Summit Public Schools
Summit, New Jersey
World Language Department
Grade Levels: 11th or 12th grade
Advanced Placement Literature & Culture Curriculum
Full year course

Overview:

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of a college/university survey course in literature written in Spanish. This thematically based course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature, including short stories, novels, poetry, drama, and essays, ranging from the Medieval period to the present.

Students develop proficiencies across the three modes of communication (**interpretive, interpersonal, and presentational**) in the range of Intermediate High to Advanced Mid of the American Council on the Teaching of Foreign Languages' (ACTFL) *Proficiency Guidelines*.

Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). Emphasis is placed on approaching the study of literature through global, historical, and contemporary cultural contexts.

The course is founded on a required reading list, created by the College Board, of 38 titles from the 14th century to the contemporary period, including works that are linguistically and thematically challenging. The ultimate goal is for students to read critically, think deeply, and write analytically to demonstrate their understanding of the representative texts and to apply what they have learned from the required texts to others.

Course Themes:

There are six required course themes in AP Spanish Literature and Culture which aim to provide a basis for making contextual connections among works of different genres, periods, movements, and techniques. Instruction overlaps the themes within the units instead of creating units that are organized around just one theme.

Theme 1: Las sociedades en contacto

Organizing Concepts:

1. La asimilación y la marginación

2. La diversidad

3. Las divisiones socioeconómicas & El imperialismo

4. El nacionalismo y el regionalismo

Essential Questions:

1.¿De qué manera las perspectivas de una cultura afectan la representación de eventos históricos?

2. ¿Cómo los miembros de una minoría cultural se resisten (o se asimilan) a las costumbres y las perspectivas de la mayoría dominante?

3. ¿Cómo se representan en obras literarias de distintos períodos y diversas culturas las relaciones entre grupos socioculturales (clases sociales, grupos étnicos, etc.)?

Sample Groupings of Required Readings:

A. Anónimo, *Lazarillo de Tormes*;

Dragún, *El hombre que se convirtió en perro* **(Las divisiones socioeconómicas)**

B. Cortés, "Segunda carta de relación";

León-Portilla, *Visión de los vencidos*;

Martí, "Nuestra América";

Darío, "A Roosevelt" **(El imperialismo)**

Theme 2: La construcción del género

Organizing Concepts:

1. El machismo

2. Las relaciones sociales

3. El sistema patriarcal

4. La sexualidad

5. La tradición y la ruptura

Essential Questions:

1. ¿Cómo revela la literatura los cambios en la percepción de los géneros masculino y femenino?

2. ¿De qué manera han servido los factores socioculturales como instrumentos de cambios (o no) en la representación de los géneros?

3. ¿Cómo ha cambiado la representación de lo femenino (voces femeninas, personajes femeninos) a lo largo de la historia de la literatura?

Sample Groupings of Required Readings:

A. Pardo Bazán, "Las medias rojas";

Burgos, "A Julia de Burgos";

Morejón, "Mujer negra";

Allende, "Dos palabras"

(La tradición y la ruptura)

B. Sor Juana, "Hombres necios que acusáis";

Storni, "Peso ancestral"

Julia de Burgos, "A Julia de Burgos **(El sistema patriarcal)**

Theme 3: El tiempo y el espacio

Organizing Concepts:

1. El *carpe diem* y el *memento mori*

2. El individuo en su entorno

3. La naturaleza y el ambiente

4. La relación entre el tiempo y el espacio

5. El tiempo lineal y el tiempo circular

6. La trayectoria y la transformación

Essential Questions:

1. ¿Cómo presentan las literaturas de distintas culturas los conceptos del tiempo y el espacio?
2. ¿De qué manera los autores se valen del tiempo y el espacio para construir una variedad de estados de ánimos o sentimientos (p. ej. la desorientación, la nostalgia, el remordimiento)?
3. ¿Cómo se relacionan la representación del espacio y el manejo del tiempo en una obra literaria?

Sample Groupings of Required Readings:

A. Quevedo, "Miré los muros de la patria mía";

Machado, "He andado muchos caminos";

Neruda, "Walking around"

(El individuo en su entorno)

B. Garcilaso, Soneto XXIII ("En tanto que de rosa y azucena");

Góngora, Soneto CLXVI ("Mientras por competir con tu cabello");

Bécquer, Rima LIII ("Volverán las oscuras golondrinas")

(El *carpe diem* y el *memento mori*; La trayectoria y la transformación)

Theme 4: Las Relaciones interpersonales

Organizing Concepts:

1. La amistad y la hostilidad
2. El amor y el desprecio
3. La comunicación o falta de comunicación
4. El individuo y la comunidad.
5. Las relaciones de poder
6. Las relaciones familiares.

Essential Questions:

1. ¿De qué manera se transforma el/la protagonista de una obra a consecuencia de sus relaciones con otros personajes?

2. ¿De qué manera los individuos contribuyen o perjudican al bienestar de la familia o la comunidad?

3. ¿Cómo influye el contexto sociocultural en el desarrollo de las relaciones interpersonales?

Sample Groupings of Required Readings:

A. Quiroga, "El hijo";

Rulfo, "No oyes ladrar los perros"

(Las relaciones familiares)

B. García Lorca, *La casa de Bernarda Alba*;

Rivera, . . . *y no se lo tragó la tierra*

(**Las relaciones de poder; La comunicación o la falta de comunicación)**

<u>Theme 5: La Dualidad del Ser</u>

Organizing Concepts:

1. La construcción de la realidad

2. La espiritualidad y la religión

3. La imagen pública y la imagen privada

4. La introspección

5. El ser y la creación literaria

Essential Questions:

1. ¿Qué preguntas plantea la literatura acerca de la realidad y la fantasía?

2. ¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad?

3. ¿Cuál es el significado de la vida (para un personaje, para un autor) y cómo se relaciona esto con las creencias o ideas en cuanto a la muerte?

Sample Groupings of Required Readings:

A. Borges, "Borges y yo";

Unamuno, *San Manuel Bueno, mártir*

(La imagen pública y la imagen privada)

B. Cervantes, *Don Quijote*;

Cortázar, “La noche boca arriba”;

García Márquez, “El ahogado más hermoso del mundo”

(La construcción de la realidad)

Theme 6: La creación literaria

Organizing Concepts:

1. La intertextualidad / La metaficción

2. La literatura autoconsciente

3. El proceso creativo

4. El texto y sus contextos

Essential Questions:

1. ¿Qué factores motivan a los escritores a crear sus obras literarias?

2. ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?

3. ¿Cómo influye en la experiencia de los lectores la presencia de la literatura misma como tema de una obra literaria?

Sample Groupings of Required Readings:

A. Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV (“De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava”);

Anónimo, *Lazarillo de Tormes*

(La literatura autoconsciente)

8. Borges, "Borges y yo";

   Cervantes, Don Quijote

   (El proceso creativo)

UNIT 1: La época medieval

7.1 World Languages Advanced Low by the End of Grade 12

Interpretive Mode of Communication
Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

Interpersonal Mode of Communication
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and descripting a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Big ideas: Medieval Spanish literature reflects the historical and linguistic reality of the period. Medieval Spanish was very different from contemporary Spanish. Instructor will

support students with the language patterns unknown to them for comprehension of the texts. Emphasis will be placed on the oral traditions of the period along with the art and architecture.

Literary works:

1. Conde Lucanor. Exemplo XXXV ("De lo que aconteció a un mozo que se casó con una mujer muy fuerte y muy brava") / Don Juan Manuel

2. "Romance de la pérdida de Alhama / Anónimo

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How are the diverse cultures and religions of the time period represented in the literary works? [*¿Cómo se representan las diversas culturas y religiones de la época en las obras literarias?*] 2. In which ways do perspective or point of view affect the representation of historical events? [*¿De qué manera la perspectiva o el punto de vista afecta la representación de eventos históricos?*] 3. What aspects of Medieval literature are still evident in modern literature and life? *¿Qué aspectos de la literatura medieval todavía se reflejan en la literatura y la vida de hoy en día*? 4. What literary resources are used in these works? *¿Qué recursos literarios se utilizan en estas obras*?	*Students will understand (that):* 1. Medieval Spanish (linguistically) differed from contemporary Spanish. 2. Different cultures co-existed in Medieval Spain. (Muslim, Jewish and Christian). 3. The political system of Medieval Spain impacted everyday life, literature and economic opportunities. 4. Opportunities in Medieval times were limited by gender and socio-economic status. 5.Marriage as a path to upward social and economic mobility. 6.The concept of "enseñar deleitando". 7. The importance of El Romancero in the development of Spanish literature. 8. Authors use identifiable literary devices to enrich their works.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:	**Instructional Focus / Activities:**
7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change. 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs. 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.	1.Students illustrate the story from *Conde Lucanor* using six drawings to demonstrate an understanding of the text with an emphasis on the cultural elements. Students will then pair up to retell the story in Spanish using their windowpane drawings. 2. Students will use different highlighter colors to mark the names of important characters, settings, and other key elements of the texts. 3. Pair up students and assign a different stanza from the poem "Romance de la pérdida de Alhama". They will interpret the stanza and explain its meaning to the class. 4. Define, identify and find appropriate examples of the following literary devices in the works. Metacuento Moraleja Hipérbole Fábula In medias res Verso octósilabo Estribillo Rima asonante Voz poética Tradición oral Polifonía **Instructional Strategies:** ***Interpretative:*** ● Read / listen to and comprehend literary texts. ● Identify or describe literary elements, voices, and stylistic figures. ● Identify cultural products, practices or perspectives.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description. 7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths	• Explain the relationship between cultural products , practices and perspectives of the target cultures. ***Interpersonal:*** • Present information in descriptive form. • Create a thesis that states the purpose of studied works • Use a variety of vocabulary appropriate to literary analysis. • Present and organize information logically. • Create and deliver oral presentations related to course content in a variety of formats. • Use pronunciation that is comprehensible to the audience in oral communication. ***Presentational:*** • Discuss texts and contexts in a variety of interactive oral forms • Discuss texts and contexts in a variety of interactive written formats. • Participate in literary discussions and presentations individually and in group settings.

