PLANEACIÓN DIDÁCTICA
Escuela Nacional Preparatoria
Literatura en inglés

DATOS DE LA INSTITUCIÓN

Nombre:	Colegio Columbia	Clave	1054

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 V			
Clave:		Optativa/obligatoria		Ciclo lectivo:	2017-2018
Horas por semana:	3	Horas teóricas	3		
Plan de estudios:		Grupo (s):	5010	Clases por semana:	Lun: 7:30 – 8:20 Jue: 13:00 -13:50 Vier: 8:20 – 9:10

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 5 focuses heavily on full-fledged, demanding British and U.S. works in order to explore what are often considered as three of the most influential literary movements of the 19th and 20th centuries: romanticism, modernism, and postmodernism. While strongly opposed on many ways, one could have not existed without the other two, displaying a strong form of intertextual dependency. At this level, students learn about why and how romanticism and modernism took place, with an emphasis put on the importance of situating a work in a historical context, and will discover the importance of postmodernism in contemporary literature.**

PLANEACIÓN GLOBAL

UNIDADES	CLASES TEÓRICAS			5010
	TOTAL	TEÓRICAS	NÚMERO	FECHAS
Unidad 1. Literatura Romántica y la evolución de la expresión literaria. Leer ficciones románticas y el genero Gótico.	**24**	**24**	1	8/14
			2	8/17
			3	8/18
			4	8/21
			5	8/24
			6	8/25
			7	8/28
			8	8/31
			9	9/1
			10	9/4
			11	9/7
			12	9/8
			13	9/11
			14	9/14
			15	9/15
			16	9/18
			17	9/21
			18	9/22
			19	9/25
			20	9/28
			21	9/29
			22	10/2
			23	10/5
			24	10/6

CALENDARIZACIÓN DE UNIDADES Y CÁLCULO DE HORAS, CLASES Y PRÁCTICAS

Unidad 2. Literatura Proto-modernista y la expresión literaria. Leer Winseburg, Ohio.	24	24	1	10/23
			2	10/26
			3	10/27
			4	10/30
			5	11/1
			6	11/2
			7	11/6
			8	11/9
			9	11/10
			10	11/13
			11	11/16
			12	11/17
			13	11/20
			14	11/23
			15	11/24
			16	11/27
			17	11/30
			18	12/1
			19	12/4
			20	12/7
			21	12/8
			22	12/11
			23	12/14
			24	12/15

Unidad 3. Literatura Modernista y la expresión literaria. Leer The Old Man and the Sea.	24	24		
			1	1/8
			2	1/11
			3	1/12
			4	1/15
			5	1/18
			6	1/19
			7	1/22
			8	1/25
			9	1/26
			10	1/29
			11	2/1
			12	2/2
			13	2/8
			14	2/9
			15	2/12
			16	2/15
			17	2/16
			18	2/19
			19	2/22
			20	2/23
			21	2/26
			22	3/1
			23	3/2
			24	3/5

Unidad 4. Literatura Post-Modernista y la expresión literaria. Leer Farenheit 451.	24	24	1	3/8
			2	3/9
			3	3/12
			4	3/15
			5	3/16
			6	3/22
			7	3/23
			8	4/9
			9	4/12
			10	4/13
			11	4/16
			12	4/19
			13	4/20
			14	4/23
			15	4/26
			16	4/27
			17	5/3
			18	5/4
			19	5/7
			20	5/10
			21	5/11
			22	5/17
			23	5/18
			24	5/21
TOTALES	96	96	96	

OBSERVACIONES

1.-Las primeras 2 sesiones para 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	<table><tr><td rowspan="2">Factores a evaluar</td><td rowspan="2">Tipo de aprendizaje que evalúa</td><td colspan="4">Porcentaje</td></tr><tr><td>B1</td><td>B2</td><td>B3</td><td>B4</td></tr><tr><td>Examen de periodo</td><td>Declarativo</td><td>50%</td><td>50%</td><td>50%</td><td>0%</td></tr><tr><td>Trabajo en clase</td><td>Procedimental</td><td>30%</td><td>30%</td><td>30%</td><td>30%</td></tr><tr><td>Multidisciplinario</td><td>Procedimental y actitudinal</td><td>20%</td><td>20%</td><td>20%</td><td>70%</td></tr><tr><td colspan="2">Total</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table>	
Periodos de evaluación y unidades por evaluar	**Periodo** **Fechas** **Grupos** **Unidad** 1st October 18th 5010 1 2nd December 15th 5010 2 3rd March 1st 5010 3 4th June 8th 5010 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	Calificación por periodo 1. En cada unidad, se evaluará a los alumnos conforme a los factores y su peso relativo establecido. 2. La calificación del período se asignará como resultado del promedio de las calificaciones de las unidades que en éste hayan sido evaluadas. Calificación final 1. La calificación final de los alumnos exentos será de mínimo 9.5. 2. 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

