

Montclair High School

Spanish Literature 6 AP / 9-12

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Spanish Literature and Culture 6AP Curriculum

Grade(s) 11-12

Approved by the Montclair Board of Education 2012

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Department of Instruction

2012

ACKNOWLEDGEMENTS

This revised curriculum is aligned to the New Jersey Core Curriculum content Standards for Spanish that were adopted by the New Jersey Board of Education in 2009. The document is intended for use by all Spanish teachers employed by the Montclair Public Schools

Introduction: This document explains the curriculum for Spanish: College Prep for the Montclair Public School District.

Purpose:

The fundamental purpose of this curriculum is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and development. In following this curriculum, students, parents, teachers, guidance counselors and the school district will attain information regarding the course objectives, expectations and pacing.

Statement of Philosophy:

The purpose of this course is to expose students to the Spanish culture and language through listening, writing, speaking and reading.

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This class embodies a diversify group of topics from summer vacations, sports, friendship, stereotypes, role of the family, food & desserts, art & music, and technology & media. The students will be involved in both individual and group work. This class will foster communication skills, critical thinking, and break preconceived notions.

INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the Montclair World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that all students develop the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

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1. Learn new vocabulary framed in contextual thematic units
2. Use circumlocution to express meaning when they lack vocabulary terms for new ideas
3. Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
4. Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
5. Write and perform stories and mini-plays in the target language
6. Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
7. Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
8. Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

STATEMENT OF PHILOSOPHY

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The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987, Lipton, 1992, Met, Anderson, Brega, and Rhodes 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

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The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning.

PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 1: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 2: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 3: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target

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language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 4: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 5: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 6: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 7: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

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Unit 8: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 9: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

Unit 10: The focus of this unit is to introduce students to biographical facts of writers. Students will write analytical compositions related to literary texts. Students will use a variety of literary and critical terminology in oral and written discussions in the target language. Students exercise their language skills (speaking, listening, writing, and reading) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode)

GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This

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imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Spanish Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.” This standard includes the interpretive, interpersonal and presentational mode of communication.

SECTION II

Course Description

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Spanish 6AP Literature: This full-year course gives students a deep comprehension of literary masterpieces (poetry, short stories, and novels) from Spain, as well as from Latin America, through an intensive study of vocabulary, grammar, themes, and analysis and critique of the works chosen. The Advanced Placement Board mandates the selected authors. The student ultimately prepares for the AP Spanish Literature Exam.

This course will consist of 9 units.

Thematic Units for Spanish Literature 6AP

Unit 1

Unit 6

Unit 2

Unit 7

Unit 3

Unit 8

Unit 4

Unit 9

Unit 5

UNIT 1:

Learning Goals	Enduring Understandings	Essential Questions
NJCCCS & CPI		

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<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1</p>	<p>The literature of different cultures presents the concept of time and space.</p>	<p>How do the authors take time and space to build a variety of feelings?</p>
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<p>Skills</p>	<p>Key Content</p>
<p>Listening Speaking Reading Writing</p>	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Write analytical compositions related to literary texts. • Use a variety of literary and critical terminology in oral and written discussions in the target language. • Identify rhetorical figures in the target language. • Identify socio cultural contexts • Students will discuss, read and analyze works such as: <p>Dos Palabras</p> <p>Romance de la perdida d Alhama,</p>

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	El Sur, A Julia de Burgos, La Noche Boca Arriba, El Hombre que se convirtió en perro,
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must demonstrate understanding of the literary works read and their themes. Oral works,</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory,</p>
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<p>such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned knowledge. Spanish 6 AP students will use more level 6AP vocabulary and structures that are framed in ten contextual</p>
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		<p>units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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Resources:	Instructional Strategies / Best Practices:	Enrichment:
<ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using websites such as: <ol style="list-style-type: none">1. www.google.com2. www.cervantesvirtual.com3. www.irx.de4. www.supercable.es	<ul style="list-style-type: none">• Presentations• Answer questions.• Essays.• Analytical and thematic discussions.• Poetry Analysis Use a charades-like game to review key terms.• Draw a Story	<ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of exploration.• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.

