

Unit 02: Siglo XVI

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Siglo XVI
Suggested Duration:	4 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
<p>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</p>

Real Academia Española

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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Objective (Transfer)
<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 (structure, settings, timeframes, characters, style, point of view, tone)</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 features of a literary genre, literary periods, movements, historical and sociocultural contexts</i>• <i>Identify structural and rhetorical features in a text of the same period, genre, or literary movement</i>• <i>Explain how the context and stylistic features of a text relate to genre, period, and literary movement</i>

- Explain how features of a text are characteristics of a genre, period, or literary movement
- Identify the literary movement to which a text belongs
- Explain how literary movements reflect their cultural and historical contexts
- Explain the relationship between linguistic changes and historical and/or geopolitical contexts
- Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts
- Distinguish arguments from opinions
- Explain how personal beliefs and opinions affects text interpretations
- Make connections between primary and secondary texts

Mastery

Big Ideas/Understanding

Students will understand that...

The Spanish Renaissance, also known as the Golden Age, constitutes an important moment in literature because the language develops from its Medieval rudimentary form into an Art form. Students will become familiar with the characteristics of several different genres and make comparisons to works studied in Unit 1.

Essential Questions

1. ¿De qué manera afecta el contexto histórico, sociocultural, o geopolítico la creación literaria del s. XVI?
2. ¿Cómo afecta la cultura de los escritores en la representación de eventos o en la historia de un texto?
3. ¿Cómo es posible saber si un narrador es fidedigno?

Acquisition

Students will know . . .

Throughout the study of El Lazarillo de Tormes, Anónimo, Visión de los vencidos, Los presagios, según los informantes de Sahagún y Se ha perdido el pueblo Mexica, de Miguel León Portilla, Segunda carta de relación, de Hernán Cortés, y Soneto XXIII, de Garcilaso de la Vega, students will know to identify and describe the works characters, plot, main ideas, and important events. Students will develop their analysis skills by connecting themes to

Students will be skilled at . . .

- (a) reading/listening to and comprehend literary texts;
- (b) identifying the theme in a text,
- (c) identifying or describing literary element, voices, and stylistic features;
- (d) relating target language texts to to genres, periods, movements, and techniques;

characters in and across texts. Students will compare the themes, and structural, stylistic, or rhetorical features in this Unit's texts to texts studied in Unit 1 and to Artwork from the same period. Students will identify and understand the circumstances in which the texts were written by studying the historical, geopolitical, sociocultural and other relevant context of each era. Students will progressively move from comprehension to interpretation, discussion, and eventually analysis.

- (e) situating textual language and registers within historical, social, and geopolitical contexts;*
- (f) relating texts to their contexts (historical, sociocultural, geopolitical);*
- (g) explaining how a text reflects or challenges perceptions of a majority/minority culture;*
- (h) presenting information in a descriptive form;*
- (i) creating a thesis that states the purpose;*
- (j) Using a variety of vocabulary appropriate to literary analysis;*
- (k) Using a variety of grammatical and syntactic structures;*
- (l) creating and delivering oral presentations related to course content in a variety of formats;*
- (m) self-monitoring and adjusting language production in oral and written communication.*

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Evaluation	Assessments
<p>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 <i>multiple choice questions</i>: Part A-interpretive listening and Part B- reading analysis, and <i>4 free-response questions</i>: 2 short answers and 2 essays. At the end of the two weeks, students will complete the Unit Exam.</p>	<p>Throughout the four weeks period students will be assessed through:</p> <p>Topic questions: multiple choice and free response questions that check student understanding of each unit/topic</p> <p>Personal progress checks meant to measure students progress through each unit.</p>

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

Unit 2: La conquista 1515 – España y las Américas

Obra: “Segunda carta de relación” (selecciones), Diario de Hernán Cortés

Conexión temática: La construcción del género / Las sociedades en contacto

Conexión con subtema y elementos literarios: relaciones sociales, tradición y ruptura, la asimilación y la marginación, la diversidad

Actividades: Actividad interpersonal: Después de leer las selecciones de “La segunda carta de relación” los estudiantes harán un “Piensa y comparte” con su pareja sobre el subtema de las relaciones sociales y el tema de la construcción del género.

