

PLANEACIÓN DIDÁCTICA
Escuela Nacional Preparatoria
 Literatura en inglés

DATOS DE LA INSTITUCIÓN

Nombre:	Colegio Columbia	Clave	1054
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DATOS DEL PROFESOR

Nombre:	Carola Garcia	Dictamen	10
Fecha de elaboración	7/ Agosto/2017	Fecha de revisión final y firma del Director Técnico	21/Agosto/2017

DATOS DE LA ASIGNATURA

Nombre:	Literatura en Ingles IV		
Clave:		Optativa/obligatoria	
			Ciclo lectivo: 2017-2018
Horas por semana:	4	Horas teóricas	4
Plan de estudios:		Grupo (s):	4010-4020
			Clases por semana: 4010 Lun: 13:50 -14:40 Mar: 13:50 – 14:40 Mier: 13:50 – 14:40 Jue: 9:10 – 10:00 4020: Lun: 13:50 – 14:40 Mar:12:10 – 12:55 Jue: 7:30 – 8:20 Vier: 13:50 -14:40

This program offers secondary students a comprehensive approach to the world of literature in English, with a focus on original works by American and British authors. Far from being nothing more than a reading comprehension course, it aims at offering the students the opportunity to work on and discuss both classical and popular pieces of literature of various genres and types, including fiction and non-fiction, in order to foster an interest in literature and critical thinking from an early age. Like a series of stepping stones, the different levels of the program are organized around the intellectual development of the students, starting with the most basic building blocks and finishing with college-level textual analysis and essay writing. Each grade features a closed list of compulsory, non-abridged, non-adapted works to study with the students, along with a compendium of shorter works (short stories, speeches, poems...) that can be used in order to complement the theme of each unit. Furthermore, even though the course focuses on literature in all its forms, various other media will be used, including but not limited to music and movies.

Grade 4 builds upon what was done in grade 3, through a strong theme revolving around three major components, often considered by scholars as the building blocks of late 20th century literature: gender (including male/female relationships and sexual orientation), race (including skin color and origins), and culture (including everyday practices and deep-rooted ideological perspectives). Those three main notions are used in order to work on the notion of identity, to study how the latter is defined by the writer/narrator in the text. On the technical side, students will be working on their first long-form essays.

PLANEACIÓN GLOBAL

CALENDARIZACIÓN DE UNIDADES Y CÁLCULO DE HORAS, CLASES Y PRÁCTICAS

UNIDADES	HORAS		4010		4020	
	TOTAL	TEÓRICAS	NÚMERO	FECHAS	NÚMERO	FECHAS
Unidad 1. Identidad a través de la narrativa personal. <i>The House on Mango Street</i> y la búsqueda del Yo.	32	32	1	8/14	1	8/14
			2	8/15	2	8/15
			3	8/16	3	8/17
			4	8/17	4	8/18
			5	8/21	5	8/21
			6	8/22	6	8/22
			7	8/23	7	8/24
			8	8/24	8	8/25
			9	8/28	9	8/28
			10	8/29	10	8/29
			11	8/30	11	8/31
			12	8/31	12	9/1
			13	9/4	13	9/4
			14	9/5	14	9/5
			15	9/6	15	9/7
			16	9/7	16	9/8
			17	9/11	17	9/11
			18	9/12	18	9/12
			19	9/13	19	9/14
			20	9/14	20	9/15
			21	9/18	21	9/18
			22	9/19	22	9/19
			23	9/20	23	9/21
			24	9/21	24	9/22
			25	9/25	25	9/25
			26	9/26	26	9/26
			27	9/27	27	9/28
			28	9/28	28	9/29
			29	10/2	29	10/2
			30	10/3	30	10/3
			31	10/4	31	10/5
			32	10/5	32	10/6

Unidad 2. Identidad atraves de la identidad de genero: Orange is Not the Only Fruit y nuestra sexualidad.	32	32	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	10/19 10/23 10/24 10/25 10/26 10/30 10/31 11/1 11/2 11/6 11/7 11/8 11/9 11/13 11/14 11/15 11/16 11/20 11/21 11/22 11/23 11/27 11/28 11/29 11/30 12/4 12/5 12/6 12/7 12/11 12/12 12/13	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32	10/19 10/20 10/23 10/24 10/26 10/27 10/30 10/31 11/2 11/3 11/6 11/7 11/9 11/10 11/13 11/14 11/16 11/17 11/20 11/21 11/23 11/24 11/27 11/28 11/30 12/1 12/4 12/5 12/7 12/8 12/11 12/14
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Unidad 3. Entendiendo la Novela Grafica: Maus y la religión.	32	32	1	1/8	1	1/8
			2	1/9	2	1/9
			3	1/10	3	1/11
			4	11/11	4	1/12
			5	1/15	5	1/15
			6	1/16	6	1/16
			7	1/17	7	1/18
			8	1/18	8	1/19
			9	1/22	9	1/22
			10	1/23	10	1/23
			11	1/24	11	1/25
			12	1/25	12	1/26
			13	1/29	13	1/29
			14	1/30	14	1/30
			15	1/31	15	2/1
			16	2/1	16	2/2
			17	2/5	17	2/5
			18	2/6	18	2/6
			19	2/7	19	2/8
			20	2/8	20	2/9
			21	2/12	21	2/12
			22	2/13	22	2/13
			23	2/14	23	2/15
			24	2/15	24	2/16
			25	2/19	25	2/19
			26	2/20	26	2/20
			27	2/21	27	2/22
			28	2/22	28	2/23
			29	2/26	29	2/26
			30	2/27	30	2/27
			31	2/28	31	3/1
			32	3/1	32	3/2

Unidad 4. Identidad y cultura: How the Garcia Girls Lost their Accent y teorías del postmodernismo.	32	32	1	3/5	1	3/5
			2	3/6	2	3/6
			3	3/7	3	3/8
			4	3/8	4	3/9
			5	3/12	5	3/12
			6	3/13	6	3/13
			7	3/14	7	3/15
			8	3/15	8	3/16
			9	3/19	9	3/19
			10	3/20	10	3/20
			11	3/21	11	3/22
			12	3/22	12	3/23
			13	4/9	13	4/9
			14	4/10	14	4/10
			15	4/11	15	4/12
			16	4/12	16	4/13
			17	4/16	17	4/16
			18	4/17	18	4/17
			19	4/18	19	4/19
			20	4/19	20	4/20
			21	4/23	21	4/23
			22	4/24	22	4/24
			23	4/25	23	4/26
			24	4/26	24	5/3
			25	5/2	25	5/4
			26	5/3	26	5/7
			27	5/7	27	5/8
			28	5/8	28	5/10
			29	5/9	29	5/11
			30	5/10	30	5/17
			31	5/16	31	5/18
			32	5/17	32	5/21
TOTALES	128	128				

OBSERVACIONES

1.-Las primeras 2 sesiones consistirán en integrar al grupo, analizar las expectativas de los alumnos; establecer reglas y compromisos; analizar los aprendizajes que se deberán lograr en el mismo, proporcionar la síntesis del programa operativo de la asignatura y especificar el sistema de evaluación que se aplicará, así como la aplicación de un examen diagnóstico. Estas 2 horas no se contabilizan para el total de horas en las que se impartirán las unidades didácticas del programa de la asignatura.