<table>
<tr><td>aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.</td><td></td></tr>
<tr><td>Differentiation</td><td>Assessments</td></tr>
<tr><td>Interdisciplinary Connections:
Students will become aware of early European history leading up to Medieval times.
Students will learn about the feudal system and the social structure of the Medieval era. (History)
Students will learn about the characteristics of stained glass windows typical of European architecture and will try to replicate them when illustrating the main scenes from Conde Lucanor. (Art)
Students will listen to a Mudejar rendering of Ay de Mi Alhama. They will learn about the different instruments used and their Muslim and Jewish influence. (Music)
Technology Integration:
Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube</td><td>Formative Assessments:
Daily reading quizzes dealing with the historical background of both works.
Quiz about the life and historical importance of Don Juan Manuel.
Quiz about the characteristics of the Romances.
Personal Progress check 1 (Multiple choice & Free Response) from the College Board’s AP Classroom.
Summative Assessments, Projects and Celebrations:
Presentational Writing: Students will write a comparative essay about the religious and cultural diversity of Spain in the Middle Ages as seen in both works.
Presentational Speaking: Create a multimedia presentation about the role of women in Medieval times as evidenced in the text and compare to the role of women in Spanish society today.</td></tr>
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Media Literacy Integration:

- Students will explore, analyze and interpret information from authentic video, audio and print resources about Medieval cultural products, practices and perspectives.
- Analyze a radio podcast for theme, purpose and tone, and inferences.

Global Perspectives:

- Students will understand the importance of Al-Andalus in the Muslim Empire and the impact of religion in the development of modern Spain.
- Understand the concept of marriage varies by one's culture.
- It is possible to learn lessons from other cultures.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language

Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts and Additional Materials to Support Unit 1

Recursos Literarios:
https://www.retoricas.com/2009/06/principales-figuras-retoricas.html
Serie Isabel RTVE: http://www.rtve.es/alacarta/videos/isabel/

Conde Lucanor
Slideshare: https://www.slideshare.net/CCBB/don-juan-manuel-el-conde-lucanor
Obra completa: http://www.cervantesvirtual.com/obra-visor/el-conde-lucanor--0/html/
Quizlet: https://quizlet.com/149676426/el-conde-lucanor-flash-cards/

Ay de mi Alhama
Mudejar songs: https://www.youtube.com/watch?v=2rS6Cdqm0Vw

Unit 2: El siglo XVI

7.1 World Languages Advanced Low by the End of Grade 12

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Big Ideas:

Literary works from the Spanish Renaissance—opening a period also known as the Golden Age—are the focus of Unit 2. The 16th century is also the era when the colonial period began in the Americas. Students will read works written on both sides of the Atlantic. This is an important moment in literature because the language develops from its medieval rudimentary forms into an art form. Students will become familiar with the characteristics of several different genres and be able to make comparisons to works introduced in the previous unit.

Literary works:

1. Lazarillo de Tormes, Anónimo
2. Visión de los vencidos: "Los presagios según los informantes de Sahagún", Miguel León- Portilla
3. "Segunda carta de relación" , Hernán Cortés
4. Visión de los vencidos: "Se ha perdido el pueblo mexica", Miguel León Portilla
5. Soneto XXIII, "En tanto que de rosa y azucena", Garcilaso de la Vega
6. Visión de los vencidos: "Los presagios según los informantes de Sahagún", Miguel León- Portilla
7. "Segunda carta de relación" , Hernán Cortés

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. In which ways did the historical, social, and geopolitical context affect the literature of the sixteenth century? *¿De qué manera afecta el contexto histórico, sociocultural o geopolítico la creación literaria del siglo XVI*? 2. How do the respective cultures of individual writers affect the representation of events or the story of a text? *¿Cómo afecta la cultura de los escritores en la representación de eventos o de la historia en un texto*? 3. How can one identify a trustworthy source? *¿Cómo es posible saber si un narrador es fidedigno*?	*Students will understand that…* -The Spanish Renaissance has specific characteristics that can be identified in all works studied. -The circumstances in which the texts were written reflect the historical, geopolitical and socio cultural context of the era. -The impact of the "discovery" of the American continent in the historical era. -The importance of primary source materials. -Literature can reflect the ideology and ideals of a particular era. -Historical events affect the way in which nations and cultures view themselves and others. -Primary source materials use literary devices to describe and tell a specific perspective of history.

4. Which literary characteristics are identifiable in the works? *¿Qué recursos literarios podemos identificar en las obras*? 5. What are the identifiable characteristics of the Renaissance in Spanish culture, literature, art, and architecture? *¿Cuáles son las características del Renacentismo identificables en la cultura española, en literatura, pintura y arquitectura*? 6. How did culture clash impact daily life in Spain and the American territories? *¿Cuál fue el impacto del choque de culturas en la realidad diaria de España y de los territorios americanos?*	-History can be interpreted differently depending on the point of view of the writer. -A sonnet has specific characteristics that dictate its composition and interpretation.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.	**Instructional Focus / Activities:** 1. Students will create summaries of the historical readings in their own words in contemporary Spanish. 2. Students will create a newscast summarizing the historical events for the public. (In video form) 3. Working in pairs, students will write versions of the historical events in *romance* form to share with the class. 4. Working in two groups students will illustrate the Presagios and the Augurios following the historical documents faithfully. They will then compare their visuals for accuracy.

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change. 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs. 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description. 7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and	5. Students will try to find a scientific explanation that could explain the different events described in the Presagios. 6. Working in groups of 4, students will create a visual representation of Soneto XXIII using only emojis. 7. After students read *Lazarillo de Tormes* Students will debate whether or not the main character was justified in stealing food. 8. After students read Soneto XXIII students will discuss what the standard of female beauty is today and compare it to the Renaissance ideals, based on the sonnet. 9. Students will define, identify and find appropriate examples of the following literary terms in the works. Protagonista Antihéroe Narratorio Narrador testigo Narrador fidedigno o no fidedigno Narrador en primera persona o limitado Hipérbole Punto de vista Flashback Alusión Alegoría Simbolismo Imagen Paralelismo Metáfora Ambigüedad Polisíndeton Asíndeton Enumeración Apología Imagen Cesura Tono Apóstrofe Anáfora Rima consonante Cuarteto Terceto

technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	Endecasílabo Cromatismo Símbolo Hipérbaton **Instructional Strategies:** ***Interpretive*** ● Paraphrase the literary text ● Identify points of view ● Make distinctions between voices and the author's perspective in order to establish differences in meaning. ● Identify the theme in a text. ● Identify the literary movement to which a text belongs. ● Explain how a text reflects or challenges perceptions of a majority / minority culture ***Interpersonal*** ● Literary discussions and presentations. (Fishbowl format) ● Literary discussions online based on a prompt. ● Socratic seminars based on unit's themes. ***Presentational*** ● Create a thesis that states a purpose. ● Use a variety of vocabulary appropriate for literary analysis in both written and oral form. ● Develop and fine tune grammatical and syntactic structures in written language.
Differentiation	**Assessments**

Interdisciplinary Connections

- Exploring scientific reasons to explain the events described in the Presagios / Augurios.
- Learning about Italian Renaissance art as exemplified by Boticelli. (Art History)

Technology Integration

- Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube

Media Literacy:

- Students will explore, analyze and interpret information from authentic video, audio and print resources about XVI century cultural products, practices and perspectives.
- Analyze a radio podcast for theme, purpose and tone, and inferences.

Global Perspectives

- Students will discuss the impact of the "discovery" of the American continent in the rest of the world.
- Students will research the exchange of commodities, people, ideas and diseases between the Americas and Europe and immediate and long term impact.

https://www.khanacademy.org/humanities/us-history/precontact-and-early-colonial-era/old-and-new-worlds-collide/a/the-columbian-exchange-ka
http://clic.cengage.com/uploads/f7056a454225a5ec1e80cd3b44c2cc2e_2_5078.pdf

Sample Assessments:

Formative Assessments:

-Daily quizzes on biographical readings.
-Group quizzes on identification of literary terms.
-Creation of original examples of literary terms for class review.
-Homework quizzes from Albert (Guide to AP Exam)
-Azulejo Online short answer practices.
-Personal Progress Check 2 . Multiple Choice and Free response. Includes 20 multiple choice questions, an essay on text analysis of a single test and a short answer text explanation.

