Technology will serve as the foundation for instructional delivery systems leading to knowledge acquisition, concept understanding, and skill mastery in all academic subjects. Technology will not be studied as a separate entity but infused into the very fabric of educational pursuits, exactly as it occurs in the business world. Artists will be prepared to compete in the modern workplace or post-secondary institution.

"Education has always been torn between vocational and utilitarian purposes on one hand and creative and holistic purposes on the other... We are rapidly entering a world that is hard to imagine. By developing the problem-solving skills, creativity, and discipline required in the arts, artists can prepare for life in the 21st century."

From Understanding How the Arts Contribute to Excellent Education

National Endowment for the Arts, 1991

School Goals

Goals for Arts Education:

Artists will learn the knowledge, skills, and abilities necessary to turn their passions and gifts in the arts into vocations or serious avocations.

Objective 1: Each year, each artist will take two semesters (10 credits) of career-oriented training (80 minutes per day) in their artistic major.

Objective 2: Each marking period, each artist will perform or produce frequently, in diverse settings and for

diverse audiences.

Objective 3: Artistic instruction will be integrated into the study of all academic subjects.

Objective 4: Each year, each artist will complete at least twenty after-school “lab” hours in their artistic major. These will constitute career-oriented service to the school and/or community, and demonstrate accomplishment of the NJCCCS crosscutting workplace readiness standards.

Goal for Technology:

Chartertech will model the technology-intense workplace and artists will be able to compete successfully and perform well in a technology-intense workplace.

Objective 5: Each artist will routinely use technology in a workplace-like manner to acquire, analyze, communicate, and present information in every subject.

Objective 6: Each artist will have access to a computer every day, every class so that automated sources will be the main conduit for educational content.

Objective 7: All administrative and instructional functions of the school will be supported by the most modern technology available.

Goals for Academic Achievement:

Artists will apply themselves in the serious pursuit of knowledge and skills, especially skills in critical thinking, problem solving, decision making, and communication.

Objective 8: Each year, and to be promoted to the next grade each artist will pass five credits in English, Health, Social Studies, Science, Mathematics, and PE/Health. Between grades 9-12 artists will also complete 1 year of Spanish.

Objective 9: In each academic subject, each year, each artist will complete a significant project that involves critical thinking, problem solving, decision making, and communication skills, and which demonstrates cross-content workplace readiness skills.

Objective 10: Each year artists will develop a artist resume to guide his/her academic and artistic studies and to document his/her academic and artistic accomplishments. This work will be done under the mentorship of the faculty in the artist’s artistic major.

Objective 11: Academic instruction in all subjects will be highly cross-curricular, in accordance with curricula design and continuously improved by teachers, in compliance with the New Jersey Artist Learning Standards.

Course Description

Course Title:	Hispanic and Latin American Literature
Department:	English
Prerequisite:	English II
Number of Credits:	5
Grade Level(s):	11 and 12

Standards:	Aligned to New Jersey Student Learning Standards for High School Language Arts
Description of Course	<p>In this course, artists will study the political, social, artistic and literary contributions of Hispanic and Latin American people. Artists will be able to analyze classic pieces of literature, film and music in order to study the portrayals of Hispanic and Latinx people. Artists will critically read and view content from a variety of genres in order to identify themes and make connections. This year long class will teach artists to see the value in carrying on traditions in Hispanic and Latin American culture.</p> <p>Artists will read Latin American autobiographies, historical texts and social criticism in order to analyze the way writing intersects with privilege and power. Artists will begin understanding how race and colonial relations influence the voice of Latinx authors in America and abroad, and how historical and political context influences the purpose of authors' writing. By the end of Unit 1, artists will be prepared to note how the purpose, style, and voice of Hispanic and Latin American literature changes throughout history in response to political and social movements of the time.</p> <p>Artists will become familiar with other forms of the Hispanic and Latin American voice in works of oral tradition in Unit 2. They will read traditional stories of folklore and urban legends, exploring how folk traditions preserve and share Hispanic and Latinx culture. In Units 3 and 4, artists will read a range of short and long fiction pieces and poetry from different literary and art movements, including Romanticism, Modernism, and the vanguardia/Surrealism. They will explore the subgenre of Magic Realism, defining elements of genre and learning about its development by Latin American writers. They will also analyze and learn about visual art movements and how these are influenced by political climates.</p> <p>In the final Unit 5, artists will use background knowledge and overall concepts from the previous units to influence their analysis of Hispanic and Latin American music and lyrics. Artists will read song lyrics alongside other texts. Artists will look at Hispanic and Latinx representation in film throughout history. Artists will become familiar with archetypes, stereotypes, tropes and recurring themes in order to think critically about films in class. They will also view films created by and about Hispanic and Latinx filmmakers, and compare and contrast these with historical representations.</p>

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