2.-En la presente planeación ya se han descartado las horas de clase que están destinadas a eventos y actividades complementarias que la Institución tiene programadas para el desarrollo integral del educando.

3.-Los días de exámenes de periodo están considerados dentro de las horas totales y se encuentran marcados con "negritas" dentro de la Planeación Global.

SISTEMA DE EVALUACIÓN

ELEMENTOS	DESCRIPCIÓN					
Factores por evaluar	Factores a evaluar	Tipo de aprendizaje que evalúa	Porcentaje			
			B1	B2	B3	B4
	Examen de periodo	Declarativo	50%	50%	50%	0%
	Trabajo en clase	Procedimental	30%	30%	30%	30%
	Multidisciplinario	Procedimental y actitudinal	20%	20%	20%	70%
	Total		100%	100%	100%	100%
Periodos de evaluación y unidades por evaluar	Periodo	Fechas	Grupos	Unidad		
	1st	October 18 th	4010/4020	1		
	2nd	December 15 th	4010/4020	2		
	3rd	March 1st	4010/4020	3		
	4th	June 8 th	4010/4020	4		
Criterios de exención	Los alumnos deberán cumplir por lo menos con 80% de asistencia y tener un promedio de 9.5 o superior en aprovechamiento.					
Asignación de calificaciones	<p>Calificación por periodo</p> <ol style="list-style-type: none"> En cada unidad, se evaluará a los alumnos conforme a los factores y su peso relativo establecido. La calificación del periodo se asignará como resultado del promedio de las calificaciones de las unidades que en éste hayan sido evaluadas. <p>Calificación final</p> <ol style="list-style-type: none"> La calificación final de los alumnos exentos será de mínimo 9.5 La calificación final de los alumnos que no hayan exentado será el resultado de promediar el promedio anual con la calificación del examen de primera o segunda vueltas. 					

BIBLIOGRAFÍA BÁSICA Y DE CONSULTA	RECURSOS DIDÁCTICOS
<ol style="list-style-type: none"> 1. Cisneros Sandra, <i>The House on Mango Street</i>, Vintage Contemporaries, New York, 1984. 2. Winterson Jeanette, <i>Oranges Are Not the Only Fruit</i>, Grove Press, New York, 1985 3. Speigelman Art, <i>Maus I: My Father Bleeds History</i>, Random House, Pantheon Books, New York, 1986. 4. Alvarez Julia, <i>How the Garcia Girls Lost Their Accents</i>, Algoquin Books of Chapell Hill, New York, 1991. 5. "Gender, Race, and Culture: The Founding Elements of the Late 20th Century Literature": <ol style="list-style-type: none"> A. <i>Desiree's Baby</i>, Kate Chopin 1893. B. <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, by Olaudah Equiano, 1789.</i> C. "I Have a Dream", Martin Luther King, Jr. 1963. D. "Freedom or Death", Emmeline Pankhursts, 1913 E. <i>Six Months in Mexico</i>, Nellie Bly, 1888, Chapters 4 and 5 F. <i>A Room of One's Own</i>, Virginia Woolf, 1929. G. "Where is the Voice Coming From", Eudora Welty, 1963 H. <i>The Help</i>, Kathryn Stockett, 2010. Extract from Chapter 1. I. <i>The Yellow Wallpaper</i>, Charlotte Perkins Gilman, 1892. J. <i>Understanding Comics: The Invisible Art</i>, Scott McCloud, 1993. K. "Day of the Dead" by Sergio Troncoso, from <i>The Last Tortilla</i>, 2012 	<ol style="list-style-type: none"> 1. Students' notebook 2. board 3. Literature compendium 4. markers 5. English – English dictionary 6. projector 7. computer 8. Reading books 9. Speakers

PLANEACIÓN DE UNIDAD

Unidad/Tema	Exploring Identity: The House on Mango Street			Número	I
Propósito (s) Objetivo (s)	Contenidos temáticos	Fechas programadas	Actividades de enseñanza-aprendizaje	Fechas reales	
Propósitos de la unidad: Introducir a los alumnos a la clase y explicar las expectativas que se tienen de la misma.	Introduction to teacher, Getting to know students, Student Expectations	8/14/2017	Teacher introduces herself and class. Students discuss their expectations of the class and the teacher.		
Establecer reglas y expectativas del salón.	Class Rules and Teacher Expectations	8/15/2017	Teacher establishes rules of the classroom, Teacher and students discuss Students' responsibilities.		
Definir propósitos de la literatura, Identificar la importancia de la literatura en la vida cotidiana.	What is literature? Why is literature important?	8/16/2017	Teachers and Students discuss the importance of Literature in History and in every-day life. Where do we find Literature? How do we interact with literature?		
Introducir y definir temática del curso: Identidad	What is Identity? How does identity shape us? Introduction to House on Mango Street. And Sandra Cisneros.	8/17/2017	Students and Teacher create together a chart discussing what they think identity is. The different facets of identity etc. Read introduction to book, and discuss Cisneros's personal life parallel to her book.		
Identificar elementos de la narrativa personal y comparar la narrativa personal con la autobiografía.	What is a personal narrative? How is a personal narrative different from a biography?	8/21/2017	Students discuss and define personal narrative. Students compare and contrast elements of an autobiography and a personal narrative.		
Definir elementos de una narrativa.	Elements of a narrative: Character, setting, conflict, plot and theme.	8/22/2017	Students recall previous knowledge of types of conflict (man v man, man v nature, man v. society, man v. self) students brainstorm ideas of different conflicts that could		

<p>Identificar y definir diferentes tipos de conflicto en narrativas y en narrativas personales. Identificar conflicto</p>	<p>Identify different types of Conflict. How are narratives different from personal narratives in their conflict? What new types of conflict can arise from a personal narrative? Which conflicts do you recognize in the book?</p>	<p>8/23/2017</p>	<p>arise in a personal narrative. Discuss conflicts that arise in chapters 1 to 8 of House on Mango Street.</p> <p>Students listen to lecture on Civil Rights history in the U.S. and Martin Luther King Jr. Student. Students define literary terms and give examples: Parallelism, Metonymy, Personification, Allusion, Anaphora, and Alliteration.</p>	
<p>Discutir historia del movimiento de derechos civiles en Estados Unidos. Evaluar elementos de la historia y como afecta la identidad. Definir elementos literarios.</p>	<p>Who is Martin Luther King Jr.? What is his contribution to the world? How is he transcendental? Intro to Glossary of Literary terms.</p>	<p>8/24/2017</p>	<p>Students use “I Have a Dream” speech to identify author’s purpose and literary elements. Students discuss the importance of the speech in U.S. identity.</p>	
<p>Identificar elementos literarios en un texto y el propósito de autor.</p>	<p>Literary elements in King’s Speech. Identifying author’s purpose.</p>	<p>8/28/2017</p>	<p>Students use “I Have a Dream” and House on Mango Street to compare public and private identity.</p>	
<p>Comparar y contrastar: Identidad personal e identidad publica.</p>	<p>What part of our identity is personal and what part of our identity is public? What is the difference?</p>	<p>8/29/2017</p>	<p>Students define and identify sensory language in House on Mango Street. (chapters 11 to 15) Students choose a chapter and create a picture using the language in the text.</p>	
<p>Identificar lenguaje sensorial en Clasificar lenguaje sensorial.</p>	<p>What is sensory language? How does sensory language enrich a text? How does Sandra Cisneros use sensory language to create a linguistic image? Chapters 11 to 15</p>	<p>8/30/2017</p>	<p>Students present their images and explain how these are representations of the chapter. Students and teacher discuss the importance of visual representations in literature.</p>	

