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. *See Unit 1*	**1.**
2.	**2.**
3.	**3.**
4.	**4.**

Units	Supporting Structures/Patterns	Priority Vocabulary
See Unit 1		

Unit 2 La construcción de género

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: La construcción de género Topic: Chauvinism/Social relationships/Patriarchal system/Sexuality/Tradition and rupture Essential Questions: How have socio economic and historical factors influenced the role of genders?
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**
3/21 **Language Grammar Structures &** **Vocabulary:** *Overview of the content students will know by the end of this unit*	● 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.
3/30 **Learning Targets — Communication:** *Interpretive, interpersonal and presentational* ***Can-Do Statements***	*Interpretive:* ● Students can read, listen to and comprehend written and spoken texts in Spanish related to literary content. ● Students can analyze literary and related texts in Spanish. ● Students can identify rhetorical figures used in Spanish language texts. ● 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.
	Presentational: ● 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 incorporate information from secondary sources related to texts in oral and written presentations in the target language. ● Students can use authorized reference materials in oral and written presentations.
	Interpersonal: ● 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.
3/30 – Preliminary ideas **Learning Targets — Culture:** *Intercultural **Can-Do Statements***	● 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 their contexts(literary, historical, sociocultural, geopolitical) in the Spanish language. ● Students can relate texts to contemporary global issues using the Spanish language. ● Students can compares textual language and registers in Spanish language texts produced in different historical, social, and geopolitical contexts. ● 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.
Same as Can-dos?? **Communicative Goal:** *What will students be able to do by the end of this unit?*	
3/30 **Authentic/Other Resources:** *What types of audio, video or text (readings) are related to this unit's theme or topic?*	Literature from the list ● "De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava" Don Juan Manuel ● *El burlador de Sevilla y el convidado de piedra* Tirso de Molina ● "Hombres necios que acusáis" Sor Juana Inés de la Cruz ● "Peso ancestral" Alfonsina Storni ● "Mujer negra" Nancy Morejón ● "Balada de los dos abuelos" Nicolás Guillén ● "Dos palabras" Isabel Allende Other literature ● Tú me quieres blanca Alfonsina Storni ● A su retrato Sor Juana Inés de la Cruz ● Other stories from *El conde Lucanor* Don Juan Manuel

3/30 **Instructional Strategies and Resources:** *Overview of helpful instructional strategies for this unit (communication, diverse learners, technology, career connections, etc.) Films*	Dicen que los hombres no deben llorar https://www.youtube.com/watch?v=tmE8zr2soa0 Dime que no https://www.youtube.com/watch?v=0WWdY_F2YVg El eterno feminino http://www.ub.edu/cdona/lletradedona/el-eterno-femenino Entrevista con Nancy Morejón https://www.youtube.com/watch?v=2ZsNpHOHlmQ
TBD **Pre-Assessment of Prior Knowledge DDM:** *How will students show what they already know about this topic?*	Pre-assessment will only be performed in the first unit; see unit 1.
June 2016?? **Common Midterm & Final Assessment:** *End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit*	See unit 1.