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<p>5. www.josemarti.org</p> <p>6. www.isabelallende.com</p> <p>7. www.themodernword.com</p> <p>8. www.dariana.com</p> <p>9. www.garcia-lorca.org</p> <p>10. www.garcilaso.org</p> <p>11. www.ensayistas.org</p> <p>12. www.ucm.es</p>		
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		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 2:

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	Cultural factors motivate writers to create their literary work.	What terminology is used to engage in discussions about literary criticism have you learned?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Write analytical compositions related to literary texts. • Use a variety of literary and critical terminology in oral and written discussions in the target language. • Identify rhetorical figures in the target language. • Identify socio cultural contexts

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	<ul style="list-style-type: none">• Students will discuss, read and analyze works such as: Volverán las oscuras golondrinas El ahogado más hermoso del mundo. La siesta del martes. Balada de los dos abuelos. A Rosevelt
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content</p>
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<p>oral work and participation. Students must demonstrate understanding of the literary works read and their themes. Oral works, such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned</p>
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		<p>knowledge. Spanish 6 AP students will use more level 6AP vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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<p>Resources:</p> <ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using websites such as: <p>www.google.com</p>	<p>Instructional Strategies / Best Practices</p> <ul style="list-style-type: none">• Presentations• Answer questions.• Essays• Analytical and thematic discussions.• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<p>Enrichment:</p> <ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of exploration.• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.

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<p>www.cervantesvirtual.com</p> <p>www.irx.de</p> <p>www.supercable.es</p> <p>www.josemarti.org</p> <p>www.isabelallende.com</p> <p>www.themodernword.com</p> <p>www.dariana.com</p> <p>www.garcia-lorca.org</p> <p>www.garcilaso.org</p> <p>www.ensayistas.org</p> <p>www.ucm.es</p>		
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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 3:

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	.Literature can be both fantasy and reality.	What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Write analytical compositions related to literary texts. • Use a variety of literary and critical terminology in oral and written discussions in the target language. • Identify rhetorical figures in the target language

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	<ul style="list-style-type: none">• Identify socio cultural context• Students will discuss, read and analyze works such as: Hombres necios que acusáis En una tempestad Mujer negra Borges y Yo.
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content</p>
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<p>demonstrate understanding of the literary works read and their themes. Oral works, such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned</p>
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		<p>knowledge. Spanish 6 AP students will use more level 6AP vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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<p>Resources:</p> <ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins <p>Supplementary Instructional Material:</p> <p>A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's</p> <p>The students are expected to do research on the internet using websites such as:</p> <p>www.google.com</p> <p>www.cervantesvirtual.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none">• Presentations.• Answer questions.• Essays• Analytical and thematic discussions.• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<p>Enrichment:</p> <ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of exploration.• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.
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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 4:

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	The perspective of a culture affects the representation of historical events.	How does the literary work represent the different periods and cultures?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Write analytical compositions related to literary texts. • Use a variety of literary and critical terminology in oral and written discussions in the target language. • Identify rhetorical figures in the target language. • Identify socio cultural contexts

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	<ul style="list-style-type: none"> • Students will discuss, read and analyze works such as: Chac Mool. Walking around No oyes ladrar los perros Nuestra América.
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must demonstrate understanding of the literary</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the</p>
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<p>works read and their themes. Oral works, such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned knowledge. Spanish 6 AP students will</p>
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		<p>use more level 6AP vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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<p>Resources:</p> <ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using websites such as: <p>www.google.com</p> <p>www.cervantesvirtual.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none">• Presentations.• Answer questions.• Essays.• Analytical and thematic discussions• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<p>Enrichment:</p> <ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of exploration.• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.
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<p>www.irx.de</p> <p>www.supercable.es</p> <p>www.josemarti.org</p> <p>www.isabelallende.com</p> <p>www.themodernword.com</p> <p>www.dariana.com</p> <p>www.garcia-lorca.org</p> <p>www.garcilaso.org</p> <p>www.ensayistas.org</p> <p>www.ucm.es</p>		
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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 5:

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	Literature approaches questions about reality and fantasy.	What factors motivate writers to create their literary work?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Write analytical compositions related to literary texts • Use a variety of literary and critical terminology in oral and written discussions in the target language.