<p>Representar ideas a través de imágenes. Identificar eventos e ideas importantes en un texto.</p>	<p>What makes up Esperanza's personality? How are images important to understand a person? Student presentation of visual representations.</p>	<p>8/31/2017</p>	<p>Students discuss what style is. Students listen to lecture on different types of style and how these changes the mood, tone, atmosphere and message of a narrative.</p>	
<p>Identificar y definir estilos de escritura.</p>	<p>What is style? How does style affect a text?</p>	<p>9/4/2017</p>	<p>Students listen to lecture on Kate Chopin and the South. Students discuss how history affects identity and begin discussion on "Desiree's Baby".</p>	
<p>Analizar elementos históricos y enlazar el contexto histórico en textos literarios.</p>	<p>Introduction to Desiree's Baby. Kate Chopin and Southern Society. How does History affect our identity?</p>	<p>9/5/2017</p>	<p>Students identify passages that discuss the central themes of Desiree's Baby: Racism, Sexism, and Marriage in southern societies.</p>	
<p>Analizar temáticas en un texto literario. Encontrar evidencia en textos literarios.</p>	<p>Racism, Sexism, and marriage in Desiree's baby.</p>	<p>9/6/2017</p>	<p>Students discuss and create their own thesis statements on the subject of race and identity. Students give examples to back up their thesis.</p>	
<p>Elaborar Tesis</p>	<p>Create a thesis statement about a specific subject. How does Race affect our identity?</p>	<p>9/7/2017</p>	<p>Students are asked if they have ever perceived machismo or sexism in their lives. Students debate and listen to each other on their experiences with sexism.</p>	
<p>Sintetizar opiniones, Escuchar la opinión de otros, debatir un tema.</p>	<p>Machismo and sexism in Latin American culture. How it affects our identity.</p>	<p>9/11/2017</p>	<p>Students create a T-chart that shows the pros and cons men and women have within a sexist society. Students listen to each other's opinions and also to facts presented by the teacher. Students find textual examples of their opinions in book chapters.</p>	

<p>Identificar positivo y negativo. Identificar hechos y opiniones. Enlazar temas literarios con la vida real.</p>	<p>Roles of Men and women in society: The pros and cons of Machismo culture.</p>	<p>9/12/2017</p>	<p>Students summarize and present critical analysis of chapters 16 to 25 of House on Mango Street. Giving specific emphasis on Race and Gender relations.</p>	
<p>Discusión y análisis de texto literario.</p>	<p>Discussion and analysis on chapters 16 to 25 of House on Mango Street.</p>	<p>9/13/2017</p>	<p>Students define what is a vignette. Students identify elements of a vignette using The House on Mango Street chapters.</p>	
<p>Identificar los elementos de una viñeta.</p>	<p>Lecture on elements of a vignette.</p>	<p>9/14/2017</p>	<p>Students listen to lecture on different styles of writing. Students give examples of where to find these different styles of writing in daily life. Students identify writing elements in the book The House on Mango Street.</p>	
<p>Identificar y categorizar estilos de escritura.</p>	<p>Styles of Writing.</p>	<p>9/18/2017</p>	<p>Students create hypothesis as to whether or not race has anything to do with socioeconomic status in a society. Students find evidence of this in the book The House on Mango Street. Students create a graphic organizer that shows the cause and effect of poverty.</p>	
<p>Crear una hipótesis acerca de un tema social.</p>	<p>Socioeconomics and race. What is the link between them?</p>	<p>9/19/2017</p>	<p>Students find examples of socioeconomic struggles and how they affect the main character.</p>	
<p>Predecir consecuencias ante un problema social. Discutir causa y efecto.</p>	<p>What creates poverty? What are the social implications of poverty in a society?</p>	<p>9/20/2017</p>	<p>Students read and discuss the story “Where the Voice is Coming From” students discuss and answer question: How does our economy and</p>	

<p>Crear vínculos entre textos literarios con la vida real.</p> <p>Comparar y contrastar temáticas en textos literarios.</p> <p>Argumentar con evidencia textual</p> <p>Analizar texto y encontrar evidencias textuales. Crear vínculos del texto con la vida real.</p> <p>Presentar argumentos, justificar opiniones. Encontrar evidencias en un texto literario. Identificar ironía en textos literarios. Investigar y encontrar evidencia textual.</p> <p>Identificar y definir un ensayo académico. Discutir éticas del plagio.</p>	<p>What aspects of society are reflected in the House on Mango Street? Are these aspects real or enhanced for dramatic effect? Chapters 26 to 32</p> <p>“Where the Voice is coming from?” by Eudora Welty. Socioeconomic status, education and opportunities.</p> <p>White Privilege. What is it and how does it affect our lives?</p> <p>What viewpoints on economy and society are represented in House on Mango Street and Where the Voice is Coming From?</p> <p>What is irony? How do writers use irony enrich a text? What is the purpose of irony? What examples of irony have we seen in class?</p> <p>What is an essay? What is the purpose of Essays? What is plagiarism? How do we avoid plagiarism?</p>	<p>9/21/2017</p> <p>9/25/2017</p> <p>9/26/2017</p> <p>9/27/2017</p> <p>9/28/2017</p> <p>10/2/2017</p>	<p>position in society affect how we deal with the world? What different viewpoints can you see in The House on Mango Street and Where the Voice is Coming From? Students create a Venn Diagram.</p> <p>Students discuss the concept of white privilege. Students discuss parallelism of text with recent news and worldviews of race and white privilege. Students search for quotes in the reading that links their ideas.</p> <p>Students present their arguments to the class. Students debate their viewpoints in teams.</p> <p>Students discuss socioeconomic status and identity.</p> <p>Students listen to a lecture on irony and how it is used. Students take notes on the lecture and discuss questions on how author’s intention.</p> <p>Students find different uses of irony through different texts.</p> <p>Students define what is an essay. Students work together to come up with a class definition of an essay.</p>	
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<p>Expresión de ideas y sentimientos. Tomar decisiones y justificarlas ante un tema. Presentar evidencia.</p>	<p>Last chapters of House on Mango Street. Growth with experience. How do people grow with each experience? Which experiences make us grow faster: Happy experiences or sad experiences?</p>	<p>10/3/2017</p>	<p>Students create a web that allows them to understand what is plagiarism and why it is something to avoid.</p> <p>Students begin discussion on last chapters of House on Mango Street. Students discuss how certain experiences can change our perception of the world. Students give personal examples. Students find evidence of growth in the novel.</p>	
<p>Encontrar evidencia en textos literarios. Crear secuencias.</p>	<p>Finding growth in the House on Mango Street. A timeline of Esperanza's growth.</p>	<p>10/4/2017</p>	<p>Students continue discussion of growth in House on Mango Street. Students then create a graphic organizer that shows the evolution of the book's main character.</p>	
<p>Interpretar textos literarios. Justificar pensamientos.</p>	<p>Symbolism in the House on Mango Street.</p>	<p>10/5/2017</p>	<p>Students find examples of symbolism, metaphor, etc. Students interpret symbolism in a web.</p>	
<p>Identificar y definir termino literario. Discutir ideas sobre plagio.</p>	<p>Reading The Help. Racism and identity.</p>	<p>10/9/2017</p>	<p>Students define the term Irony. Students discuss the need and use for irony in a text. Students find textual evidence of irony in various sources.</p>	
<p>Crear opiniones. Debatir un punto de vista. Identificar causa y efecto. Crear vínculos intertextuales.</p>	<p>Essay writing and plagiarism. What is plagiarism? Age and Identity.</p>	<p>10/10/2017 10/11/2017</p>	<p>Students define plagiarism and create a web. Students discuss opinions of plagiarism.</p> <p>Students discuss similarities and differences between characters in The Help and House on Mango Street.</p>	

