

Unit 01: La época medieval

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	La época medieval
Suggested Duration:	2 weeks

Interdisciplinary Connections

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<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12 <p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p> <p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

World and America History

ELA

Social Studies

Art

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and

Real Academia Española

[Rae.es](http://rae.es)

Arte Historia

Artehistoria.com

Biblioteca Virtual Miguel de Cervantes

Cervantesvirtual.com

CollegeBoard AP Classroom

[AP Spanish Literature and Culture](#)

<Animoto.com>: Student create videos for review and analysis

Dvolver: Digital Storyboarding

Extranormal: Digital Storyboarding

Google Docs: Whole class review

Powerpoint/Google slides presentations

Peer editing

Google Voice: For oral summaries and to record oral answer questions

Livebinder: Web Storage

<Rtv.es>: Audio information and author interview

Voki: Avatar storytelling

Wordle: or <<http://www.tagxedo.com/app.html>> Vocabulary or concept development

YouTube: <<http://www.artehistoria.jcyl.es/>>

Resources for author interviews, videos or works of art:

<http://www.rtve.es/alacarta/videos/la-entrevista/entrevista-ana-maria-matute/591370/>

<http://www.rtve.es/>

<http://cervantestv.es/tag/escritores/>

<http://www.cervantesvirtual.com/>

Standard(s) Addressed

ACTFL [World-readiness Standards for learning languages](#)

ACTFL [World-readiness Standards for learning languages Summary](#)

STAGE I Desired Results

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<p>Objective (Transfer)</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none">• <i>Paraphrase the literary text</i>• <i>Summarize the plot of a literary text</i>• <i>Explain literary texts using supporting details</i>• <i>Identify rhetorical figures</i>• <i>Identify points of view</i>• <i>Describe stylistic features</i>• <i>Make distinctions between voices in order to establish differences in meaning</i>• <i>Make distinctions between voices and the author's perspective in order to establish differences in meaning</i>• <i>Make distinction between stylistic features in order to establish differences in meaning</i>• <i>Identify cultural products, practices, and perspectives found in texts and visuals</i>• <i>Explain how cultural products and practices relate to cultural perspectives in literary texts</i>• <i>Explain how cultural beliefs and attitudes affect the interpretation of texts</i>

- Explain the role of cultural stereotypes in texts
- Explain the relationship between a literary movement and cultural perspectives

Mastery

Big Ideas/Understanding

Students will understand that...

The enduring understandings of the AP Spanish Literature and culture relate to the skills develop throughout the course. Students will understand that Medieval Spanish literature reflects the reality of the period. Linguistically, Medieval Spanish is very different from Modern Spanish. Students will develop their analytical and reading comprehension skills of Medieval literary texts by identifying targeted language patterns from medieval oral traditions such as that of troubadours and juglares' songs and epic poetry. The CollegeBoard has selected El Conde Lucanor, Don Juan Manuel (Exemplo XXXV) and Romance de la pérdida de Alhama, Anonymous as the Medieval literary texts for the current 2019-2010 AP Spanish Literature and Culture course.

Essential Questions

1. ¿Cómo se representan las diversas culturas y religiones de la época en las obras literarias?
2. ¿De qué manera la perspectiva o punto de vista afecta la representación de efectos históricos?
3. ¿Qué aspectos de la literatura medieval todavía se reflejan en la literatura y la vida de hoy en día?

Acquisition

Students will know . . .

Throughout the study of El Conde Lucanor and Romance de la pérdida de Alhama, students will know how to analyze, identify, and explain the relationships between cultural products, practices, and perspectives by (a) explaining the texts themes and comparing it to others, (b) identifying literary terms and analyzing their

Students will be skilled at . . .

- (a) reading/listening to and comprehend literary texts;
- (b) identifying and describing literary elements, voices and stylistic features;
- (c) identifying cultural products, practices, and perspectives;
- (d) explaining the relationship between cultural

effect in the text(s), (c) defining the characteristics of the text genre, (d) examine how the work reflects its literary period and movement, (e) discussing the context that influence the creation of the work.

In doing so, students will show proficiency at summarizing and paraphrasing the works, identifying the themes in the texts and explaining how each theme is developed using examples from the texts, identifying the stylistic rhetorical devices in the texts, and identifying the characteristic from each text that define each genre along with the aspects of the texts that represent each literary period. Students will

- analyze and/or interpret literary text and audio sources in the target language;
- Make connections between a literary text and a non-literary text or an aspect of culture;
- Compare literary texts;
- Compare a text to artistic representations;
- Write a literary analysis;
- Use accurate language and apply appropriate conventions of written language;
- Engage in discussions about literary texts in the target language;

products, practices, and perspectives of the target culture(s); (e) presenting information in a descriptive form;

(f) creating a thesis that states the purpose;

(g) using a variety of vocabulary appropriate to literary analysis;

(h) presenting and organizing information logically;

(i) discussing texts and contexts in a variety of interactive written formats;

(j) creating and delivering oral presentations in a variety of formats related to course content;

(k) sharing knowledge of literature and culture within and beyond the classroom setting;

(l) self-monitoring and adjust language production in oral and written communication.