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	<ul style="list-style-type: none">• Identify rhetorical figures in the target language.• Identify socio cultural contexts• Students will discuss, read and analyze works such as: Anónimo Lazarillo de Tormes. Segunda carta de relación. , El burlador de Sevilla y convidado de piedra.
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the</p>
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<p>demonstrate understanding of the literary works read and their themes. Oral works, such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned knowledge. Spanish 6 AP students will</p>
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		<p>use more level 6AP vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
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Resources:	Instructional Strategies / Best Practices:	Enrichment:
<ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using websites such as: <p>www.google.com</p> <p>www.cervantesvirtual.com</p> <p>www.irx.de</p>	<ul style="list-style-type: none">• Presentations.• Answer questions.• Essays.• Analytical and thematic discussions• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of exploration.• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.

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<p>www.supercable.es</p> <p>www.josemarti.org</p> <p>www.isabelallende.com</p> <p>www.themodernword.com</p> <p>www.dariana.com</p> <p>www.garcia-lorca.org</p> <p>www.garcilaso.org</p> <p>www.ensayistas.org</p> <p>www.ucm.es</p>		
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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 6:

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	The writers use the time and the space to build a variety of feelings and moods.	How does the socio-cultural context influence the development of the interpersonal relationships?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Write analytical compositions related to literary texts. • Use a variety of literary and critical terminology in oral and written discussions in the target language. • Identify rhetorical figures in the target language. • Identify socio cultural contexts

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	<ul style="list-style-type: none">• Students will discuss, read and analyze works such as: Prendimiento de Antoñito el Camborio en el camino de Sevilla. Las medias rojas. El hijo. Mi caballo mago. San Manuel bueno mártir. Peso Ancestral. Soneto CLXVI. (Mientras por competir con tu cabello).
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the</p>
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<p>understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must demonstrate understanding of the literary works read and their themes. Oral works, such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments</p>		<p>skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness,</p>
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<p>will be given and students should plan accordingly.</p>		<p>interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned knowledge. Spanish 6 AP students will use more level 6AP vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include</p>
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		more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.
<p>Resources:</p> <ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none">• Presentations.• Answer questions.• Essays.• Analytical and thematic discussions• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<p>Enrichment:</p> <ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of exploration.• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.

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<p>websites such as:</p> <p>www.google.com</p> <p>www.cervantesvirtual.com</p> <p>www.irx.de</p> <p>www.supercable.es</p> <p>www.josemarti.org</p> <p>www.isabelallende.com</p> <p>www.themodernword.com</p> <p>www.dariana.com</p> <p>www.garcia-lorca.org</p> <p>www.garcilaso.org</p> <p>www.ensayistas.org</p> <p>www.ucm.es</p>		
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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 7:

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Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	The feminine representations have been changed through history.	What modern literary theory and application in literary analysis have you learned?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Write analytical compositions related to literary texts. • Use a variety of literary and critical terminology in oral and written discussions in the target language. • Identify rhetorical figures in the target language. • Identify socio cultural contexts • Students will discuss, read and analyze works such as:

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	<p>La casa de Bernarda Alva.</p> <p>En tanto que de rosa y azucena.</p> <p>Los presagios, según los informantes de Sahagun y Sen ha perdido el pueblo mexicatl.</p> <p>Como la vida misma.</p>
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must demonstrate understanding of the literary works read and their themes. Oral works,</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer</p>
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<p>such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned knowledge. Spanish 6 AP students will use more level 6AP vocabulary and</p>
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		<p>structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
Resources:	Instructional Strategies / Best Practices:	Enrichment:

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<ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using websites such as: <p>www.google.com</p> <p>www.cervantesvirtual.com</p> <p>www.irx.de</p>	<ul style="list-style-type: none">• Presentations.• Answer questions.• Essays.• Analytical and thematic discussions• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of exploration.• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.
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<p>www.supercable.es</p> <p>www.josemarti.org</p> <p>www.isabelallende.com</p> <p>www.themodernword.com</p> <p>www.dariana.com</p> <p>www.garcia-lorca.org</p> <p>www.garcilaso.org</p> <p>www.ensayistas.org</p> <p>www.ucm.es</p>		
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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 8:

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	The socio-cultural and historical contexts influences in the expression of identity.	What kind of questions does the literature raise about the reality and the fantasy?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • .Students are introduced to biographical facts and themes of the specific authors mentioned below. • Students will read, discuss and analyze works such as: Don Quijote chapters 1, 5,8 and 9. Second part chapter 74. He andado muchos caminos.

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	Salmo XVII. (Mire los muros de la patria mía).
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must demonstrate understanding of the literary works read and their themes. Oral works, such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the</p>
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<p>the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned knowledge. Spanish 6 AP students will use more level 6AP vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics</p>
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		<p>already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez • Abriendo Paso Gramática by José 	<p>Instructional Strategies / Best Practices:</p> <p>* Presentations.</p> <ul style="list-style-type: none"> • Answer questions. • Essays. 	<p>Enrichment:</p> <p>*Adapt stories to the 21st century point of view.</p> <ul style="list-style-type: none"> • Make maps of locations from

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<p>M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using websites such as: <p>www.google.com</p> <p>www.cervantesvirtual.com</p> <p>www.irx.de</p> <p>www.supercable.es</p> <p>www.josemarti.org</p> <p>www.isabelallende.com</p>	<ul style="list-style-type: none">• Analytical and thematic discussions• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<p>readings, show routes of exploration.</p> <ul style="list-style-type: none">• Illustrate people described in poems.• Hold debates.• Write additional verses for poems.
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www.garcilaso.org		
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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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UNIT 9:

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	Cultural factors motivate writers to create their literary work.	What terminology is used to engage in discussions about literary criticism have you learned

Skills	Key Content
Listening Speaking Reading	<ul style="list-style-type: none"> • Students are introduced to biographical facts and themes of the specific authors mentioned below. • Students will read, discuss and analyze works such as: Conde Lucanor, Exemplo XXXV (De lo que aconteció a un

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Writing	mozo que caso con una mujer muy fuerte y muy brava) Y no se lo trago la tierra y la Noche Buena.
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<p>Assessment: (Formative and Summative)</p> <p><u>1-Essays</u> are an assessment of the knowledge and understanding of the literary works studied. Students must adequately represent a high level of understanding of the content, critique and analysis of the readings, and usage of proper grammar.</p> <p><u>2-Class performance</u> is an assessment of oral work and participation. Students must demonstrate understanding of the literary works read and their themes. Oral works, such as current events, will be an integral part of the class performance grade. Students must show a high proficiency of</p>	<p>Rubrics:</p> <p>See below</p>	<p>Key Criteria for Differentiation:</p> <p>Spanish courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students’ learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the</p>
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<p>the Spanish Language through oral participation.</p> <p><u>3-Quizzes</u> are evaluations of short-term knowledge and understanding of the works.</p> <p><u>4-Homework</u> allows students to implement and emphasize their understanding and knowledge of the content and skills taught in class. Homework will be assigned on a daily basis. Also, long-term assignments will be given and students should plan accordingly.</p>		<p>three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Spanish 6 AP Literature is a continuation of the study of Spanish V AP but requiring the use of previously learned knowledge. Spanish 6 AP students will use more level 6AP vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics</p>
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		already taught in level VAP and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.
Resources: <ul style="list-style-type: none">• Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez• Abriendo Paso Gramática by José	Instructional Strategies / Best Practices: <ul style="list-style-type: none">• Presentations.• *Answer questions.• *Essays.• Analytical and thematic discussions	Enrichment: <ul style="list-style-type: none">• Adapt stories to the 21st century point of view.• Make maps of locations from readings, show routes of