<p>Indagar sobre temas y teorías sociales y culturales.</p> <p>Evaluar teorías, crear hipótesis. Analizar texto.</p> <p>Intercambiar ideas. Evaluar cambio y crecimiento de pensamiento. Evaluar trabajo académico y repasar contenidos.</p> <p>Examen</p>	<p>What is “The Self”?</p>	<p>10/12/2017</p>	<p>Students discuss how Age might affect their identity.</p>	
	<p>Redefining Identity</p>	<p>10/16/2017</p>	<p>Students discuss concept of self. What it means, how it is composed and how it might evolve.</p>	
	<p>Review for exam and Auto evaluation.</p>	<p>10/17/2017</p>	<p>Students revisit old concept of identity. Students see if their views have changed.</p>	
	<p>Exam</p>	<p>10/18/2017</p>	<p>Review for Exam students fill questionnaire that serves as an auto evaluation.</p> <p>Exam</p>	

Recursos didácticos	Bibliografía básica y de consulta	Sistema de evaluación
<ol style="list-style-type: none"> 1. Students’ notebook 2. board 3. Literature compendium 4. markers 5. English – English dictionary 6. projector 7. computer 8. Reading books 9. Speakers 	<p>Cisneros Sandra, <i>The House on Mango Street</i>, Vintage Contemporaries, New York, 1984.</p> <p>Desiree’s Baby, Kate Chopin 1893.</p> <p>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, by Olaudah Equiano, 1789.</p> <p>“I Have a Dream”, Martin Luther King, Jr. 1963.</p> <p>“Where is the Voice Coming From”, Eudora Welty, 1963</p>	<p>Factores por evaluar:</p> <p>Cuaderno (10%) participación en clase (15%) Proyecto Bimestral: <i>The House on -Street. Vigniette book</i> (5%) Basado en las lecturas de la unidad. Los alumnos presentaran su versión de narrativa personal a través de viñetas. Los alumnos deberán presentar un total de 5 a 8 viñetas basadas en su vida y una reflexión de su identidad.</p> <p>Examen bimestral (50%) proyecto multidisciplinario (20%)</p>

PLANEACIÓN DE UNIDAD

Unidad/Tema	Gender and Identity: Oranges Aren't the Only Fruit			Número	II
Propósito (s) Objetivo (s)	Contenidos temáticos	Fechas programadas	Actividades de enseñanza-aprendizaje	Fechas reales	
Introducir a los alumnos al tema. Explicar expectativas de la unidad y responsabilidades del alumno.	Introduction to topics: Identity through gender and sexuality. Reading: Oranges are not the only fruit.	10/23/2017	Students and Teacher discuss the new terms of the class. Students openly discuss their expectations for the term.		
Reactivación de Contenidos vistos previamente	Reading strategies and techniques, note taking strategies and Techniques	10/24/2017	Students discuss different reading strategies. What should a person pay attention to? What should a person remember when reading?		
Clasificar ideas: Sexo, Genero, Sexualidad	Sex, Gender and Sexuality. What is the difference?	10/25/2017	Students discuss the differences between these three concepts. Students draw conclusions from discussion in order to understand the difference between them.		
Identificar y distinguir conceptos.	How do we express our gender? How does society dictate our gender? What does sexuality have to do with gender?	10/26/2017	Students debate and discuss differences in concepts. Students argue their points and as teams reach a conclusion.		
Definir término literario: Bildungsroman. Definir elementos de una narrativa.	What is Bildungsroman? Identify the 4 stages of bildungsroman.	10/30/2017	Students take notes on lecture on Bildungsroman. Students discuss the stages of Bildungsroman (The Call, The apprenticeship, Maturity and Acceptance) Students will begin to analyze Oranges aren't the only fruit and determine if this story is Bildungsroman.		
Evaluar ideas de intertextualidad.	What is intersexuality? Oranges aren't the Only fruit and its literary references (chapter 1: Genesis)	10/31/2017	Students discuss the first chapter of Oranges aren't the only fruit. Students discuss where they have found cases of intersexuality in the text. Students find a quote and analyze the quote finding the literary reference.		

<p>Evaluar y dar opiniones de un texto literario. Crear una cronología de avances sociales. Crear una hipótesis sobre cambios sociales.</p>	<p>Freedom or Death: Study of proto-feminism in the 19th century.</p>	<p>11/1/2017</p>	<p>Students read: Freedom or Death by Emmeline Pankhurst. Students discuss the stages of feminism and its evolution. Students hypothesize on the progress of feminism in society.</p>	
<p>No hay clases.</p>	<p>No Class</p>	<p>11/2/2017</p>	<p>No class</p>	
<p>Identificar una tesis.</p>	<p>Writing workshop: What is a thesis statement? How long should a thesis statement be? How to identify a thesis statement in a reading.</p>	<p>11/6/2017</p>	<p>Students listen to lecture on thesis statements. Students help each other create a thesis statement. Students are given various readings and decided which is a thesis statement and which is just an idea.</p>	
<p>Identificar termino literario</p>	<p>What is theme? Why is theme important in a text? Oranges aren't the only fruit Chapter 2: Exodus. Theme1: Stories are made up.</p>	<p>11/7/2017</p>	<p>Students define the idea of theme together. Students identify the first theme they will discuss in class: All stories are made up. Students find textual evidence that supports this theme.</p>	
<p>Distinguir elementos en un texto.</p>	<p>Biblical elements in Oranges aren't the Only Fruit. How does religion affect our identity?</p>	<p>11/8/2017</p>	<p>Students discuss the moments in the novel in which Jeannette's religion sets her aside in the world. Students reflect how religion in general is part of our identity.</p>	
<p>Relacionar, comparar y contrastar ideologías</p>	<p>How does gender identity shape us? How could gender and religion clash in the process of establishing our identity? Do we have to give up one to have the other?</p>	<p>11/9/2017</p>	<p>Students create a mind map on gender identity. Students debate question of religion and gender identity.</p>	
<p>Evaluar una tesis</p>	<p>Writer's Workshop: Questions we should ask while formulating a thesis.</p>	<p>11/13/2017</p>	<p>Is your thesis statement specific? Is your thesis statement too general? Is your thesis statement clear? Does your thesis include a comment about your opinion? Is your thesis statement original?</p>	
<p>Identificar genero literario: Autobiografía.</p>	<p>What is a biography? How are biographies biased texts? Subjectivity in a text.</p>	<p>11/14/2017</p>		