Además hablarán sobre el video de YouTube: “La maldición de la Malinche”

La conquista (escrito en 1517) 1517 – México

Obra: Visión de los vencidos “Los presagios, según los informantes de Sahagún” y “Se ha perdido el pueblo mexicatl”, de Miguel León-Portilla

Conexión temática: La dualidad del ser / La creación literaria / Las sociedades en contacto / Las relaciones interpersonales

Conexión con subtema y elementos literarios: la construcción de la realidad, la espiritualidad y la religión, la literatura autoconsciente, el texto y su contexto, la asimilación y marginación, el imperialismo, el concepto del “otro”

Actividades: Actividad interpersonal: Antes de leer las dos selecciones de Visión de los vencidos, los estudiantes analizarán la pintura de Diego Rivera: The Spanish conquest <http://www.wholesalechinaoilpainting.com/oil%20painting%20image-57066> e intercambiarán sus ideas sobre la pintura y su significado.

Durante la lectura los estudiantes harán conexiones entre la pintura y el tema de la creación literaria y el subtema de la espiritualidad y la religión o el concepto del “otro” y las relaciones interpersonales. Para más información histórica pueden ver el Audio/Video: “History Channel” <http://tmhistory.blogspot.com/2009/04/presagios-del-fin-de-un-imperio.html>

Época / moderna: El renacimiento 1543 - España

Obra: Soneto XXIII “En tanto que de rosa y azucena”, de Garcilaso de la Vega

Conexión temática: El tiempo y el espacio / La creación literaria

Conexión con subtema y elementos literarios: carpe diem, la naturaleza y el ambiente, la relación entre el tiempo y el espacio, el proceso creativo, el texto y su contexto

Actividades: Actividad interpretativa e interpersonal: Después de leer el “Soneto XXIII” los estudiantes hacen una “Encuesta de los términos poéticos” para extraer los conceptos del carpe diem y el tiempo y el espacio e integrar la relación del poema y la pintura: “El nacimiento de Venus”.

Época / moderna: El siglo de oro 1554 – España

Obra: Lazarillo de Tormes: Prólogo; Tratados 1, 2, 3 y 7, anónimo

Conexión temática: La sociedad en contacto / La creación literaria / Las relaciones interpersonales

Conexión con subtema y elementos literarios: la asimilación y la marginación, las divisiones socioeconómicas, la literatura autoconsciente, el proceso creativo, el individuo y la comunidad, las relaciones familiares, los símbolos dentro de la obra, la obra picaresca, el anti-héroe, la hipocresía de la religión, la sociedad ciega

Actividades: Actividad de presentación: Después de leer y analizar cada tratado (1, 2, 3 y 7) de Lazarillo de Tormes, los estudiantes en grupos de cuatro van a crear una cartulina que represente el “Espejo mental” de Lazarillo. Dentro del espejo mental los estudiantes van a analizar detalladamente las citas, los símbolos y el lenguaje figurado que usa el autor para representar los pensamientos de Lazarillo y los de la época histórica en que se presenta.

Los estudiantes presentarán sus espejos oralmente a la clase enfatizando las divisiones socioeconómicas entre Lazarillo y sus tres amos y a la vez comentando sobre los símbolos como recurso literario de la religión como el pan, el vino y el hambre espiritual.

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:

<Amediavoz.com> (for audio poetry)

Aproximaciones al estudio de la literatura hispánica: McGraw-Hill, 2012

(7th Ed.) ISBN 13: 978-0-07-338537-2

Momentos cumbres de las literaturas hispánicas: Introducción al análisis

literario: Pearson Education Inc., 2004 ISBN 0-13-101645-8

Released exams by College Board

Texto y vida, Introducción a la literatura hispanoamericana: John Wiley & Sons, Inc. 2002 Mujica, Barbara Louise, ISBN 0-470-00249-2

<Artehistoria.com>: en YouTube

[Calendario escolar con lecturas](#)

[Términos básicos, intermedios, avanzados, épocas y corrientes literarias](#)

Goya, El garrotillo, [pintura](#),

[El periquillo Sarniento](#), José J Fernández de Lizardi

[El códice Mendoza](#), Folio 2 recto

Romance de la pérdida de Alhama,

[The conquest of Tenochtitlán](#), from the conquest of México

[Tenochtitlán](#), [Tenochtitlán](#) Diego Rivera

[La conquista de México](#), Juan González

[Birth of Venus](#), Botticelli

[idealized portrait of a Lady](#), Botticelli

[Soneto XVII](#), Quevedo

[Soneto CLXVI](#), Góngora

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.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

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.	