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<p>M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>Supplementary Instructional Material:</p> <ul style="list-style-type: none">• A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's• The students are expected to do research on the internet using websites such as: <p>www.google.com</p> <p>www.cervantesvirtual.com</p> <p>www.irx.de</p> <p>www.supercable.es</p> <p>www.josemarti.org</p> <p>www.isabelallende.com</p>	<ul style="list-style-type: none">• Poetry Analysis• Use a charades-like game to review key terms.• Draw a Story	<p>exploration.</p> <ul style="list-style-type: none">• Illustrate people described in poems.• *Hold debates.• Write additional verses for poems.
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www.themodernword.com		
www.dariana.com		
www.garcia-lorca.org		
www.garcilaso.org		
www.ensayistas.org		
www.ucm.es		

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		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>
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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September	7.1	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Write analytical compositions related to literary texts.</p> <p>*Use a variety of literary and critical terminology in oral</p>	<p>*Presentations.</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		<p>used to engage in discussions about literary criticism have you learned?</p> <p>*Have you learned to think critically and logically?</p>	<p>and written discussions in the target language.</p> <p>*Identify rhetorical figures in the target language.</p> <p>*Identify socio cultural contexts</p> <p>*Students will discuss, read and analyze works such as:</p> <p>Dos Palabras</p> <p>Romance de la perdida d Alhama,</p> <p>El Sur,</p> <p>A Julia de Burgos,</p>	<p>*Draw a Story</p>	<p>*Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	
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			La Noche Boca Arriba, EL Hombre que se convirtió en perro,			
October	7.1	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology used to engage in discussions about literary criticism</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Write analytical compositions related to literary texts.</p> <p>*Use a variety of literary and critical terminology in oral and written discussions in the target language.</p>	<p>*Presentations.</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a charades-like game to review key terms.</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		have you learned? *Have you learned to think critically and logically?	*Identify rhetorical figures in the target language. *Identify socio cultural contexts *Students will discuss, read and analyze works such as: Volverán las oscuras golondrinas. El ahogado más hermoso del mundo. La siesta del martes. Balada de los dos abuelos. A Rosevelt	*Draw a Story		
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<p>November</p>	<p>7.1</p>	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology used to engage in discussions about literary criticism have you learned?</p> <p>*Have you learned</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Write analytical compositions related to literary texts.</p> <p>*Use a variety of literary and critical terminology in oral and written discussions in the target language.</p> <p>*Identify rhetorical figures in the target</p>	<p>*Presentations.</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a charades-like game to review key terms.</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		to think critically and logically?	language. *Identify socio cultural contexts *Students will discuss, read and analyze works such as: Hombres necios que acusáis. En una tempestad Mujer negra. Borges y Yo.	*Draw a Story		
December	7.1	*What major literary movements, writers, trends, and ideas that have shaped Hispanic people	*Students are introduced to biographical facts and themes of the specific authors mentioned	*Presentations. *Answer questions. *Essays.	*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez *Abriendo Paso Gramática by José M.	*Objective tests. *Essays *Homework