Identificar subjetividad en un texto.	Oranges aren't the only Fruit. Chapter 3: Leviticus. Subjectivity in Jeanette's autobiography and trusting the narrator.		Students identify genre: Autobiography. Students discuss how biographies are biased.	
Evaluar elementos de un Ensayo.	What are the parts of an essay? What is the purpose of an introduction? What should we add in our body? What do we write in our closing?	11/15/2017	Students discuss the parts of an essay: Introduction, body, and closing.	
Evaluar texto literario. Comparar y contrastar temáticas.	"A Room of My Own" by Virginia Woolf and forms of expression available to women.	11/16/2017	Students read "A Room of One's Own" by Virginia Woolf. Students discuss forms of expression available to women in the 20 th century.	
Analizar temáticas en un texto.	Theme: The Quest and Romance. Oranges aren't the Only Fruit. Chapter 4: Numbers.	11/20/2017	Students identify quotes that touch on the theme of the quest. Students discuss biblical parallelism.	
Crear conexiones intertextuales.	Fantasy, Myth and Reality: How do these elements work together in a text.	11/21/2017	Students create a graphic organizer that details how Biblical stories, Jeanette's mythology and her life create intersexual connections.	
Crear conexiones entre texto y la vida real.	Literature and real life: Sexuality and our sexual experience.	11/22/2017	Students discuss with one another their ideas of sexuality. Students discuss Kinsey's ideas of sexual spectrum.	
Identificar elementos narrativos en un texto literario. Discutir puntos de vista.	The unreliable narrator: Magical Realism in the Auto fiction.	11/23/2017	Students identify elements of Magical realism. Students discuss the role of the narrator. Students answer questions about the viewpoint of a narrator and how much a reader can trust him or her.	
Analizar evolución de teorías literarias y sociales.	The evolution of gender studies in the 20 th century.	11/27/2017	Students present central ideas of various gender studies. Students discuss the various ideas that advance theories in gender and sexuality.	
Dar opiniones y discutir diferentes puntos de vista.	Chapter 5: Deuteronomy and the last book of law. Elements of story telling and literary theory.	11/28/2017	Students discuss elements of story telling. Students find quotes that	

Analizar texto literario. Predecir resultados en un texto literario.	Chapter 6: Joshua. Jeanette and the promised land. Character analysis.	11/29/2017	show how story telling varies in the novel.	
Comparar y contrastar personajes en un texto literario.	Compare and contrast characters in Oranges aren't the Only Fruit.	11/30/2017	Students discuss chapter with teacher. Students create a character analysis chart. Students predict outcomes of what will happen in the text.	
Formar vínculos entre texto literario y sistemas culturales.	Chapter 7: Judges. Binary systems in Oranges Aren't the Only Fruit.	12/4/2017	Students are given different characters from the novel to compare and contrast.	
Responder ante un texto literario.	My own sexual identity: Students respond to Oranges aren't the only fruit.	12/5/2017	Students discuss binary systems in society. Students find the binary systems existing in the novel.	
Responder ante un texto literario.	Chapter 8: Ruth. Exile in the text and the effects of exile in our identity.	12/6/2017	Students prepare and share ideas of their own experience. Students compare their experience with that of the narrator.	
Reflexionar sobre un texto literario.	Final thoughts on Oranges aren't the only Fruit.	12/7/2017	Students discuss the idea of exile. What it means, the effect on a person, and the possibilities that occur due to exile.	
Expresar ideas acerca de la identidad.	Shaping Identity	12/11/2017	How has Jeanette developed and changed throughout the novel? What is the purpose of the unrelated narratives that occur throughout the novel?	
Auto- evaluación y evaluación del maestro.	Auto evaluation and Teacher evaluation.	12/12/2017	Students revisit ideas on Identity and how the novel has shaped their understanding.	
Exam Review		12/13/2017	Students reflect on their progress and the class.	
Examen.	Exam Review	12/14/2017	Exam Review	
	Exam			

			Exam	
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Recursos didácticos	Bibliografía básica y de consulta	Sistema de evaluación
1. Students' notebook 2. board 3. Literature compendium 4. markers 5. English – English dictionary 6. projector 7. computer 8. Reading books 9. Speakers	Winterson Jeanette, Oranges Are Not the Only Fruit, Grove Press, New York, 1985 “Gender, Race, and Culture: The Founding Elements of the Late 20th Century Literature”: A Room of One's Own, Virginia Woolf, 1929.	Factores por evaluar: Cuaderno (10%) participación en clase (15%) Proyecto Bimestral: My life in a fairytale (5%) Basado en las discusiones de las diferentes narrativas presentadas en la novela. Los alumnos harán una exploración de un momento culminante en su vida por medio de un ensayo personal y una leyenda. La leyenda debe reflejar elementos importantes de la vida del autor. Examen bimestral (50%) proyecto multidisciplinario (20%)

PLANEACIÓN DE UNIDAD

Unidad/Tema	Religion and Identity: Maus			Número	III
Propósito (s) Objetivo (s)	Contenidos temáticos	Fechas programadas	Actividades de enseñanza-aprendizaje	Fechas reales	
Propósitos de la unidad: Introducir a los alumnos a la clase y explicar las expectativas que se tienen de la misma.	Introduction to topics: Identity through Religion and historical context.	1/8/2018	Students create a mind map of what they view is religion. Students discuss class expectations for the academic unit.		
Establecer reglas y expectativas del salón.	Reading strategies and techniques, note taking strategies and Techniques	1/9/2018	Students take notes on class expectations and writing techniques.		
Reactivación de Contenidos vistos previamente	Comparative Religions. Five major religions of the World.	1/10/2018	What is religion? What are the predominant religions of the world? What do you know of each religion?		
Investigar sobre un tema en específico, resumir ideas.	Judaism throughout the ages. How has Judaism survived throughout time? What are Jewish values and core beliefs?	1/11/2018	Students research Jewish religion. Students establish core values of Judaism and sequence		

