Coconino High School Weekly Learning Guide

| Course | Spanish AP Literature | Week Assigned | April 20-24 |
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| Lesson Title | Repaso de Unidad 3: El Siglo XVII-El Siglo de Oro Soneto CLXVI ("Mientras por competir con tu cabello"), Luis de Góngora "Hombres necios que acusáis," Sor Juana Inés de la Cruz Don Quijote, Miguel de Cervantes (Primera Parte, capítulos 1-5, 8, 9; Segunda parte, capítulo 74. El burlador de Sevilla y convidado de piedra, Tirso de Molina | | |
| Teacher(s), Email, & Other Contact Information | Lizett Castruita, lcastruita@fusd1.org, Google Classroom access code: unshwa4 | | |
| Target Standards | Skill 1.A: Read/listen to and comprehend literary texts. Skill 1.C: Identify or describe literary elements, narrative voices, and stylistic features. Skill 1.E: Explain the function and/or the significance of rhetorical, structural, and stylistic features. Skill 1.F: Explain implied meanings or inferences. Skill 1.H: Explain the development of a theme in a text. Skill 1.I: Connect themes or ideas to characters. Skill 2.A: Identify cultural products, practices, or perspectives. Skill 2.B: Explain the relationship between cultural products, practices, and perspectives of target cultures. Skill 2.C: Relate target language texts to genres, periods, movements, and techniques. Skill 5.A: Present information in a descriptive form. Skill 5.B: Create a thesis that states the purpose. Skill 5.C: Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas. Skill 5.D: Elaborate and support main points with textual evidence. Skill 6.A: Use a variety of vocabulary appropriate to literary analysis. Skill 6.B: Use a variety of grammatical and syntactic structures. Skill 6.C: Present and organize information logically. | | |
| Learning Goal | AP Spanish Literature exam preparation be able to analyze a piece of literature an essay by: Text Explanation: Students read an ereading list, identify the author and pedevelopment of a given theme found to | and be able to write excerpt from a text or eriod of the text, and | a short answer and the required explain the |

| | work from which the excerpt is taken. Text and Art Comparison: Students read an excerpt from a text on the required reading list and study an image of a work of art (e.g., a painting, photograph, sculpture, or drawing) related by theme to the text. They are asked to compare how a particular theme is represented in both the text and the image, and then to connect that theme to the genre, period, or movement of the text. Essay Ouestions | |
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| | Analysis of a Single Text: Students read an excerpt from a text on the required reading list and then analyze how the text represents the characteristics of a particular genre as well as a particular historical, cultural, or social context. | |
| | <u>Text Comparison</u> : Students read 2 excerpts related by theme, one from a text on the required list, the other from a text not on the list and analyze the effect of literary devices that the authors use in the texts to develop a particular theme that is provided in the question prompt. | |
| Essential Questions | What is the cultural and historical relevance of our four assigned readings this week? How has society influenced our view and moral standards when it comes to wealth, beauty, and public and private image? Why is it important to be able to analyze a piece of literature and be able to compare it to a piece of art? What information can we gather by comparing and analyzing them? How has the role of women changed in today's society, could it be better? Worse? why? | |
| Learning Activity | Free response written practice through the review of Unit 3 selected readings. by writing a short answer and/ or an extended essay based on the assigned reading and using supported materials provided on Google classroom. Write a coherent and well-organized response IN SPANISH on the topic that appears below. ANSWER THESE QUESTIONS TO THE BEST OF YOUR ABILITY See document below: Preguntas unidad 3 Comparative Art: | |
| Resources | READINGS Soneto CLXVI ("Mientras por competir con tu cabello"), Luis de Góngora Hombres necios que acusáis," Sor Juana Inés de la Cruz Don Quijote, Miguel de Cervantes El burlador de Sevilla y convidado de piedra, Tirso de Molina PowerPoint presentations on GC Comparative Art: | |

| | Mientras por competir con tu cabello | |
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| | Phillip Scott Johnson's "500 Years of Female Portraits in Western Art | |
| | Sor Juana Inés de la Cruz | |
| | <u>Sor Juana</u> | |
| | Characters of Thais and Lucrecia in the Hombres Necios - Thais Vs. Lucrecia | |
| | Don Quijote | |
| | Don Quijote | |
| | El Greco | |
| | "San Martín y el pordiosero" | |
| | "Vista de Toledo" | |
| | El burlador de Sevilla | |
| | Max Slevogt: Don Juan in Mozart's opera Don Giovanni | |
| | http://www3.nccu.edu.tw/~cvyang/data/Spanishlit/Don%20Juan.pdf | |
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| Links to Printable | Preguntas Unidad 3 | |
| Materials | READINGS (CV) | |
| | Soneto CLXVI ("Mientras por competir con tu cabello"), Luis de Góngora | |
| | "Hombres necios que acusáis," Sor Juana Inés de la Cruz | |
| | Don Quijote, Miguel de Cervantes | |
| | • El burlador de Sevilla y convidado de piedra, Tirso de Molina | |
| | http://www3.nccu.edu.tw/~cvvang/data/Spanishlit/Don%20Juan.pdf | |
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| Extension & Enrichment | , | |
| | some similarities with some of the art studied in this unit. Write a short | |
| | reflection on how they may be similar or different. | |
| | Additional Practice on AP | |
| | Central: | |
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| | https://apcentral.collegeboard.org/pdf/ap19-frq-spanish-literature.pdf?c | |
| | ourse=ap-spanish-literature-and-culture | |
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