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		<p>have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology used to engage in discussions about literary criticism have you learned?</p> <p>*Have you learned to think critically and logically?</p>	<p>below.</p> <p>*Write analytical compositions related to literary texts.</p> <p>*Use a variety of literary and critical terminology in oral and written discussions in the target language.</p> <p>*Identify rhetorical figures in the target language.</p> <p>*Identify socio cultural contexts</p> <p>*Students will discuss, read and analyze works such as:</p>	<p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a charades-like game to review key terms.</p> <p>*Draw a Story</p>	<p>Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>.</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>
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			<p>Chac Mool.</p> <p>Walking around.</p> <p>No oyes ladrar los perros.</p> <p>Nuestra América.</p>			
<p>January</p>	<p>7.1</p>	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Write analytical compositions related to literary texts.</p> <p>*Use a variety of literary and critical terminology in oral</p>	<p>*Presentations.</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities:</p> <p>www.Quizlet.com</p> <p>*Authentic materials and</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>•</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		<p>used to engage in discussions about literary criticism have you learned?</p> <p>*Have you learned to think critically and logically?</p>	<p>and written discussions in the target language.</p> <p>*Identify rhetorical figures in the target language.</p> <p>*Identify socio cultural contexts</p> <p>*Students will discuss, read and analyze works such as:</p> <p>Anónimo Lazarillo de Tormes.</p> <p>Segunda carta de relación.</p> <p>, El burlador de Sevilla y convidado</p>	<p>charades-like game to review key terms.</p> <p>*Draw a Story</p>	<p>video/audio clips.</p> <p>Teacher made worksheets</p>	
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			de piedra.			
February	7.1	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology used to engage in discussions about literary criticism have you learned?</p> <p>*Have you learned to think critically</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Write analytical compositions related to literary texts.</p> <p>*Use a variety of literary and critical terminology in oral and written discussions in the target language.</p> <p>*Identify rhetorical figures in the target</p>	<p>*Presentations</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a charades-like game to review key terms.</p> <p>*Draw a Story</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		and logically?	language. *Identify socio cultural contexts *Students will discuss, read and analyze works such as: Prendimiento de Antoñito el Camborio en el camino de Sevilla. Las medias rojas. El hijo. Mi caballo mago. San Manuel bueno. mártir. Peso Ancestral.			
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			Soneto CLXVI. (Mientras por competir con tu cabello).			
March	7.1	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology used to engage in discussions about literary criticism</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Write analytical compositions related to literary texts.</p> <p>*Use a variety of literary and critical terminology in oral and written discussions in the</p>	<p>*Presentations.</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a charades-like game to review</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*Authentic materials and</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		have you learned? *Have you learned to think critically and logically?	target language. *Identify rhetorical figures in the target language. *Identify socio cultural contexts *Students will discuss, read and analyze works such as: La casa de Bernarda Alva. En tanto que de rosa y azucena. Los presagios, según los informantes de Sahagun y Sen ha perdido el pueblo	key terms. *Draw a Story	video/audio clips. Teacher made worksheets	
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			mexicatl. Como la vida misma.			
April	7.1	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology used to engage in discussions about literary criticism have you learned?</p> <p>*Have you learned</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Students will read, discuss and analyze works such as: Don Quijote chapters 1, 5,8 and 9. Second part chapter 74. He andado muchos caminos. Salmo XVII. (Mire los muros de la patria</p>	<p>*Presentations.</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a charades-like game to review key terms.</p> <p>*Draw a Story</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		to think critically and logically?	mía)			
May	7.1	<p>*What major literary movements, writers, trends, and ideas that have shaped Hispanic people have you learned?</p> <p>*What modern literary theory and application in literary analysis have you learned?</p> <p>*What terminology used to engage in discussions about literary criticism have you learned?</p>	<p>*Students are introduced to biographical facts and themes of the specific authors mentioned below.</p> <p>*Students will read, discuss and analyze works such as: Conde Lucanor, Exemplo XXXV (De lo que aconteció a un mozo que caso con una mujer muy fuerte y muy brava) Y no se lo trago la</p>	<p>*Presentations.</p> <p>*Answer questions.</p> <p>*Essays.</p> <p>*Analytical and thematic discussions.</p> <p>*Poetry Analysis</p> <p>*Use a charades-like game to review key terms.</p> <p>*Draw a Story</p>	<p>*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez</p> <p>*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins</p> <p>*Teachers created online activities: www.Quizlet.com</p> <p>*Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p>	<p>*Objective tests.</p> <p>*Essays</p> <p>*Homework</p> <p>*Classwork</p> <p>*Participation</p> <p>*Projects</p>

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		*Have you learned to think critically and logically?	tierra y la Noche Buena.			
June						

COMMON RUBRIC(S)

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Poetry Analysis

9 DEMONSTRATES SUPERIORITY

- Essay is very well developed and clearly and thoroughly **analyzes** the relationship of the poetic voice with the opposing concepts presented in the poem.
- Accurately discusses how poetic language and devices are integrated with the poem's theme.
- Commentary is supported with specific textual references.
- Demonstrates insight; may show originality
- Contains virtually no irrelevant or erroneous information.
- Reader has no doubt that the student possesses an insightful understanding of the poem and the question.