<p>Secuenciar eventos históricos. Expresar empatía, sintetizar ideas.</p>	<p>Understanding the Holocaust. WWII and the events of the Holocaust. Introduction to Maus.</p>	<p>1/15/2018</p>	<p>a timeline of significant historical events.</p>	
<p>Discutir estilo y formato de un texto literario.</p>	<p>A picture says a thousand words: The graphic novel as a literary genre. How to read a comic and the vocabulary for analysis.</p>	<p>1/16/2018</p>	<p>Students create a mind map that shows what they know of the Holocaust. Students investigate information on the events and traumas of the Holocaust.</p>	
<p>Identificar elementos literarios en un genero. Justificar ideas.</p>	<p>Read: “Understanding Comics; The Invisible Art” By Scott McCloud.</p>	<p>1/17/2018</p>	<p>How do we read a comic? What is analytical language while reading a comic?</p>	
<p>Analizar texto literario e identificar elementos históricos.</p>	<p>Maus: The Sheik and pre war conditions in Europe.</p>	<p>1/18/2018</p>	<p>The graphic novel as literature. What are the features of a graphic novel? What is the history of the graphic novel? How is the graphic novel different from a comic? And how could pictures be considered literature?</p>	
<p>Comparar y contrastar temáticas en un texto.</p>	<p>World War II and Identity: Religion and Race.</p>	<p>1/22/2018</p>	<p>Discussion on the depiction of Europe pre World War II.</p>	
<p>Identificar temas universales en un texto literario.</p>	<p>Maus: The Honeymoon. Vladek and War. Introduction to Father/Son relationships.</p>	<p>1/23/2018</p>	<p>Students discuss how religion and race are cultural identifiers. Students argue how these identifiers have or have not changed from World War ii situations.</p>	
<p>Identificar elementos literarios en novela graphica. Metafora y simbolismo.</p>	<p>The use of Animals to represent nationalities.</p>	<p>1/24/2018</p>	<p>Students close read and analyze chapter in class. Students find evidence for their hypothesis and formulate a thesis statement that explains the father/son relationship represented in the novel.</p>	
<p>Identificar elementos literarios en novela graphica. Metafora y simbolismo.</p>			<p>Students discuss and define what is a metaphor. Students agree or disagree if you can use metaphor</p>	

<p>Argumentar ideas, escuchar a otros y encontrar contra argumentos sustentables en un análisis literario.</p>	<p>Survivor of a survivor: Who are the victims?</p>	<p>1/25/2018</p>	<p>in a graphic novel and discuss the difference between metaphor and symbolism. Students discuss why the author uses animals instead of people to represent countries.</p>	
<p>Analizar poesía y compararla con prosa.</p>	<p>Elie Weisel: Never Shall I forget</p>	<p>1/29/2018</p>	<p>Students debate on the idea of survivor. Who are the survivors in the novel? What does the author say about trauma and how to deal with trauma?</p>	
<p>Comparar y contrastar elementos literarios y elementos gráficos.</p>	<p>Maus: Prisoner of War</p>	<p>1/30/2018</p>	<p>How do different people respond to trauma? How is poetry a different form of expression? How could you compare a graphic novel to a poem? What are the unifying elements of each work?</p>	
<p>Identificar elementos literarios en una novela grafica. Crear perfil de personajes en una narrativa.</p>	<p>Vladek's family in peril: Is he a protagonist or an antagonist?</p>	<p>1/31/2018</p>	<p>Students compare and contrast language in poetry and in the graphic novel. What imagery can be understood in these two different forms of narrative?</p>	
<p>Identificar técnicas en una narrativa.</p>	<p>Maus: The Noose Tightens</p>	<p>2/1/2018</p>	<p>Students discuss the role of Vladek in the novel. Students create character profile analysis. Analyze important elements of narrative in the chapter. How does the author create tension in the narrative? What are major themes explored in the chapter?</p>	
<p>No hay clases.</p>	<p>No School</p>	<p>2/5/2018</p>	<p>Students discuss chapter and significant events as catalysts.</p>	
<p>Secuenciar eventos históricos. Vincular eventos históricos a una narrativa biográfica.</p>	<p>Surviving the occupation</p>	<p>2/6/2018</p>	<p>No School</p>	

<p>Introducir alumnos a autores del holocausto. Introducir temáticas para comparación.</p>	<p>If this is a man by Primo Levi. Introduction.</p>	<p>2/7/2018</p>	<p>Discussion on progress of war and the occupation of Kombincaja.</p>	
<p>Identificar Temáticas universales en un texto literario. Sintetizar ideas.</p>	<p>Primo Levi: This side of Good and Evil</p>	<p>2/8/2018</p>	<p>Who is Primo Levi? Students investigate the life and works of Italian author and Holocaust survivor Primo Levi.</p>	
<p>Secuenciar eventos históricos. Comparar y contrastar narrativa y relato histórico.</p>	<p>Maus: Mouse Holes: The destruction of the Warsaw Ghetto.</p>	<p>2/12/2018</p>	<p>Students discuss and form an objective analysis of chapter: This Side of Good and Evil. Students identify universal themes.</p>	
<p>Identificar temáticas de identidad en un texto literario. Compara y contrastar estilos literarios.</p>	<p>Primo Levi: The Drowned and the Saved</p>	<p>2/13/2018</p>	<p>Students research and sequence the destruction of the Warsaw Ghetto. Students discuss how a historical document and a personal account differ. How does the style of writing affect the reader?</p>	
<p>Justificar ideas. Escuchar a otros en un debate.</p>	<p>Is Maus a Biography or an Autobiography?</p>	<p>2/14/2018</p>	<p>Students read The chapter: The Drowned and the Saved. Students discuss imagery used in the holocaust as well as symbolism. Why is symbolism important in literature? What does it help us understand?</p>	
<p>Identificar y analizar simbolismo en un texto literario.</p>	<p>Primo Levi: The Canto of Ulysses.</p>	<p>2/15/2018</p>	<p>Student's debate: Is Maus a biography or an autobiography? How does it affect our subjectivity on the work?</p>	
<p>Identificar temas en un texto literario.</p>	<p>Maus Traps: Discussion on the main themes of the narrative.</p>	<p>2/19/2018</p>	<p>Students discuss and answer: What is the Canto of Ulysses? What is the author trying to tell us in this work?</p>	
		<p>2/20/2018</p>		

Analizar imágenes. Discutir temas en una narrativa, hacer conclusiones de una hipótesis.	Art v. His Parents: Surviving the trauma of his mother's suicide.		What are the major themes found in Maus? How are these themes explored in the novel?	
Discusión Introspectiva y expresar ideas y sentimientos.	Researching one's identity.	2/21/2018	How does Art cope with trauma? How is his way of coping different from his family? How has his family passed on the trauma from the war?	
Justificar ideas ante un grupo. Expresión Oral	The Holocaust and remembrance of the Holocaust, Why is it important?	2/22/2018	How can we find our identity? What are ways in which we can come to define parts of our identity? Can we ever know our true identity? Can others?	
Expresar ideas ante un grupo.	Final thoughts on the unit. What do we learn from history?	2/26/2018	Do you think it is important to remember traumatic events? Why?	
Auto Evaluar progreso académico.	Auto Evaluation	2/27/2018	Students express their final ideas and feelings about the unit and what they have learned about themselves.	
Repaso académico	Exam Review	2/28/2018	Students answer questions on their academic performance in this unit.	
Examen	Exam	3/1/2018	Exam Review	
			Exam	