STAGE II Assessment Evidence

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Evaluation	Assessments

The AP Spanish Literature and culture exam evaluates student understanding of the skills and required readings from each unit. Following the CollegeBoard exam format, the exam includes *multiple choice questions*: Part A-interpretive listening and Part B- reading analysis, and *4 free-response questions*: 2 short answers and 2 essays. At the end of the two weeks, students will complete the Unit Exam.

Throughout the two weeks period students will be assessed through:

Topic questions: multiple choice and free response questions that check student understanding of each unit/topic

Personal progress checks meant to measure students progress through each unit.

Teacher created assessment adapted from the AP Classroom question Bank

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice, Assessments, Evaluations.

STAGE III Learning Plan

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Organize plan by weeks

*The following procedures have been set in order to attain the course objectives. □ The following 5 points and the 6 points under the Additional Considerations heading will be constant throughout the eight units of this AP Spanish literature and culture course*** (these won't be retyped in the remaining units' Stage III, but must to considered)*

1. After establishing the essential questions and readings, the students are presented with activities, quizzes, and tests that link the literary works and the six AP themes and a variety of sub-themes.

2. In addition to timed essays written in class, students are assigned essay prompts similar to those of the AP Spanish Literature Exam. These essays and the take-home essays consist of: Poetry Analysis, Thematic Analysis (analysis, compare and contrast) and Text Analysis (short answers to open ended questions, analysis of critical commentary). Student responses are weighted for organization, content, historical connections, analysis and language usage, following the AP scoring guidelines.

3. *Students need to master not only the literary terms and rhetorical devices, but also make explicit connections between the devices and the overall themes represented. Emphasis will be placed on the integration of the author's use of devices and the overarching message he/she intends to convey through the rich vocabulary in the texts and its context.*

4. *Students will be presented with the six overarching themes and sub-themes presented in the AP Spanish Literature Framework and will make several levels of connections in order to develop a deeper understanding.*

5. *Readings will continuously be compared and contrasted by theme, historical context and artistic representations to help students develop an analytical understanding.*

Additional Considerations:

1. *All assignments will include an activity before, during and after.*
2. *All readings will be followed with a series of questions.*
3. *Students will create an "Archivo de autor" after every reading for their final portfolio.*
4. *All essays will be self and peer edited and will be graded using the AP Scoring Guidelines.*
5. *The three modes of communication will be emphasized throughout the year.*
6. *All spoken and written work will be presented in Spanish.*

Unit 1: Tiempo medieval 1335 – España

Obra: Ejemplo XXXV "De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava" de El infante don Juan Manuel

Conexión temática: Construcción del género / Las relaciones interpersonales

Conexión con subtema y elementos literarios: el machismo, relaciones sociales, la tradición y la ruptura, las relaciones del poder y familiares, el meta cuento, la moraleja como modo de enseñanza

Actividades: *Actividad interpretativa: Se presentará una introducción a la literatura por medio de un*

PowerPoint, el cual los estudiantes escucharán mientras toman apuntes estilo “Cornell.”

Después de leer “El conde Lucanor” ellos usarán el programa Wordle para extraer los temas de la construcción del género y las relaciones interpersonales dentro de la obra.

El renacimiento / La reconquista 1482 - España

Obra: “Romance del rey moro que perdió Alhama”, anónimo

Conexión temática: La sociedad en contacto / La construcción del género

Conexión con subtema y elementos literarios: la asimilación y marginación, el nacionalismo y el regionalismo, la tradición y la ruptura, el sistema patriarcal, los romances y sus atributos, los juglares y su importancia a la poesía, el estribillo como recurso.

Actividades: Actividad interpretativa: Antes de leer el “Romance del rey moro” los estudiantes escucharán el audio video de “La reconquista” en <<http://www.artehistoria.com/historia/videos/632.htm>> para poder identificar el tema de la sociedad en contacto y el subtema de la asimilación y la marginación dentro del poema. También pueden ver: La Alhambra en <<http://www.artehistoria.com/histesp/videos/96.htm>> y la alhama.

Se les dará una breve explicación sobre la historia de los Musulmanes.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Supplementary Materials:

1. <Amediavoz.com> (for audio poetry)
2. Aproximaciones al estudio de la literatura hispánica: McGraw-Hill, 2012 (7th Ed.) ISBN 13: 978-0-07-338537-2
3. Momentos cumbres de las literaturas hispánicas: Introducción al análisis literario: Pearson Education Inc., 2004 ISBN 0-13-101645-8
4. Released exams by College Board
5. Texto y vida, Introducción a la literatura hispanoamericana: John Wiley & Sons, Inc. 2002 Mujica, Barbara Louise, ISBN 0-470-00249-2
6. <Artehistoria.com>: en YouTube
7. [Calendario escolar con lecturas Términos básicos, intermedios, avanzados, épocas y corrientes literarias](#)
8. Las fábulas, la tortuga y la liebre, Esopo
9. [The Taming of the Shrewd](#), La fierecilla domada, Shakespeare

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	