7-8 DEMONSTRATES COMPETENCE

- Essay is well developed and **analyzes** the relationship of the poetic voice with the opposing concepts presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are integrated with the poem's theme.
- Commentary is supported with specific textual references.

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- The reader may have to make some inferences because the essay is not always sufficiently explicit.
- May contain some errors, but these do not undermine the overall quality of the essay.
- The essay must include some treatment of poetic language and devices used in the poem to merit a score of 7.

5–6 SUGGESTS COMPETENCE

- Student basically understands the question and the poem, but the essay is not well focused or developed.
- Description and paraphrasing outweigh textual analysis.
- There is limited discussion of how poetic language and devices are integrated with the poem's theme.
- Erroneous or repetitive statements may intrude and weaken the overall quality of the essay.
- May require significant inferences because the response is not always explicit.
- An essay that does not address poetic language and devices must be good to merit a score of 5.

3–4 SUGGESTS LACK OF COMPETENCE

- Essay is so general as to suggest that the student has not adequately understood the question or the poem.
- Essay is poorly organized; focus wanders; comments are sketchy.

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- May consist almost entirely of paraphrasing or mere listing of poetic language and devices.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.

1-2 DEMONSTRATES LACK OF COMPETENCE

- Essay demonstrates that the student has not understood the question or the poem.
- Essay lacks organization or is chaotic.
- Examples are inappropriate or incorrect; OR examples are absent.

Question 2: Thematic Analysis

9 DEMONSTRATES SUPERIORITY

- Essay is very well developed and convincingly and explicitly analyzes the theme of el engaño in the work selected.
- Analyzes appropriate examples from the chosen work to support the response.

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- Demonstrates insight; may show originality.
- Contains virtually no irrelevant or erroneous information.
- Reveals an exceptional understanding of the theme of el engaño as it figures in the work.

7–8 DEMONSTRATES COMPETENCE

- Essay is well developed and convincingly analyzes the theme of el engaño in the work selected.
- Analysis predominates; any plot summary or description serves to support the analysis.
- Provides appropriate examples from the chosen work to support the response.
- May reveal some insight or originality.
- The reader may need to make some inferences because the response is not always sufficiently explicit.
- May contain some erroneous information, but errors do not significantly affect the overall quality of the essay.

5–6 SUGGESTS COMPETENCE

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- Student basically understands the question and the work selected, but the essay is not always well focused or sufficiently developed.
- Attempts to analyze the theme of el “engaño” in the work selected, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted analysis.
- May require significant inferences because the response is not always explicit.
- May contain errors of fact or interpretation that detract from the overall quality of the essay

3–4 SUGGESTS LACK OF COMPETENCE

- Essay suggests that the student has not adequately understood the question or the work.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary.
- Irrelevant comments may predominate.
- Possibly is a prepared overview of the text or the author with limited connection to the question.
- May contain major errors that weaken the overall quality of the essay.

1–2 DEMONSTRATES LACK OF COMPETENCE

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- Essay demonstrates a lack of understanding of the question or the chosen work.
- Lacks organization or is chaotic.
- Examples are inappropriate or incorrect; OR examples are absent.
- Demonstrates unfamiliarity with the chosen work.

TEXT ANALYSIS

5 DEMONSTRATES SUPERIORITY

- Clearly and accurately analyzes the relationship between the narrator and Chac Mool in the passage cited.
- Organization contributes to the quality of the response.
- Provides examples from the passage that clearly and explicitly support the analysis.
- Contains virtually no irrelevant or erroneous commentary.
- May show insight or originality.