Summative Assessments, Projects and Celebrations:

-Essay #1 Literary analysis of a single text.
-Essay #2 Compare a text to an artistic representation.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners

Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensor y techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understandin g, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts and Additional Materials to Support Unit 2

Lazarillo de Tormes

Film: https://www.youtube.com/watch?v=upmlKYQuwNc
Slideshare: https://www.slideshare.net/pedrojesus1963/lazarillo-de-tormes-2013
https://www.slideshare.net/carlosarrvid/lazarillo-de-tormes-tratados-y-analisis-de-los-personajes
Video Summaries of each chapter: https://www.youtube.com/watch?v=U_iYU2wO7Ac
Escenas con actividades: http://www.tinglado.net/tic/manuel/lazarillo/lazarillo.html

Segunda Carta de Relación

Documental / Hernán Cortés, un hombre entre Dios y el diablo:
https://www.youtube.com/watch?v=23qjsN1xFlU
Video de encuentro entre culturas: https://www.youtube.com/watch?v=OihZi0mvemU
Prezi: https://prezi.com/doqqfn-fpdtk/segunda-carta-de-relacion/

Visión de los vencidos

Los hijos del sol, los hombres del maíz. https://www.youtube.com/watch?v=1t1iZcTnfM4
Historia de Tlaxcala: https://www.historiacultural.com/2012/08/cultura-tlaxcalteca.html
Los presagios en nahualt: https://www.youtube.com/watch?v=PihJ1TR6tSA
Los presagios funestos: https://www.youtube.com/watch?v=upffreFIR_M
León-Portillo: https://www.youtube.com/watch?v=tfVCxMPb0t8
Cronología de la conquista:
http://conquistamex.blogspot.com/2006/11/cronologia-de-la-conquista.html
http://ttmhistory.blogspot.com/2009/04/presagios-del-fin-de-un-imperio.html

Salmo XXIII

Comentario del soneto ppt
https://es.slideshare.net/agarciayedra/comentario-del-soneto-xxiii
Slideshare PP: https://slideplayer.es/slide/21424/
El nacimiento de Venus / Botticelli: https://www.uffizi.it/en/artworks/birth-of-venus

Unit 3: El siglo XVII

7.1 World Languages Advanced Low by the End of Grade 12

Interpretive Mode of Communication

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can

comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

Interpersonal Mode of Communication
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and descripting a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Big Ideas:

For Peninsular Spanish literature, the 17th century was the pinnacle of artistic production and comprised the second half of the Golden Age. However,it also marked the beginning of the decline of the Spanish empire. In this unit, students will encounter complex metaphors, syntax, and advanced vocabulary. Writers of this period employed these complexities as a way to criticize their social reality in a form of *desengaño,* or disillusionment. This provided the opportunity to question commonly held traditions and perspectives.

Students will practice comparing themes from these works to those in nonrequired texts, texts from previous units, and artwork from the same period. They will identify intermediate-level literary terms and explain how and/or why they are being used in the texts. Students will write essays comparing the uses and effects of literary figures and rhetorical devices, as well as comparing a theme that the works have in common. They will practice writing short-answers comparing artwork from the period to texts that share a common theme. Due to the variety of genres in this unit, students will practice writing essays in which they analyze the characteristics of the genre of one of the works by commenting on the work's structural and stylistic features.

Literary works:

1. Soneto CLXVI, "Mientras por competir con tu cabello", Luis de Góngora
2. Salmo XVII, "Miré los muros de la patria mía", Francisco de Quevedo
3. "Hombres necios que acusáis", Sor Juana Inés de la Cruz

4. Don Quijote, (Primera parte, capítulos 1-5, 8 y 9, Segunda parte, Capítulo 74), Miguel de Cervantes
5. El burlador de Sevilla y convidado de piedra, Tirso de Molina

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. How does intertextuality contribute to the meaning of a literary text? *¿De qué manera la intertextualidad contribuye al significado de una obra literaria*? 2. How does a character transform as a result of their relationship with other characters? *¿Cómo se transforma un personaje a consecuencia de sus relaciones con otros personajes?* 3. How are cultural perspectives and practices of the seventeenth century, in terms of gender roles, revealed in the literature? *¿Cómo revela la literatura las perspectivas y las prácticas culturales en las relaciones entre los hombres y las mujeres del siglo XVII*? 4. Which are the predominant literary elements in theater of the Golden Age. *¿Cuáles son los elementos literarios predominantes en el teatro del Siglo de Oro?*	Students will understand that… -The gender roles of the era are present in the studied works. -The political and economic decline of the 17th century Spanish empire influenced the writings of the time. -Specific characteristics can be identified in the different genres being studied. -The major role of religion in the literature of the period. -The use of literature to both entertain the public and also teach moral and social norms. -The development of the modern novel through the study of Don Quijote. -The importance of the theatre as a way for culture and moral norms to be communicated to the masses. -**I**dentify stylistic features (structure, setting, timeframes, characters, style, point of view, tone) of literary works. -Make distinction between voices and the author's perspective in order to establish differences in meaning.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will:	**Instructional Focus / Activities:**

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change. 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs. 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic	1. Students will listen to texts (poetry) or fragments of texts to unravel syntax and identify literary figures.. 2. Students will incorporate text annotations to better understand themes and sub themes in the readings. 3. Students will change the perspective (character genre, location, historical era) in one of the texts and recreate scenes. 4. Students will compare three sonnets (Garcilaso, Góngora, Quevedo) to identify common elements and also understand the different styles and messages communicated by the authors. 5. The class will read aloud specific scenes from Tirso de Molina to better understand the experience of the audiences of the day and the dramatic impact of the work. 6. Students will view chosen scenes from Don Quijote and El burlador de Sevilla in film form. 7. Students will discover the impact of certain literary figures beyond their times by exploring the *arquetipos* of Don Juan and Don Quijote through history to the present time. 8. Students will draw each of the stanzas in Quevedo's poem to better visualize the progression from the general to the private in the poem. 9. Students will define and identify the following literary terms and devices in the works. Apóstrofe Gradación Enumeración Octosílabo Retruécano Paradoja Antítesis Tono Aliteración Parodia Sátira Intertextualidad

purposes using connected sentences in paragraph-level narration and description. 7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	Metaficción Héroe Antihéroe Escenario *En medias res* *Memento mori* Estribillo Polimetría Falla trágica Diálogo Monólogo Acotación Aparte Redondillas Romance Humor Ironía **Instructional Strategies:** ***Interpretive*** ● **I**dentify stylistic features (structure, setting, timeframes, characters, style, point of view, tone) of literary works. ● Make distinction between voices and the author's perspective in order to establish differences in meaning. ● Understand the relationship between a literary movement and cultural perspectives. ● Understand the relationship between linguistic changes and historical/geopolitical contexts. ***Interpersonal*** ● Discuss texts and contexts in a variety of interactive oral formats with peers and teacher. ● Discuss texts and contexts in a variety of interactive written formats with peers and teacher. ***Presentational***

	• Create and deliver oral presentations related to course content. • Self monitor and adjust language production in oral and written communication and presentations based on instructor feedback. • Present and organize information logically and in essay form. • Incorporate vocabulary appropriate for literary analysis in oral and written form.
Differentiation	**Assessments**
Interdisciplinary Connections: Students will expand their study of archetypes to works written in English. They will explore the influence of Spanish literature from the Golden Age in British and American literature. **Technology Integration:** • Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube **Media Literacy Integration:** • Students will explore, analyze and interpret information from authentic video, audio and print resources about XVII century cultural products, practices and perspectives. • Analyze a radio podcast for theme, purpose and tone, and inferences. **Global Perspectives:** • The themes present in the literature will be explored from a multicultural approach since the majority of the AP Literature class comes from immigrant families or are immigrants themselves.	**Sample Assessments**: ***Formative Assessments:*** -Daily quizzes on biographical readings. -Group quizzes on identification of literary terms. -Group quizzes to identify characteristics of literary movements and eras (Ex. Barroco vs. Renacentismo) -Creation of original examples of literary terms for class review. -Homework quizzes from Albert (Guide to AP Exam) -Azulejo Online short answer practices. -Personal Progress Check 3 from AP Classroom. 20 Multiple choice questions. 2 Free response questions (Short answer: Text & Art Comparison. Essay: Analysis of a single text) ***Summative Assessments, Projects and Celebrations:*** - Essay #1 Comparative essay of the two sonnets in unit. -Essay #2 -Text and art comparison, incorporating literary devices.