Recursos didácticos	Bibliografía básica y de consulta	Sistema de evaluación
<ol style="list-style-type: none"> Students' notebook board Literature compendium markers English – English dictionary projector computer 	<p>Speigelman Art, Maus I: My Father Bleeds History, Random House, Pantheon Books, New York, 1986.</p> <p>“Gender,Race, and Culture: The A. Understanding Comics: The Invisible Art, Scott McCloud, 1993.</p> <p>Elie Weisel: Never Shall I Forget. Poem</p>	<p>Factores por evaluar:</p> <p>Cuaderno (10%) participación en clase (10%) Proyecto Bimestral: Personal Narrative through a Graphic Novel (10%) El alumno usara el genero de la novela grafica y la entrevista para presentar una breve biografía de una</p>

8. Reading books 9. Speakers	Levi, Primo: If This is a Man: Chapters: “This Side of Good and Evil” “The Drowned and the Saved” “The Canto of Ulysses” “Freedom or Death”, Emneline Pankhurts, 1913	persona cercana. La novela debe hablar de un momento importante de esa persona. Examen bimestral (50%) proyecto multidisciplinario (20%)
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PLANEACIÓN DE UNIDAD

Unidad/Tema	Identity and Family: How the Garcia Girls Lost their Accents			Número	IV
Propósito (s) Objetivo (s)	Contenidos temáticos	Fechas programadas	Actividades de enseñanza-aprendizaje	Fechas reales	
Propósitos de la unidad: Introducir a los alumnos a la clase y explicar las expectativas que se tienen de la misma.	Introduction to topics: Identity Through Our Roots and Family.	3/5/2018	Teacher introduces students to new class. Students and teacher set new standards for the unit. Students discuss identity through family and culture.		
Establecer reglas y expectativas del salón.	Reading strategies and techniques, note taking strategies and Techniques	3/6/2018	Students establish standards and expectations for this semester. Students are introduced to writing assignments.		
Reactivación de Contenidos vistos previamente	Introduction to Author: Julia Alvarez and context of the novel.	3/7/2018	Students review ideas on identity and how identity is constructed. Students investigate biographical and background information on Julia Alvarez and the novel: How the Garcia Girls Lost Their Accent.		
Interpretar información, Analizar temas sociales, expresar ideas sobre identidad y sociedad.	Discussion: What elements shape a family? What struggles do families face in the 20 th (21 st) century?	3/8/2018	Students create a web on what creates a family and what are hardships and struggles that families face and have faced. Students discuss first chapter of the novel: How does immigration affect our identity? What struggles do immigrants face? Students		

<p>Sintetizar un texto literario. Identificar temas y técnicas literarias.</p> <p>Presentar ideas frente a un publico. Debatir y justificar argumentos. Investigar temas socio-económicos y culturales aplicados a un contexto literario.</p> <p>Crear una tesis a base de investigación académica. Justificar tesis con evidencia textual.</p> <p>Comparar y contrastar eventos históricos/reales con temáticas literarias. Crear vínculos y empatía con otras personas.</p> <p>No Hay Escuela</p> <p>Relacionar vida personal con temáticas literarias universales. Vincular, sintetizar narrativa personal.</p>	<p>Chapter 1: Antojos. Searching for Cultural and personal identity and the hardships of immigration. The emotional Complexity of immigration.</p> <p>Cultural Gaps: How the family is affected by generational and cultural gaps.</p> <p>Chapter 2: The Kiss: Sexuality and the family. How does family determine our personal identity?</p> <p>Chapter 3: The Four Girls Family stories. Struggles of a family: Independence and family ties.</p> <p>No School</p> <p>Conflicts we face as a family. What we choose to tell and what we choose to keep to ourselves, Family lies: How it helps us cope with our reality</p>	<p>3/12/2018</p> <p>3/13/2018</p> <p>3/14/2018</p> <p>3/15/2018</p> <p>3/19/2018</p> <p>3/20/2018</p>	<p>research social, economic and cultural effects of immigration.</p> <p>Students give oral presentation on their ideas and research on socioeconomic gaps in immigration and children of immigrants. How do these gaps affect the fabric of family and is reflected outwards in a community.</p> <p>Using the reading a base, students answer the question: How does family determine our personal identity? How is our sexuality affected by our surroundings? Students create a thesis.</p> <p>Students discuss stories in the chapter. Students analyze major themes in each story and try to find connections with the real world. Students interpret symbolism in the chapter</p> <p>Students discuss the stories presented in the chapter. Students share experiences or anecdotes that reflect similar struggles in their personal life. Students create a connection between the self, personal narrative, and personal history.</p> <p>No School</p> <p>Students present ideas on family and how family shapes our reality.</p>	
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<p>Analizar un texto literario. Aplicar conocimiento interdisciplinario a una discusión. Dar evidencia.</p>	<p>Chapter 4: Joe: The dissolution of her sense of self. Is Madness unforgivable? How do we define ourselves? How Yolanda's definition of herself changes, and why is this significant</p>	<p>3/21/2018</p>	<p>Students discuss ideas and conditions in psychology. Students discuss the idea of madness and reflect on the character's condition. Students create an argument in support or against madness.</p>	
<p>Analizar tema literario: Lenguaje. Justificar pensamiento inductivo.</p>	<p>Theme: Language and the destruction of language. How do we form connections without communication?</p>	<p>3/22/2018</p>	<p>Students discuss question: Language and the destruction of language: How do we form connections without language. Students use inductive reasoning to a conclusion. Students write down their conclusions.</p>	
<p>No Hay Clases</p>	<p>Spring Break</p>	<p>3/26/2018 3/27/2018 3/28/2018 3/29/2018 4/2/2018 4/3/2018 4/4/2018 4/5/2018</p>	<p>Spring Break</p>	
<p>Investigar sobre un tema cultural. Aplicar temas culturales a temas interdisciplinarios. Justificar argumentos.</p>	<p>Identity: Fragmentation of identity: National and cultural split. What do Latinos abroad suffer?</p>	<p>4/9/2018</p>	<p>Students investigate immigration through different eras and countries. Students follow Latin American Diaspora. Students compare and contrast how immigration has affected the world.</p>	
<p>Explorar simbolismo y otras técnicas literarias en un texto.</p>	<p>Symbolism: The Raven</p>	<p>4/10/2018</p>	<p>Students explore the concept of symbolism in literature. Students identify symbolism in novel.</p>	
<p>Identificar temas de cultura y sexualidad en un texto literario. Argumentar con evidencia.</p>	<p>Chapter 5: The Judy Elmhurst Story. How our culture affects our sexuality How language affects our views of the world.</p>	<p>4/11/2018</p>	<p>Students discuss important events in chapter. Students identify themes present in chapter and how these are important in the overall message of the novel.</p>	