4 DEMONSTRATES COMPETENCE

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- Analyzes the relationship between the narrator and Chac Mool in the passage cited.
- Organization supports the response.
- Provides examples from the passage that support the analysis.
- May contain some errors of fact or interpretation, but the overall quality of the response is not significantly affected.
- There may be some ambiguity or incompleteness, but the response clearly demonstrates competence.

3 SUGGESTS COMPETENCE

- Basically understands and addresses the question and the passage cited.
- Attempts to analyze the relationship between the narrator and Chac Mool in the passage.
- Errors, ambiguity, or incompleteness detract from the quality of the answer.
- Paraphrasing may predominate; contains relatively superficial commentary.
- Reader may have to make some inferences because the response is not always explicit.

2 SUGGESTS LACK OF COMPETENCE

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- Student has not adequately understood the question or the passage cited, or both.
- May not address the relationship between the narrator and Chac Mool in the passage.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Fuentes or “Chac Mool.”
- May consist entirely of paraphrasing or plot summary.
- The reader is forced to make significant inferences.

1 DEMONSTRATES LACK OF COMPETENCE

- Does not address the question.
- Demonstrates a lack of understanding of the passage cited.
- Does not address the relationship between the narrator and Chac Mool in the passage cited.
- Is confused, chaotic, or incorrect.

0 NO CREDIT

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-Merely restates the question; OR is on task but is so brief or so poorly written as to be meaningless; OR is written in English; OR is crossed out; OR is completely off topic or off task

(obscenity, nonsense poetry, drawings, letter to the reader, etc.).

— BLANK RESPONSE

Language Usage

The AP Spanish Literature Exam tests the ability of students to write well-organized essays in correct and idiomatic Spanish. These scoring guidelines assess the degree to which language usage effectively supports an on-task response to the question. All the criteria listed below should be taken into account in categorizing the student's command of the written language as related to each literature question.

5 VERY GOOD COMMAND

- Infrequent, random errors in grammatical structures.

- Varied and accurate use of vocabulary.

- Control of the conventions of the written language (spelling, accents, punctuation, paragraphing, etc)

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4 GOOD COMMAND

- Some errors in grammatical structures; however, these do not detract from the overall readability of the response.
- Appropriate use of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, punctuation, paragraphing, etc.)

3 ADEQUATE COMMAND

- Frequent grammatical errors, but response is comprehensible.
- Limited vocabulary.
- May have numerous errors in conventions of the written language (spelling, accents, punctuation, paragraphing, etc).

2 WEAK COMMAND

- Serious grammatical errors that force a sympathetic reader to supply inferences.
- Very limited or repetitive vocabulary.
- Pervasive errors in the conventions of the written language.

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1 INADEQUATE COMMAND

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary.
- Lack of control of the conventions of the written language.

0 NO CREDIT

- Unintelligible, written in English, or off task.
- BLANK RESPONSE

SECTION III

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NJ Core Content Curriculum Standard

Novice-Mid

Interpretiv

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

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7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational

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7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).

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7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.

Presentational

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7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.
7.1.NH.C.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using
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	electronic information sources related to targeted themes.
7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response .
7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.A.6	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

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7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

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Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

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Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be
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	shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary materials

Text

*Momentos cumbres de las literaturas hispánicas by Rodney T. Rodríguez

*Abriendo Paso Gramática by José M. Díaz, María F. Nadel and Stephen J. Collins

Supplementary Instructional Material:

*A selection of alternative information will be available for students, such as: videos, magazines, Hispanic websites, newspapers, and CD's

*The students are expected to do research on the internet using websites such as:

www.google.com

www.cervantesvirtual.com

www.irx.de

www.supercable.es

www.josemarti.org

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www.isabelallende.com

www.themodernword.com

www.dariana.com

www.garcia-lorca.org

www.garcilaso.org

www.ensayistas.org

www.ucm.es

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SECTION III

[Insert all standards included in this course]

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**[Create full citation reference list of all supplemental materials and
resources, including web resources recommended for use]**