- Students will discuss the poem "Hombres necios que acusáis" and talk about its relevance today in the US and the countries of their background in terms.
- Students will discuss the idea of privilege and the advantages of being of a higher social class as evidenced in the play "El burlador de Sevilla" and related to ideas of privilege in the US and Latin American countries.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications

Allow for verbal responses	**Multi-sensory techniques**	**Modified tasks / expections**
Repeat / confirm directions	**Increase task structure (e.g. directions, checks for understanding, feedback)**	**Differentiated materials**
Permit response via computer or electronic device	**Increase opportunities to engage in active academic responding**	**Individualized assessments tools based on student need**
Audio books	**Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping**	**Modified assessment grading**

Recommended Texts and Additional Materials to Support Unit 3

Luis de Góngora

Slideshare: https://www.slideshare.net/mdpc/luis-de-gngora
https://www.bxscience.edu/ourpages/auto/2009/9/2/40509212/G_ngora.pdf

Francisco de Quevedo

Slideshare Análisis:
https://apcentral.collegeboard.org/pdf/ap04-span-lit-carlo-q-34689.pdf?course=ap-spanish-literature-and-culture
Góngora vs Quevedo: https://www.youtube.com/watch?v=JgvLR-K6l9o

Sor Juana Inés de la Cruz

Slideshare: https://www.slideshare.net/mgarciagravi/hombres-necios-que-acusis-8163249
https://www.slideshare.net/mgarciagravi/hombres-necios-que-acusis-8163249?next_slideshow=2
Film: Yo, la peor de todas
http://userpage.fu-berlin.de/vazquez/vazquez/pdf/guia%20para%20la%20pelicula.pdf
Biografía radiada: https://radialistas.net/yo-la-peor-de-todas/

Miguel de Cervantes

Enlace a todos los capítulos de Don Quijote: http://cervantes.uah.es/quijote/httoc.htm
Series Don Quijote, RTVE a la carta:
http://www.rtve.es/alacarta/videos/el-quijote/quijote-capitulo-1/3573734/

https://www.youtube.com/watch?v=ZAOIITBbHzY
Quijote por Julio Iglesias: https://www.youtube.com/watch?v=oTara4qFRWY

Tirso de Molina
Obra de teatro completa en RTVE: https://www.youtube.com/watch?v=mSLOmfjMb7g
Versión de Chespirito: https://www.youtube.com/watch?v=TOC3B8zLfWk
Slideshare: https://www.slideshare.net/nidree/tirsodemolina

Unit 4: La literatura romántica, realista y naturalista

7.1 World Languages Advanced Low by the End of Grade 12

Interpretive Mode of Communication
Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

Interpersonal Mode of Communication
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and descripting a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Big Ideas:
In this unit, the first two works represent romanticism, which was a reaction to neoclassicism. Neoclassicism prioritized order, symmetry, and objectivity; unity was valued

over creativity. Works reflecting romanticism value individual rights, creativity, the breaking away from norms, and idealism. The later two works in the unit reflect characteristics of the two concurrent Spanish literary movements that were reactions to romanticism during the later part of the 19th century: realism and naturalism. These works provide acute descriptions of reality that employ regional references and dialects. They often portray characters from the lower and middle classes dealing with common social problems from the period. Naturalist works include a pessimistic tone, however, contrasting with romanticism's idealism.

Students will initially approach the texts for comprehension. With careful attention to the literary features of each text, students will then interpret the author's implied message, also taking into account the text's cultural perspectives, products, and practices. Utilizing this skill, students will be able to interpret any ambiguities and nuances and discover main and secondary themes in the works.

Literary works:

1. "En una tempestad", José María Heredia

2. Rima LIII, "Volverán las oscuras golondrinas", Gustavo Adolfo Bécquer

3. "Las medias rojas", Emilia Pardo Bazán

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. ¿De qué manera los autores utilizan el tiempo y el espacio para construir un estado de ánimo o un sentimiento? 2. ¿Cómo se representan las características de un movimiento o período literario en la literatura? 3. ¿De qué manera se transforma el/ la protagonista a consecuencia de su relación con otros personajes y/o con su ambiente?	Students will understand that… -*El Romanticismo, El Realismo & El Naturalismo* can all be identified by specific characteristics found in the literary works. -The structural format of a poem can also be used as a characteristic to situate it in a given literary movement. -Literary pieces from this period of time reflect the political and ideological upheaval of the era. -Latin America was in the midst of fighting for independence from Spain. -The Latin American colonies had become a place of opportunity for European immigrants fleeing poverty and oppression at home.

<table>
<tr><td>4. ¿Cómo podemos conectar un texto a un movimiento literario específico?

5. ¿Cuáles son los elementos necesarios para escribir un ensayo analítico bien organizado?

6. ¿Cuál es el impacto del cambio climático en la fuerza y frecuencia de las tormentas tropicales o huracanes en el caribe?</td><td>-Historical events can be represented in literature an allegorical form.
-Climate change is increasing the strength and frequency of storms in the Caribean region.</td></tr>
<tr><td>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</td><td>Lessons</td></tr>
<tr><td>Students will:

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7: Infer the meaning of some</td><td>Instructional Focus / Activities:
1. Students will listen to "En una tempestad" before reading it. They will note the emotions that Heredia transmits in his poem.
2. Students (pairs) will research the characteristics of a tropical storm / hurricane and they will match them to specific lines from the poem.
3. Students will brainstorm in small groups about the possible connections between an approaching storm and a revolution.
4. Students will play "Pictionary" by sketching a representation of one of the images from the poem and having classmates find the image and interpret it for the class.
5. Students will listen to Salmo LIII in two different versions and then discuss which reading is more appropriate in their opinion.
6. In groups of 4, students will attempt to analyze Salmo LIII and share their results with the rest of the class.
7. Students will read and analyze two more poems by GAB (Rima XI and Rima XXI and then perform a dramatized reading for the entire class.</td></tr>
</table>

unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.
7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social

8. Students will define and identify the following literary terms and devices in the works.

Heptasílabo
Poema No estrófico
Metonimia
Apóstrofe
Prosopopeya
Paralelismo
Encabalgamiento
Pie quebrado
Exclamaciones
Descripción
Ambiente
Atmósfera
Narrador Omnisciente
Regionalismos
Sinestesia

Instructional Strategies:

Interpretive

- Summarize the plot of a literary text.
- Identify or describe literary elements, voices and stylistic figures.
- Relate texts to genres, periods, movements and techniques.
- Identify the features of a literary genre
- Identify linguistic features of the time and place in which a text was written.
- Identify information from other disciplines related to course content.

Interpersonal

- Work with peers to brainstorm and share ideas.
- Work with peers to peer-edit and give oral and written feedback on formative assessments.
- Collaborate with peers in group quizzes.
- Participate in class discussions about unit's themes.

and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	● Participate in "Pictionary" game. ● Listen to classmates contributions and give appropriate responses. ***Presentational*** ● Participate in performance of Becquer's poems. ● Organize information and concepts in presentations with a logical and coherent progression of ideas. ● In written work, use a variety of vocabulary appropriate to literary analysis. ● Produce a comprehensible written work by observing the writing conventions of the target language. ● Create a multimedia presentation about the impact of climate change on tropical storms/hurricaines in the Caribean region.
Differentiation	**Assessments**
Interdisciplinary Connections ● Students will study the current statistics in Spain and the US dealing with "violencia de género". Students will compare them and come up with a public service poster in Spanish to help victims of domestic abuse. **Technology Integration:** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube **Media Literacy Integration:** ● Students will explore, analyze and interpret information from authentic video, audio and print resources about XVIII century cultural products, practices and perspectives.	***Formative Assessments:*** -Daily quizzes on biographical readings. -Group quizzes on identification of literary terms. -Individual quizzes to identify characteristics of literary movements. (*Romanticismo*, *Realismo, Naturalismo*) -Creation of original examples of literary terms for class review. -Homework quizzes from Albert (Guide to AP Exam) -Azulejo Online short answer practices. -Personal Progress Check 4 from AP Classroom. 20 Multiple choice questions. 2 Free response questions (Short answer: Text Explanation) Essay: Text comparison

- Analyze a radio podcast for theme, purpose and tone, and inferences.

Global Perspectives:

- Students will learn about the realities of emigration both in the Galicia of Pardo Bazán's time and compare to the present.

Summative Assessments, Projects and Celebrations:

Essay # 1 Analysis of a single text in relation to its corresponding period and with clear references to the appropriate literary terms used by the author.