<p>Identificar elementos de una sociedad. Crear una critica constructiva de la sociedad. Vincular temas literarios con la vida real.</p>	<p>Chapter 6: A Regular Revolution. What are cultural Taboos? How do people deal with them?</p>	<p>4/12/2018</p>	<p>Students discuss social norms and standards. Students are asked to question these norms and are asked to present alternatives to these norms.</p>	
<p>Discutir elementos literarios: In-Media-Res. Discutir temas sociales y culturales dentro de un contexto literario.</p>	<p>A state of In Media Res: How to survive between two worlds. Machismo Culture and Gender roles</p>	<p>4/16/2018</p>	<p>Students define cultural taboos in Latin American cultures. Students form discussion groups that take stances in different taboos society has. Students discuss their ideas in group.</p>	
<p>Discutir temas sociales dentro de un contexto literario. Compara realidad con ficción. Identificar fromas de critica de un autor.</p>	<p>Machismo and Gender Roles in Latin America. How these cultural pillars affect our identity.</p>	<p>4/17/2018</p>	<p>Students define literary term: In Media Res. Students find evidence of In Media Res in the novel. Students discuss passages that reveal machismo culture and gender roles.</p>	
<p>Presentar proyectos interdisciplinarios ante un publico. Presentar investigaciones a comunidad académica</p>	<p>Columbia Week.</p>	<p>4/18/2018c 4/19/2018c</p>	<p>Students discuss ideas of gender roles in Latin American society. How machismo shapes the culture, and how these are reflected in the text.</p>	
<p>Cuestionar sistemas sociales. Hacer preguntas sobre cultura y sociedad. Evaluar argumentos. Crear conclusiones.</p>	<p>Chapter 7: Daughter of Invention. What is the American Dream? Is the American Dream a reality?</p>	<p>4/23/2018</p>	<p>Students participate in the presentation of final multidisciplinary projects.</p>	
<p>Vincular temas de violencia, violencia de genero y sociedad con texto literario.</p>	<p>Chapter 8: Trespass. Women’s voices in the face of violence.</p>	<p>4/24/2018</p>	<p>Students research ideas on “The American Dream” What it means to citizens and what it means to immigrants. Students evaluate if these ideals are a reality or cultural idealization.</p>	

<p>Presentar argumentos formulados en base de un análisis crítico.</p> <p>Pensamiento crítico y analítico. Crear argumentos. Investigar temas sociales y culturales. Comparar, contrastar y deducir ideas sobre temas de migración y cambios socioeconómicos.</p> <p>No Hay Clases</p> <p>Analizar texto literario. Identificar temáticas y elementos literarios en un texto.</p> <p>Discutir ideas de perspectiva, identificar elementos de narración, voz narrativa, intención de autor.</p> <p>Crear vínculos interdisciplinarios dentro de un lectura. Analizar simbolismo literario.</p> <p>Presentar ideas de manera organizada. Crear tesis y conclusión. Encontrar</p>	<p>Chapter 9: Snow. The power of language. How language helps us navigate the world.</p> <p>Chapter10: The Floor Show. Class and socioeconomic differences. How these affect immigrants.</p> <p>No School</p> <p>Chapter 11: The Blood of the Conquistadores. Major themes and literary elements in the Novel</p> <p>Perspective and how a narrative is told. How narrative works like a camera.</p> <p>Chapter 12: The Human Body. Symbolism in the novel.</p> <p>Chapter 13: Still Lives. How family helps or holds us back.</p>	<p>4/25/2018</p> <p>4/26/2018</p> <p>4/30/2018 5/1/2018</p> <p>5/2/2018</p> <p>5/3/2018</p> <p>5/7/2018</p> <p>5/8/2018</p>	<p>Students discuss novel and the imagery of violence present. Students link passages from the reading to occurrences in real life. Students discuss what the author tries to say about gender violence in Latin culture.</p> <p>Students form a thesis based on their own ideas on language. How language allows us to shape our reality.</p> <p>Students discuss how class and socioeconomic differences affect a population. Students compare and contrast texts from the narrative to actual occurrences in real life.</p> <p>No School</p> <p>Students analyze text. Students identify themes in the novel and discuss how these are developed in the text. Students answer the following question: What is the author trying to say to her readers?</p> <p>Students research and discuss ideas on perspective. How perspective tells only one side of a story. How perspective affects a narrative.</p> <p>Students discuss purpose of symbolism. Students identify symbolism in the reading and discuss its meaning and how it creates depth and texture in a piece of literature.</p>	
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evidencias en un texto literario.				
Definir terminología. Identificar propósitos, compartir ideas.	Artistic perspective and how it changes the world.	5/9/2018	Students do a close reading of chapter 13. Students organize ideas within the text to create a thesis about the notions of family in the novel. Students find supportive evidence for their thesis. Students rely on another to create their conclusions.	
Pensamiento inductivo. Contrastar elementos literarios. Argumentar opiniones.	Chapter 14: An American Surprise. The truth about the American Dream. The price of freedom and the sacrifices we make to achieve an illusion.	5/10/2018	Students define ideas of artistic perspective; what it is, how does an artist implement it, how this is represented in the text. How does artistic perspective allow us to know ourselves better?	
No Hay Clase	No school	5/14/2018 5/15/2018	Students create an argument for or against the ideal “The American Dream” Students argue who actually gets to live the American Dream and the obstacles that exist.	
Presentar ideas de manera coherente. Analizar partes de un texto literario. Crear opiniones sobre un tema cultural y social.	Discussion: Working classes and immigration.	5/16/2018	No School	
Comparar y contrastar elementos literarios con elementos interdisciplinarios. Analizar un texto.	Chapter 15: The Drum. Emotional and psychological wounds of immigration.	5/17/2018	Students give final thoughts and evidences on ideas of Working Class and immigration. In the novel and in real life. How have these notions changed? How are these notions applied in literature and in real life?	
Presentar ideas sobre un tema en un texto literario.	Time and notions of time in the novel: How it reflects struggles in our consciousness and condition.	5/21/2018	Students identify emotional and psychological wounds the characters have undergone. Students create a graphic organizer that highlights personal growth.	
Presentar ideas y opiniones ante audiencia.	Final Thoughts on the novel.	5/22/2018	Students discuss time in the novel. What is the author trying to say about time?	
	Auto evaluation and Exam Review	5/23/2018		

Autoevaluar progreso académico.	Exam	5/24/2018	Students give final thoughts on the novel.	
Examen.			Auto evaluation and review.	
			Exam	

Recursos didácticos	Bibliografía básica y de consulta	Sistema de evaluación
<ol style="list-style-type: none"> 1. Students' notebook 2. board 3. Literature compendium 4. markers 5. English – English dictionary 6. projector 7. computer 8. Reading books 9. Speakers 	<p>Alvarez Julia, How the Garcia Girls Lost Their Accents, Algoquin Books of Chapell Hill, New York, 1991.</p> <p>“Gender,Race, and Culture: The Founding Elements of the Late 20th Century Literature”:</p> <p>“Freedom or Death”, Emneline Pankhurts, 1913</p> <p>Six Months in Mexico, Nellie Bly, 1888, Chapters 4 and 5</p> <p>The Yellow Wallpaper, Charlotte Perkins Gilman,</p> <p>“Day of the Dead” by Sergio Troncoso, from The Last Tortilla, 2012</p>	<p>Factores por evaluar:</p> <p>Cuaderno (10%) participación en clase (10%) Proyecto Bimestral: Personal essay (10%) Los alumnos escribirán un ensayo personal que hable de cómo ha cambiado su percepción de identidad a través del año escolar. proyecto multidisciplinario (70%)</p>