

Coconino High School

Weekly Learning Guide

Course	Spanish AP Literature	Week Assigned	April 20-24
Lesson Title	Repaso de Unidad 3: El Siglo XVII-El Siglo de Oro • <i>Soneto CLXVI</i> (“<i>Mientras por competir con tu cabello</i>”), <i>Luis de Góngora</i> • “<i>Hombres necios que acusáis</i>,” <i>Sor Juana Inés de la Cruz</i> • <i>Don Quijote</i>, <i>Miguel de Cervantes</i> (Primera Parte, capítulos 1-5, 8, 9; Segunda parte, capítulo 74. • <i>El burlador de Sevilla y convidado de piedra</i>, <i>Tirso de Molina</i>		
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 and review. Students are expected to be able to analyze a piece of literature and be able to write a short answer and an essay by: <u>Text Explanation:</u> Students read an excerpt from a text on the required reading list, identify the author and period of the text, and explain the development of a given theme found within the excerpt in relation to the whole		

	work from which the excerpt is taken. <u>Text and Art Comparison:</u> 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. <u>Essay Questions</u> <u>Analysis of a Single Text:</u> 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. <u>ANSWER THESE QUESTIONS TO THE BEST OF YOUR ABILITY See document below:</u> <u>Preguntas unidad 3</u> <u>Comparative Art:</u>
Resources	<u>READINGS</u> • 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 <u>Comparative Art:</u>

	<u>Mientras por competir con tu cabello</u> Phillip Scott Johnson's "500 Years of Female Portraits in Western Art" Sor Juana Inés de la Cruz Sor Juana Characters of Thais and Lucrecia in the Hombres Necios - Thais Vs. Lucrecia <u>Don Quijote</u> Don Quijote El Greco "San Martín y el pordiosero" "Vista de Toledo" <u>El burlador de Sevilla</u> Max Slevogt: Don Juan in Mozart's opera <i>Don Giovanni</i> http://www3.nccu.edu.tw/~cyyang/data/Spanishlit/Don%20Juan.pdf
Links to Printable Materials	<u>Preguntas Unidad 3</u> <u>READINGS</u> • 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/~cyyang/data/Spanishlit/Don%20Juan.pdf
Extension & Enrichment	Find artwork related to this week's readings and see if you can find some similarities with some of the art studied in this unit. Write a short reflection on how they may be similar or different. <u>Additional Practice on AP Central:</u> https://apcentral.collegeboard.org/pdf/ap19-frq-spanish-literature.pdf?course=ap-spanish-literature-and-culture