Essay # 2 Comparison of one of the studied works with another work by the same author or same literary period. Include main themes, the author's implicit message and characteristics of literary period or movement.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
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Intervention Strategies

Accommodations	Interventions	Modifications

Allow for verbal responses	**Multi-sensory techniques**	**Modified tasks / expections**
Repeat / confirm directions	**Increase task structure (e.g. directions, checks for understanding, feedback)**	**Differentiated materials**
Permit response via computer or electronic device	**Increase opportunities to engage in active academic responding**	**Individualized assessments tools based on student need**
Audio books	**Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping**	**Modified assessment grading**

Recommended Texts and Additional Materials to Support Unit 4

José María Heredia

Slideshare: https://www.slideshare.net/AmberHernandez/jose-m-heredia-en-una-tempestad
https://docs.google.com/presentation/d/1jkHPyv6RsIw6YoTp-nKfz6-zGQgmxAMxXmZ9eQ_jZRM/edit#slide=id.p4
Biografía en video: https://www.youtube.com/watch?v=sWlGGxRW77M
The shipwreck of the Minotaur: https://en.wikipedia.org/wiki/HMS_Minotaur_(1793)

Gustavo Adolfo Bécquer

Slideshare:
https://www.slideshare.net/AmberHernandez/volveran-las-oscuras-golondrinas-to-use?next_slideshow=1
Recursos literarios: http://roble.pntic.mec.es/eard0005/becquer/huracan.htm
Rimas y poesía: http://roble.pntic.mec.es/eard0005/becquer/index.html
Audio Rima LIII: https://www.youtube.com/watch?v=yo94FAUMH0Q
Audio Rima LIII: https://www.youtube.com/watch?v=T_T3Hjdy39Y

Emilia Pardo Bazán

Cuento Audio: https://albalearning.com/audiolibros/bazan/ct1-lasmediasrojas.html
Análisis: https://www.monografias.com/trabajos35/las-medias-rojas/las-medias-rojas.shtml

Video de una clase colombiana con análisis:
http://espanolsinmisterios.blogspot.com/2011/09/recurso-para-el-ap-spanish-literature_23.html
Canción, Malo por Bebe: https://www.youtube.com/watch?v=90GqAf3zJ8s
Slideshare:
https://www.slideshare.net/AndresPlazas1/presentation1-10975572?next_slideshow=1
Slideshare, análisis de la violencia:
https://www.slideshare.net/adalramos9/anlisis-de-la-violencia-1

Unit 5: La Generación del 98 y el Modernismo

7.1 World Languages Advanced Low by the End of Grade 12

Interpretive Mode of Communication
Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

Interpersonal Mode of Communication
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and descripting a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Big Ideas:

The Spanish-American War of 1898 is the historical event that forms the backbone of the works in this unit. The war marked the culmination of the period of decline for the Spanish empire, as the remaining Spanish colonies gained independence and Spain was left to search for a new identity. This is exemplified in the works of the Generation of 98, a group of authors writing around 1898 who philosophically explored social problems facing society at the time. *El Modernismo*, in contrast, marked the birth of a new American literary movement. The first stage of *Modernismo* embraced free verse poetry, creativity, beauty, elegance, and the abstract, while the second stage shifted to political commentary.

Students will discuss how or why a text presents a key literary aspect (theme, literary term, genre, period/ movement, or context). In the discussions, students will support their observations with relevant, well-chosen textual examples to illustrate their points. Students will listen to audio clips that discuss relevant aspects of the studied texts. Students will compare common themes shared between studied texts and artwork in relation to period, movement, genre, and/or technique.

At his point students will review and reuse previously studied works by comparing their key characteristics with the new works from this unit. Students will use graphic organizers and/or templates to fill out for each work so students can jot down pertinent information.

Literary works:

1. San Manuel Bueno, mártir, Miguel de Unamuno.
2. "He andado muchos caminos", Antonio Machado
3. "Nuestra América", José Martí
4. "A Roosevelt", Rubén Darío
5. "El hijo", Horacio Quiroga

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. ¿De qué manera los individuos contribuyen o perjudican al bienestar de la comunidad? 2.¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad? 3. ¿Qué efecto tiene el uso de una mezcla de imágenes históricas y mitológicas en una obra literaria? 4. ¿Qué tipo de elementos literarios utilizan los autores modernistas en sus obras?	Students will understand that… -*El Modernismo* is expressed in two different forms: to express political ideals and to talk about beauty for beauty's sake. -*El existencialismo* is an important component in the work of Miguel de Unamuno. -doubts about religion and new scientific discoveries are present in the minds of writers from this era. -The fear of American imperialism is expressed in the poetry and essay writings in this unit, in relation to the work of Latin American writers. -The texts in this unit are closely related to global issues taking place at the beginning of the 20th century.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will:	**Instructional Focus / Activities:** 1. Students will read the short novel "San Manuel Bueno, martir" independently and

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change. 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs. 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic	will answer guiding questions about the plot while identifying the main themes. 2. Students will use a jigsaw approach to understand "Nuestra America". Individual students will interpret specific paragraphs and explain their significance to the rest of the class. 3. Students will carefully annotate the text ("Nuestra America") to familiarize themselves with the messages being communicated. 4. Students will listen to songs based on Machado's poetry to get a better understanding of the tone and feeling of the author's work. 5. Students will compare the ideas expressed by Dario, Martí and Calle 13 in relation to imperialism and American intervention. 6. After reading each work, students will generate at least three different questions. As a class, students should elicit responses for classmates questions that demonstrate comprehension of the texts, as well as an analysis of the main themes. 7. Students will write a well-written paragraph about one of the texts, including a strong topic sentence. They will share that paragraph with another student, who will then write the concluding paragraph for a short answer. 8. Students will produce a detailed chronological report of the events taking place in "El hijo", in the style of a police report, about the death of the son.. 9. Students will define and identify the following literary terms and devices in the works. Ambigüedad Personaje Símil Metáfora Punto de vista Trama Desdoblamiento

purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Metaficción
Yusxtaposición
Alusión
Metonimia
Tono
Antítesis
Paradoja
Verso libre
Ambiente
Fluir de conciencia

Instructional Strategies

Interpretive

- Identify perspective, attitude and tone.
- Relate texts to contemporary global issues.
- Explain how a text reflects or challenges perceptions of a majority / minority culture.
- Situate texts within the literary heritages of the target cultures.

Interpersonal

- Generate questions after each text to share with the class.
- Respond to classmates' questions in an open forum.
- Write opening paragraph for a short answers questions about a text including a topic sentence.
- Complete classmate's short answer (second paragraph), taking into account classmate's topic sentence.

Presentational

- Write both short answer and longer essays.
- Oral presentation to class using Jigsaw approach about Nuestra America.

	• Using a chosen technology platform, explain 5 of the images / symbols /mythological allusions to class.
Differentiation	**Assessments**
Interdisciplinary Connections: • Students will use their knowledge of American History to discuss the effect that policies such as Eminent Domain had in the rest of the world. • Students can compare the poem "The road not taken" by Robert Frost to Antonio Machado's "He andado muchos caminos" **Technology Integration:** • Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube **Media Literacy Integration:** • Students will explore, analyze and interpret information from authentic video, audio and print resources about end of XIX century cultural products, practices and perspectives. • Analyze a radio podcast for theme, purpose and tone, and inferences. **Global Perspectives:** • Students will review the biography and the personna of Theodore Rooselvelt both in the US and abroad. • Students will discuss and analyze the role and impact of US international policies and interventions in Latin American countries from the perspective of Latin American writers.	***Formative Assessments:*** -Daily quizzes on biographical readings. -Individual quizzes on identification of literary terms. -Individual quizzes to identify characteristics of literary movements. (*Modernismo*, *Existencialismo*) -Homework quizzes from Albert (Guide to AP Exam) -Azulejo Online short answer practices. -Personal Progress Check 5 from AP Classroom. 20 Multiple choice questions. 2 Free response questions (Short answer: Text and Art Comparison) (Essay: Analysis of a single text) ***Summative Assessments, Projects and Celebrations:*** Essay #1 - Students will write a well organized essay comparing Machado's poem "He andado muchos caminos" and a Sorolla painting. Essay # 2 - Students will write an analysis of "El hijo" by Quiroga, with emphasis on the literary devices used in the text to create a tone of desperation and fatality. Debate: As a final project they will exhibit a formal debate on Unamuno's self-conscious literature. How is San Manuel representative of Unamuno? or isn't it? What is the true public or private image?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensor y techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understandin g, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need

Audio books	**Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping**	**Modified assessment grading**

Recommended Texts and Additional Materials to Support Unit 5

Miguel de Unamuno
Obra completa / Genius:
https://genius.com/Miguel-de-unamuno-san-manuel-bueno-martir-annotated
Slideshare: https://www.slideshare.net/AmberHernandez/san-manuel-bueno-analisis

Antonio Machado
Audio con visuales: https://www.youtube.com/watch?v=zVlfgYTfd6A
Serrat canción: https://www.youtube.com/watch?v=euy7ADb4MhI&amp&nohtml5=False
Canción visuales:
https://www.youtube.com/watch?v=VQygJTfsJm8&amp&nohtml5=False
Biografía video: https://vimeo.com/8057862
Sorolla paintings:
https://www.google.com/search?rlz=1C5CHFA_enUS805US814&biw=1408&bih=621&tbm=isch&sa=1&ei=0pl0XfCfDIOd_Qa-8bCoBw&q=sorolla&oq=sorolla&gs_l=img.1.0.0l10.9629.11472..13228...0.0..0.74.454.8.....0....1..gws-wiz-img.....0..0i67.kP8b5d6goc0#imgrc=_

José Martí
Obra completa Ciudad Seva: http://ciudadseva.com/texto/nuestra-america/
Reflexiones para un análisis literario:
https://www.ensayistas.org/curso3030/textos/ensayo/nuestra-america-r.htm
Prezi: https://prezi.com/sa2scdqirpre/nuestra-america/
Audio con visuales: https://www.youtube.com/watch?v=t_u_PITPpuw

Rubén Darío
Audio: http://www.poesi.as/rd09025.htm
Slideshare: https://www.slideshare.net/AmberHernandez/modernismo-y-a-roosevelt
Slideshare vocabulary & figuras:
https://www.slideshare.net/csdegocobachi/a-roosevelt-16311923

Horacio Quiroga
El hijo vocabulario:
https://quizlet.com/1880029/el-hijo-sinonimos-en-espanol-flash-cards/
Obra completa Ciudad Seva: https://ciudadseva.com/texto/el-hijo/

Unit 6: Teatro y poesía del siglo XX

7.1 World Languages Advanced Low by the End of Grade 12

Interpretive Mode of Communication
Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

Interpersonal Mode of Communication
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and descripting a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Big Ideas

The first third of the 20th century was marked by World War I and the Spanish Civil War, forcing an artistic departure from *el Modernismo*. Works from this period are characterized by their questioning of daily life, their insistence upon defining identity, and experimentation with new literary forms and ideas.

