

Course and Curriculum Design Tool*

**Teachers have control over course and curriculum methods of implementation, but this serves as both curriculum and pacing tool.*

SCHOOL YEAR: _____ 2017-2018 _____

Language / Level: _____ AP Spanish Literature and Culture _____ Name : _____ Paula Whittaker _____

UNITS	
Theme:	Topics:
1. Las relaciones interpersonales	1. Romanticismo, short stories, description, history
2. La construcción de género	2. Medieval, Golden Age, Modern poetry and theatre, rhyme, meter, literary devices, Afro-cuban poetry, history
3. Las sociedades en contacto	3. Colonial Mexico, Muslim culture within Medieval Spain and Medieval Poetry, Golden Age Narrative, Modernism, theatre, short story, Surrealist poetry, history
4. El tiempo y el espacio	4. Golden Age sonnets, culteranismo, conceptismo, meter, rhyme, literary devices, 20th Century poetry, short story, Golden Age history and 20th Century history
5. La dualidad del ser	5. 20th Century poetry, reality vs. fantasy short stories, Latin American Boom, 20th Century history Latin America

6. La creación literaria	6. Novels, 16th Century literature and 20th Century Literature

Units	Supporting Structures/Patterns	Priority Vocabulary
Las relaciones interpersonales	<ul style="list-style-type: none"> ● Samples of graded short-answer and essay questions ● Literature outline graphic organizer 	<ul style="list-style-type: none"> ● AP Literature Themes and sub-themes ● Literary Figures and Meter ● Cómo escribir un buen ensayo sobre la literatura ● AP Literature Rubrics
La construcción de género		
Las sociedades en contacto		
El tiempo y el espacio		

La dualidad del ser		
La creación literaria		

Unit 1 Las relaciones interpersonales

Unit Outline:

Develop a general outline for what students will know and be able to do by the end of this unit.

Unit Overview:

Theme, topic, essential question(s), etc.

Theme: Las relaciones interpersonales

Topic: Friendship/hostility, love/hate, communication/lack thereof, individual/community, relationships of power, family relationships

Essential Questions:

¿Cómo se transforma el individuo a través de su relación con los demás?

Proficiency Level of Tasks in This Unit:

[Standards Alignment Tools](#)

Levels of Can-do statements used:

Novice Low

Novice Mid

Novice High

Intermediate Low

Mid

High

Advanced Low

Mid

High

<p>3/21 Language Grammar Structures & Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<ul style="list-style-type: none"> • Students will know incidental vocabulary that comes from the readings. • Students can use a variety of vocabulary appropriate to literary analysis. • Students can use a variety of grammatical and syntactic structures. • Students can self-monitor and adjust language production in oral and written communications.
<p>3/30 Learning Targets — Communication:</p> <p><i>Interpretive, interpersonal and presentational</i> <u>Can-Do Statements</u></p>	<p>Interpretive:</p> <ul style="list-style-type: none"> • Students can analyze literary and related texts in Spanish. • Students can identify points of view in Spanish language texts. • Students can identify literary genres, periods, movements, and techniques and their characteristics in Spanish language texts. • Students can identify sociocultural contexts in Spanish language texts. • Students can relate Spanish language texts to sociocultural contexts. • Students can use authorized reference tools for interpreting Spanish language texts.
	<p>Presentational:</p> <ul style="list-style-type: none"> • Students can organize information, concepts, and ideas in oral and written presentations in the target language. • Students can present information in a descriptive form in the Spanish language. • Students can write analytical compositions related to literary texts in Spanish. • Students can create and deliver oral presentations related to course content in a variety of formats in the Spanish language. • Students can use authorized reference materials in oral and written presentations.
	<p>Interpersonal:</p>

	<ul style="list-style-type: none"> • Students can discuss texts and contexts in a variety of oral and written formats in Spanish. • Students can uses a variety of literary and critical terminology in oral and written work about the texts in Spanish.
<p>3/30 – Preliminary ideas Learning Targets — Culture: <i>Intercultural Can-Do Statements</i></p>	<ul style="list-style-type: none"> • Students can analyze the relationship between products and perspectives of Spanish and Latin American cultures as manifested in Spanish-language texts. • Students can relate texts to practices and perspectives found in a variety of media from Spanish language cultures. • Students can relate literary movements to cultural contexts. • Students can relate texts to contemporary global issues using the Spanish language. • Students can use information available in the Spanish language and cultures to support the interpretation of texts and compare distinctive viewpoints. • Students can compare literary features of Spanish language texts to those of other texts. • Students can deepen and reinforce understanding of literary texts through activities in the target language within and beyond the classroom setting.
<p>Same as Can-dos?? Communicative Goal: <i>What will students be able to do by the end of this unit?</i></p>	
<p>3/30 Authentic/Other Resources: <i>What types of audio, video or text (readings) are related to this unit’s theme or topic?</i></p>	<p>Literature</p> <ul style="list-style-type: none"> • “Rima LIII” por Gustavo Adolfo Bécquer • “Las medias rojas” por Emilia Pardo Bazán • “El hijo” por Horacio Quiroga • <i>La casa de Bernarda Alba</i> por Federico Garcia Lorca • “No oyes ladrar los perros” por Juan Rulfo • “La siesta del martes” por Gabriel García Márquez • “Mi caballo mago” por Sabine Ulibarri

	<ul style="list-style-type: none"> • “Como la vida misma” por Rosa Montero <p>History Websites http://www.artehistoria.com/</p> <p>Short Films</p> <ul style="list-style-type: none"> • <i>La pasajera</i> https://www.youtube.com/watch?v=ZAn-wAAWOq8 • <i>La casa de Bernarda Alba</i> https://www.youtube.com/watch?v=y7nSYNT1Bxk
<p>3/30</p> <p><u>Instructional Strategies and Resources:</u> <i>Overview of helpful instructional strategies for this unit (communication, diverse learners, technology, career connections, etc.) Films</i></p>	
<p>TBD</p> <p><u>Pre-Assessment of Prior Knowledge DDM:</u> <i>How will students show what they already know about this topic?</i></p>	<p>Essay on first day to assess knowledge of summer work or a micro cuento “El beso de los dragones” por Wilfredo Machado(Venezuela)</p>
<p><u>Common Midterm & Final Assessment:</u> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	<p>Mid-term exam may include and is not limited to:</p> <ol style="list-style-type: none"> 1) a full-length AP practice test 2) an oral presentation comparing and contrasting two works, one from the College Board’s list and one that is similar but not on the list 3) a multiple-choice test based on works, literary figures and meter that have been studied. <p>Final exam May include and is not limited to:</p> <ol style="list-style-type: none"> 1) an in-depth oral presentation on an author and at least two of his/her works. 2) an full-length AP practice test

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