The period can be subdivided according to artistic production. Vanguard authors attempted to break with all previous movements, experimenting with creativity and ingenuity while establishing free verse poetry as a principal form of expression and renewing the uses of metaphors and imagery. Afro-Caribbean poetry from the period includes auditory elements and neologisms and explores *mestizaje*. Surrealist works from the period juxtapose the unconscious with the conscious, making everyday situations illogical and unexplainable. The Theater of the Absurd uses absurd, impossible, and hyperbolic representations to highlight society's problems.

Literary works

1. La casa de Bernarda Alba, Federico García Lorca
2. El hombre que se convirtió en perro, Osvaldo Dragún
3. "Prendimiento de Antoñito el Camborio en el camino de Sevilla", Federico García Lorca
4. "Walking Around", Pablo Neruda
5. "Balada de los dos abuelos", NicolásGuillén
6. "Mujer negra", Nancy Morejón
7. "A Julia de Burgos", Julia de Burgos
8. "Peso Ancestral", Alfonsina Storni

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. ¿Con qué intención presenta un autor o una autora problemas sociales en la literatura? 2. ¿De qué manera la sociedad afecta la identidad personal de un individuo? 3. ¿Cómo se presenta el nacionalismo (o la identidad nacional) en la literatura? 4. ¿Qué elementos literarios contribuyen a la longevidad de una obra literaria?	Students will understand that… -20th century literature speaks boldly about social justice issues facing Spain and Latin America. -Tradition is seen in a negative light during this period of time. -inequalities in gender relations are boldy discussed by female writers in this era. -Literature becomes a means of communicating new ideas dealing with machismo, womens' rights, political freedom, racism and socioeconomic disparities in society. -The loneliness of the individual is a main theme during this time. -Theatre is an important means of connecting ideas to the main public, through metaphorical representations of the injustices of the time.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change. 7.1.AL.PRSNT.1: Create and deliver	**Instructional Focus / Activities:** 1. Students will read La casa de Bernanrda Alba out loud, acting out key scenes. 2. Students will attend a performance of La casa de Bernarda Alba in the Repertorio Español in NYC. 3. Students will be introduced to the individual poems by listening to professional or author recordings of the pieces. 4. Students will perform a reading (performance) of *El hombre que se convirtió en perro* for other students during the lunch block. 5. Students will discuss the parallels found in the treatment of Antoñito el Camborio by the Guardia Civil to the Black Matters movement in contemporary USA. 6. Students will work in groups of four to create a visual representation (in video form) of the poem *Walking Around*, incorporating all of the elements that Neruda mentions. It should include an introduction, voice over and an oral analysis of the themes. 7. Students will conduct research about the history of the Afro-Cuban people. They will share their research with the class online to create a Quizlet document to review information for future classes. 8. Students will compare the two poems by Morejón and Guillén, by means of a Socratic seminar. 9. Dividing the class into two groups, each group will analyze one of two poems by Storni and De Burgos. Their work will be

research-based presentations to a target language audience, either electronically or in person using short paragraphs. 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description. 7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management.	posted in the classroom and they will present their conclusions to the entire class. 10. Students will define and identify the following literary terms and devices in the works. Público Acto Tres unidades Tragedia Prefiguración Voz poética Verso blanco Verosimilitud Elementos auditivos Apartes Pie quebrado **Instructional Strategies:** ***Interpretive*** ● Situate textual language and registers within historical, social and geopolitical contexts. ● Relate texts to theory and practice found in a variety of media from the target cultures. ● Explain the significance of similar themes as features found between an artistic representation and a literary text. ***Interpersonal*** ● Discuss texts and contexts in a variety of interactive oral formats. ● Discuss texts and contexts in a variety of interactive written formats. ***Presentational*** ● Elaborate and support main points with textual evidence. ● Organize information, concepts, and ideas in presentation with a logical

CRP10: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	and coherent progression of ideas. ● Self-monitor and adjust language production in oral and written communications.
Differentiation	**Assessments**
Interdisciplinary Connections: ● Students will learn about the impact of the slave trade in the Spanish colonies and the repercusions of this history in racial inequlity in Cuba and in ther Caribbean countries. (History) ● Students will learn about the effects of the Spanish Civil War in Spain up to the present time, including the impact that many of the Spaniards exiled had in the development of Latin America in the 20th century. **Technology Integration:** ● Students will use technology for research and for creating class presentations in their chosen formats. **Media Literacy Integratation:** ● Students will explore, analyze and interpret information from authentic video, audio and print resources about XX century cultural products, practices and perspectives. ● Analyze a radio podcast for theme, purpose and tone, and inferences.	***Formative Assessments:*** -Daily quizzes on biographical readings. -Individual quizzes on identification of literary terms. -Homework quizzes from Albert (Guide to AP Exam) -Azulejo Online short answer practices. -Personal Progress Check 6 from AP Classroom. 20 Multiple choice questions. 2 Free response questions (Short answer: Text and Art Comparison, Essay: Analysis of a single text) ***Summative Assessments, Projects and Celebrations:*** Essay #1 Identify the literary resources in three of the unit's poems. Essay #2 Write about the dynamics of power found in La casa de Bernardo Alba. El hombre que se convirtió en perro.

Global Perspectives:

- Students will make connections to social movements around the world such as the Black Lives Matter movement, #metoo movement or the current movement in Hong Kong.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensor y techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g.	Differentiated materials

	directions, checks for understanding, feedback)	
Permit response via computer or electronic device	**Increase opportunities to engage in active academic responding**	**Individualized assessments tools based on student need**
Audio books	**Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping**	**Modified assessment grading**

Recommended Texts and Additional Materials to Support Unit 6

Federico García Lorca:

Bernarda Alba:
https://genius.com/Federico-garcia-lorca-la-casa-de-bernarda-alba-acto-primero-annotated
Antoñito audio: http://www.poesi.as/reci0336.htm
Genius:
https://genius.com/Federico-garcia-lorca-prendimiento-de-antonito-el-camborio-en-el-camino-de-sevilla-annotated
Romancero gitano: http://usuaris.tinet.cat/picl/libros/glorca/gl002500.htm
Muerte / audio: https://www.youtube.com/watch?v=VYmbs1w3Olg
Muerte análisis:
http://bxscience.edu/ourpages/auto/2009/9/2/40509212/Romance%20Muerte%20de%20Anto_ito%20el%20Camborio.pdf

Osvaldo Dragún

Bio: https://www.biografiasyvidas.com/biografia/d/dragun.htm
Obra y preguntas de comprensión: http://www.indiana.edu/~vida/doc/hombreperro.pdf
Genius:https://genius.com/Osvaldo-dragun-historia-del-hombre-que-se-convirtio-en-perro-annotated
Slideshare: https://es.slideshare.net/pmclaytor1/duel-hombre-que-se-convirti-en-perro

Nicolás Guillén

Análisis:
http://elblogdemara5.blogspot.com/2012/12/analisis-del-poema-balada-de-los-dos.html
Audio en la voz del autor:
http://www.cervantesvirtual.com/portales/nicolas_guillen/237078_balada_abuelos/

Genius:
https://genius.com/Nicolas-guillen-balada-de-los-dos-abuelos-en-espanol-annotated
Actividad de Práctica:
http://www.hw.com/academics/usforlang/Spanish/aplit/GuillenBalada.htm
Página con muchas
actividades:https://senorab1972.wordpress.com/2013/08/27/balada-de-los-dos-abuelos/

Pablo Neruda
Poemas: https://www.poemas-del-alma.com/pablo-neruda-walking-around.htm
Walking around recitado: http://www.poesi.as/recipn35b005.htm
Bio:http://www.los-poetas.com/a/bioneru.htm
Poema en español y en inglés:
https://allpoetry.com/Walking-Around-%28Original-Spanish%29
Sitio oficial: https://fundacionneruda.org/home_neruda.html

Nancy Morejón
Slideshare: http://slideplayer.es/slide/3821436/
Poema escrito: http://faculty.cord.edu/gargurev/morejon.htm
Genius: https://genius.com/Nancy-morejon-mujer-negra-annotated
Lectura de autora: https://www.youtube.com/watch?v=kmjsOuzXnRU
Video: https://www.youtube.com/watch?v=babFgClvobg

Julia de Burgos
Slideshare: https://www.slideshare.net/AmberHernandez/a-julia-de-burgos-good-no-quiz
Genius: https://genius.com/Julia-de-burgos-a-julia-de-burgos-annotated
Video con poema leído al final: https://www.youtube.com/watch?v=TsA7mEZ-Lqc
Bio: https://www.poemas-del-alma.com/julia-de-burgos.htm

Alfonsina Storni
Slideshare: https://www.slideshare.net/juanacalvo/biografia-de-alfonsina-storni
Colección Anti-princesas:
https://www.slideshare.net/587201522/alfonsina-storni-coleccin-antiprincesas
Análisis anotado: https://press.rebus.community/aalh/chapter/peso-ancestral/
Audio: https://albalearning.com/audiolibros/storni/peso.html

Unit 7: El Boom Latinoamericano

7.1 World Languages Advanced Low by the End of Grade 12

Interpretive Mode of Communication
Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can

make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

Interpersonal Mode of Communication
Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and descripting a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Big Ideas:

In the 1960s and 1970s, literature by Latin American authors became widely popular and read around the world. The works from this period are well-known for employing the literary technique of magic realism, where the fantastical coexists with everyday realities. Many of them also express social criticisms. One of the distinguishing characteristics of the works are their vivid depictions of settings that allow readers to experience the sights, sounds, customs, and traditions of Latin America.

Literary works:
1. "Borges y yo", Jorge Luis Borges
2."El Sur", Jorge Luis Borges
3. "No oyes ladrar los perros", Juan Rulfo
4. "Chac Mool", Carlos Fuentes
5. "La noche boca arriba", Julio Cortazár
6. "La siesta del martes", Gabriel García Márquez
7. "El ahogado más hermoso del mundo", Gabriel García Márquez
8. "Dos palabras", Isabel Allende

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. ¿Qué efecto tiene la mezcla del realismo con lo fantástico en la literatura? 2. ¿Cómo se presenta la crítica social en la literatura? 3.¿Cómo afecta el uso del tiempo linear y/o el tiempo circular en una narración? 4. ¿Cømo podemos identificar el realismo mágico en una obra de literatura?	Students will understand that… -*El Realismo Mágico* in literature can be identified by a series of characteristics. -*El Boom Lationamericano* influenced literature all around the world. -The writers of this period / movements were looking for other ways of expressing themselves. -The way in which the Boom writers expressed themselves often went against the literary establishment. -Introspection was an important component of this literary era. -Writers in the era were critical of the society in which they lived and expressed those ideas in their work.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.	**Instructional Focus / Activities:** 1. Skimming/Scanning. Students will skim a text and quickly identify key words or phrases, identify the theme and name the genre or time period to which the text belongs. 2. After projecting an essay prompt, students will break into small groups to discuss possible responses, how to organize the essay, a thesis statement, and textual examples to support their arguments. They will then prepare an outline and each member of the group will complete an essay paragraph into one complete essay. 3. Split the class in half forming an inner and outer circle. Have the inner circle discuss and

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts. 7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English. 7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings. 7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change. 7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs. 7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture. 7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information. 7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description. 7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English. 7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.	analyze one of the texts. Then have the outer circle summarize the discussion. The inner circle should comment on the themes, genre, use of literary figures and devices, and the relevant contexts found in the text. These same elements should be included in the outer circle's summaries. 4. Students will listen to a number of author interviews about literature to improve their interpretive skills in preparation for the Interpretive Listening section of the AP exam. (Allende, Cortázar, Fuentes) 5. Students will be introduced to "No oyes ladrar los perros" by a reading by the author. After the first reading, they will respond to a series of comprehension questions. 6. Students will define and identify the following literary terms and devices in the works. Ambigüedad Paradoja Narrador omnisciente Prefiguración Desdoblamiento Atmósfera Realismo mágico Personificación Suspenso Sinestesia Narrador observador Verosimilitud Hipérbole Crónica Trama Desenlace **Instructional Strategies** ***Interpretive*** • Identify linguistic features representative of the time and place in which a text was written.
Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and	

technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	● Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts. ● Situate textual language and registers within historical, social, and geopolitical contexts. ***Interpersonal*** ● Discuss texts and contexts in a variety of interactive oral formats. ● Discuss texts and contexts in a variety of interactive written formats. ***Presentational*** ● Elaborate and support main points with textual evidence. ● Organize information, concepts, and ideas in presentation with a logical and coherent progression of ideas ● Self-monitor and adjust language production in oral and written communications.
Differentiation	**Assessments**
Interdisciplinary Connections: ● Students will analyze the contemporary artworks of Eleonora Carrington to make connections to *Realismo Mágico* ● Students will examine the photography of Juan Rulfo and make connections to his short stories **Technology Integration:** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube will be used on a regular basis **Media Literacy Integration:**	**Sample Assessments** ***Formative Assessments:*** -Daily quizzes on biographical readings. -Individual quizzes on identification of literary terms. -Homework quizzes from **Albert** (Guide to AP Exam) -**Azulejo** Online short answer practices. -Personal Progress Check 7 from **AP Classroom.** 20 Multiple choice questions. 2 Free response questions (Short answer: Text explanation, Essay: Text comparison) ***Summative Assessments, Projects and Celebrations:***

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- Students will explore, analyze and interpret information from authentic video, audio and print resources about XX century cultural products, practices and perspectives.
- Analyze a radio podcast for theme, purpose and tone, and inferences.

Global Perspectives:

- Students will explore different literary movements that had an impact on the Boom writers and vice versa, how the Boom writers influenced other literature all over the world.

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<td>Essay #1 Write about elements of magical realism vs realism with specific examples from the works in this unit.
Essay #2 Text comparison between one of the unit's short stories and an unknown piece from one of the unit's authors.
Essay #3 Students will write an essay analyzing the narrative resources used in "El sur."</td>
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<td>Supports for English Language Learners</td>
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Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

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<td>Intervention Strategies</td>
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Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensor y techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understandin g, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts and Additional Materials to Support Unit 7

Jorge Luis Borges

Borges y yo genius: https://genius.com/Jorge-luis-borges-borges-y-yo-annotated
El Sur short film (2 partes): https://www.youtube.com/watch?v=8oIWBW1L61M
https://www.youtube.com/watch?v=dF1VDp65VAc
Las dos Fridas: https://www.fridakahlo.org/images/paintings/the-two-fridas.jpg

Juan Rulfo

Slideshare (padre de un asesino en la última tarjeta):
https://www.slideshare.net/reichenbacpm/span-432-group-20809455
Genius annotated: https://genius.com/Juan-rulfo-no-oyes-ladrar-los-perros-annotated
Cuento leído por el autor: https://www.youtube.com/watch?v=htJ1A0r4NI0

Carlos Fuentes

Genius: https://genius.com/Carlos-fuentes-chac-mool-annotated
Entrevistas: https://www.youtube.com/watch?v=rSEQdjJe7wo&amp&feature=related
https://www.youtube.com/watch?v=EKJRAVD_jpM&amp&feature=channel

Julio Cortázar

Cortometraje:
https://www.youtube.com/watch?v=qSwuIdXnhQM&amp&feature=youtu.be
Grabación completa: https://www.youtube.com/watch?v=ODZlu3lvpmY
Genius annotated: https://genius.com/Julio-cortazar-la-noche-boca-arriba-annotated

Isabel Allende
Entrevista: https://www.youtube.com/watch?v=p1NOQPYK4KM&amp&feature=related

Unit 8: Escritores contemporáneos de Estados Unidos y España

7.1 World Languages Advanced Low by the End of Grade 12

Interpretive Mode of Communication
Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

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Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advance Low learners can talk about present, past, and future events with increasing accuracy and fluency.

Presentational Mode of Communication
Advanced Low learners participate actively and fluently in discussions about a range of topics both autobiographical and those that concern concrete events. They clearly express

complex ideas and personal points of view about topics of interest. They use paragraph-length discourse when summarizing information, comparing and contrasting ideas and fact, and narrating and describing a range of ideas. Advanced Low learners speak and write across present, past, and future time frames with increasing accuracy and fluency.

Big Ideas

This unit focuses on recent works that present the realities of life in the 1970s and 1980s in the United States and Spain. Themes in these works may be familiar to today's students. The works from the United States represent two different perspectives of Spanish speakers: that of a native who has lived their whole life in the United States and that of a migrant who negotiates assimilation or marginalization. The work from Spain explores how an individual interacts with the community. All of the works in the unit provide unique opportunities to explore contemporary cultural perspectives, products, and practices.

In this final unit, all the skills of the course come together. Students will be able to explain and compare themes in the texts to other texts and artwork. They will be able to use a variety of vocabulary to discuss and analyze stylistic, structural, rhetorical and literary features of texts. They will be able to analyze, define, and compare aspects of literary genres, movements, and periods.

Literary works

1. "Mi caballo mago", Sabine Ulibarri

2. "...y no se lo tragó la tierra", Tomás Rivera

3. ...y no se lo tragó la tierra: "La Nochebuena", Tomás Rivera

4. "Como la vida misma", Rosa Montero

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. ¿Cómo se representan la asimilación y la marginación en la literatura? 2. ¿Cómo se relaciona el/ la protagonista con los espacios interiores y exteriores?	Students will understand that… -The realities of daily lives can inspire writers to produce works of literature. -Writers can use autobiographical experiences to connect with the reader. -The importance role that setting and *ambiente* play in a piece of literature.

3. ¿Cómo son diferentes el cuento corto y la viñeta? 4. ¿Qué recursos literarios utilizan los escritores para convertir su realidad en literatura?	-Shared stories from different cultures and realities allow us to understand other human experiences. -Spanish literature can also be written in the US. -Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts. -Relate texts to contemporary global issue. -Identify perspective, attitude, or tone.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts. 7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings. 7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices. 7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines. 7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences. 7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences. 7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.	**Instructional Focus / Activities:** 1. Students will review the works from Ulibarri and Rivera, which they read as part of their summer assignment, as part of their formative assessments 2. Students will listen to a reading of Montero's vignette. 3. Students will pair up to annotate "Como la vida misma" and identify literary resources and main theme of the work. 4. Instructor will write an open-ended, analytical question on the board. Students will respond to the question on a sticky note and affix it to the board. Using another sticky note, students will comment on another student's answer and affix it to the answer. Repeat until there are chains of sticky notes that form a written literary conversation 5. As the class reaches the date of the AP Spanish exam, we will be working in review activities. Some of them are: matching authors & their works , connecting the works to their literary movement and historical era, identifying main themes in each work and

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10: Collect, share, and analyze data related to global issues including climate change.
7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2: Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5: Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6: Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and

connecting the works studies to the course themes.
6. Students will review the AP scoring guidelines created by the College Board.
7. Students will practice identifying all of the required tasks from the prompts.
8. Each student will receive a copy of the same essay. Students will use different colored highlighters to mark the thesis statement, topic sentences, examples, commentary, transitions, and conclusion. After highlighting, students will compare their essays.
9. Students will review literary resources online in Google Classroom
10. Students will define and identify the following literary terms and devices in the works.
Descripción
Ambiente
Atmósfera
Epíteto
Cromatismo
La tradición oral
Regionalismo
Perspectiva
Sátira
Onomatopeya
Exclamaciones

Instructional Strategies

Interpretive

- Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.
- Relate texts to contemporary global issue.
- Identify perspective, attitude, or tone.

Interpersonal

- Discuss texts and contexts in a variety of interactive oral formats.

innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	● Discuss texts and contexts in a variety of interactive written formats. ***Presentational:*** ● Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.
Differentiation	**Assessments**
Interdisciplinary Connections: -Students will learn about geography and way of life of Tierra Amarilla, New Mexico, including climate, products, overall culture. (Geography, History) They will view Georgia O'Keeffe's artwork to visualize the environment Ulibarri is describing in Mi caballo mago. (Art) **Technology Integration:** ● Platforms such as Kahoot, FlipGrid, Goformative, Blooket, Google Apps, Padlet, Quizizz, Quizlet and Youtube will be used on a regular basis **Media Literacy Integration:** ● Students will explore, analyze and interpret information from authentic video, audio and print resources about XX century cultural products, practices and perspectives. ● Analyze a radio podcast for theme,	***Formative Assessments:*** -Daily quizzes on biographical readings. -Homework quizzes from **Albert** (Guide to AP Exam) -**Azulejo** Online short answer practices. -Personal Progress Check 8 from **AP Classroom.** 20 Multiple choice questions. 2 Free response questions (Short answer: Text and art comparison, Essay: Text comparison) ***Summative Assessments, Projects and Celebrations:*** -Review Quiz #1-Match author to the works. -Review Quiz #2-Match work to its movement. -Review Quiz #3- match works to course themes.

purpose and tone, and inferences.

Global Perspectives:

- Students will review the diversity and variety of perspectives that they have experienced throughout the school year by means of the literary works they have studied; with emphasis on the differences in linguistic expression, historical background, geography, climate, socioeconomic class, politics, religion, race and immigrant status.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real Life Objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Flim		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies	

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks / expections
Repeat / confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessments tools based on student need
Audio books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts and Additional Materials to Support Unit 8

Sabine Ulibarri
Obra: https://secure-media.collegeboard.org/apc/micaballomago_8393.pdf
Prezi: https://prezi.com/ecur2fy4jwil/mi-caballo-mago-por-sabine-ulibarri/
Quizlet: https://quizlet.com/119817778/mi-caballo-mago-sabine-r-ulibarri-flash-cards/
Audio: https://www.youtube.com/watch?v=GataycPyEH4

Tomás Rivera
Prezi:
https://prezi.com/xony4nj3sag1/tomas-rivera-la-noche-buena-y-no-se-trago-la-tierra/
Oranizador:https://drive.google.com/drive/folders/0B3XzGJV5vtonR1pGUk1pWlN6LW8

Rosa Montero
Prezi https://prezi.com/lstt7gdytssv/como-la-vida-misma-by-rosa-montero/
https://prezi.com/zdkn8cth8lov/como-la-vida-misma/
Genius: https://genius.com/Rosa-montero-como-la-vida-misma-annotated
Slideshare: http://slideplayer.es/slide/136810/

Class materials:

1. Access to all works in the required list. **Azulejo FlextText** from Wayside Publishing.
2. **Albert Online for AP Spanish Literature** for practice and assessment program.
3. Multiple audiovisual materials to accompany each unit of study and themes. Found in the internet in a variety of contexts: film, video, audio recordings, author websites etc. (links included in the specific units of study)
4. Unit organizers created by past AP Spanish Literature students to summarize and clarify specific works in order to aid in review in preparation for the exam.
5. Class syllabus to assist in the pacing of the course. (Appendix 1)
6. Literary terms support materials. (Appendix 2)
7. Online teaching resources provided by the College Board through **AP Classroom** starting in the 2019- 2020 school year, which includes Personal Progress checks for students for each unit.

Required Texts / Reading List:

1. Isabel Allende, "Dos palabras"
2. Anónimo, "Romance de la pérdida de Alhama"
3. Anónimo, *Lazarillo de Tormes* (Prólogo; Tratados 1, 2, 3, 7)
4. Gustavo Adolfo Bécquer, Rima LIII ("Volverán las oscuras golondrinas")
5. Jorge Luis Borges, "Borges y yo"
6. Jorge Luis Borges, "El Sur"
7. Julia de Burgos, "A Julia de Burgos"
8. Miguel de Cervantes, *Don Quijote* (Primera parte, capítulos 1–5, 8 y 9; Segunda parte, capítulo 74)
9. Julio Cortázar, "La noche boca arriba"
10. Hernán Cortés, "Segunda carta de relación" (Selecciones)
11. Sor Juana Inés de la Cruz, "Hombres necios que acusáis"
12. Rubén Darío, "A Roosevelt"
13. Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava")

14. Osvaldo Dragún, *El hombre que se convirtió en perro*
15. Carlos Fuentes, "Chac Mool"
16. Federico García Lorca, La casa de Bernarda Alba
17. Federico García Lorca, "Prendimiento de Antoñito el Camborio en el camino de Sevilla"
18. Gabriel García Márquez, "El ahogado más hermoso del mundo"
19. Gabriel García Márquez, "La siesta del martes"
20. Garcilaso de la Vega, Soneto XXIII ("En tanto que de rosa y azucena")
21. Luis de Góngora, Soneto CLXVI ("Mientras por competir con tu cabello")
22. Nicolás Guillén, "Balada de los dos abuelos"
23. José María Heredia, "En una tempestad"
24. Miguel León-Portilla, Visión de los vencidos (dos secciones: "Los presagios, según los informantes de Sahagún" y "Se ha perdido el pueblo mexica")
25. Antonio Machado, "He andado muchos caminos"
26. José Martí, "Nuestra América"
27. Rosa Montero, "Como la vida misma"
28. Nancy Morejón, "Mujer negra"
29. Pablo Neruda, "Walking around"
30. Emilia Pardo Bazán, "Las medias rojas"
31. Francisco de Quevedo, Salmo XVII ("Miré los muros de la patria mía")
32. Horacio Quiroga, "El hijo"
33. Tomás Rivera, . . . y no se lo tragó la tierra (dos capítulos: ". . . y no se lo tragó la tierra" y "La noche buena")
34. Juan Rulfo, "No oyes ladrar los perros"
35. Alfonsina Storni, "Peso ancestral"
36. Tirso de Molina, El burlador de Sevilla y convidado de piedra
37. Sabine Ulibarrí, "Mi caballo mago"
38. Miguel de Unamuno, San Manuel Bueno, mártir