1. **Winesburg Ohio, Sherwood Anderson, Penguin Books, New York, 1922.**
2. **The Old Man and the Sea, Hemingway Ernest, Scribner, New York, 1952**
3. **Farenheit 451, Bradbury Ray, Simon & Shuster, New York, 1951.**
4. **Sexing the Cherry, Winterson Jeannette, Grove Press, Great Britain, 1989.**
   5. **Litearture in English 5 2017-2018:"From Romanticism to Postmodernism in the English-Speaking World, 1818-1989":**
    A. **Lady Chatterley's Lover, D.H. Lawrence, 1928**
    B. **Dracula, Bram Stocker, 1987. Extract from chapter 2.**
    C. **The Picture of Dorian Gray, Oscar Wilde, 1890. Extract from chapter 1.**
    D. **Heart of Darkness, Joseph Conrad, 1899. Extract from Chapter 1.**
    E. **Moby Dick, Herman Melville, 1851. Extract from chapter 1.**
    F. **Jane Eyre, Charlotte Brontë, 1848. Two extracts.**
    G. **"Desiree's Baby", Kate Chopin, 1893.**
    H. **"The Burial of the Dead" from The Waste Land, T.S. Elliot, 1922**
    I. **"La Belle Dame Sans Merci", John Keats, 1819.**
    J. **"Christabel", Samuel Taylor Coleridge 1816.**
    K. **"No Second Troy", W.B.Yeats, 1910.**
   6. **The Tale Tell Heart, Edgar Allan Poe.**
   7. **The Rime of the Ancient Mariner, Samuel Taylor Coleridge.**
   8. **Frankenstein, or The Modern Prometheus, Mary Shelly.**
	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		Romantic Literature and the 19th Century: Frankenstein		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	8/17/2017	Teacher establishes rules of the classroom; Teacher and students discuss Students' responsibilities.		
Reactivación de Contendidos vistos previamente	Reading strategies and techniques, note taking strategies and Techniques	8/18/2017	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?		
Definir propósitos de la literatura, Identificar la importancia de la literatura en la vida cotidiana.	What is literature? Why is literature important?	8/21/2017	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 Cisnero's personal life parallel to her book.		
Introducir y definir temática del curso: Historia de la literatura	Literature in the 17th and 18th Century. The Enlightenment v. Romanticism.	8/24/2017	Teacher gives lecture on Enlightenment v. Romantic aesthetics. Students create a T-chart that contrasts the different aesthetics and characteristics.		
Identificar y clasificar elementos artísticos.	Aesthetic elements of 18th century art.	8/25/2017	Students bring different paintings by Romantic artists. Students also listen to a series of musical pieces by romantic composers (Tchaikovsky,		

			Verdi, etc). Students decide what are the defining elements of the romantic movement.	
Identificar y definir formatos de Novela.	What is an Epistolary Novel. (Dracula and Frankenstein models) The purpose of the Epistolary format. Author's Intent.	8/28/2017	Teacher gives lecture on the Epistolary novel. Teacher and students discuss the elements of an epistolary novel and how it adds texture and veracity to a text. Students answer: What is the author's purpose to use an epistolary format?	
Intorduccion a la novela: Frankenstein or the Modern prometheus. Formar paralelos entre un texto y otro.	Frankenstein or the Modern Prometheus: Introduction to the novel and the mythology of the title.	8/31/2017	Students listen to a brief lecture on the background history of Frankenstein. Students listen to the story of Prometheus. Students draw conclusions on : How is Prometheus like Frankenstein?	
Comparar y contrastar textos y sus características del periodo romántico.	Bram Stoker's Dracula and Romantic Elements: Mythological Monsters.	9/1/2017	Students draw comparisons to different elements that characterize Dracula and Frankenstein Romantic novels.	
Definir e identificar elementos literarios. Evaluar textos.	What is allegory? How is allegory used in Romantic Poetry? The Rime of the Ancient Mariner.	9/4/2017	Students define allegory. Students. Begin analysis of the poem: The Rime of the Ancient Mariner.	
Sintetizar temáticas literarias. Identificar temas en textos literarios.	Romanticism and the Supernatural. Elements of myth and the supernatural in The Rime of the Ancient Mariner.	9/7/2017	Students discuss: What is the Supernatural? Students identify supernatural elements in romantic poetry. Students choose one of the texts they have read and compare and contrast romantic characteristics.	

Comparar y contrastar.	Compare and contrast romantic texts and their elements.	9/8/2017		
Analizar e interpretar simbolismo en un texto literario.	What is symbolism? How does symbolism enrich a text? Using Frankenstein chapters 1 to 4 and the Rime of the Ancient Mariner.	9/11/2017	Students identify and define symbolism. Students look at different symbols in diverse texts. Students interpret symbolism.	
Interpretar tono en un texto literario.	Uses of mood and tone in a text. La Belle Dame Sans Merci.	9/14/2017	Students identify the difference between mood and tone. Studetns analyze mood and tone in the poem: La Belle Dame Sans Merci. No School.	
Celebracion dia de la Independencia	Holliday (No School)	9/15/2017 9/18/2017	Students identify literary elements (metaphor, simile, allegory and foreshadowing) in La Belle Dans Sans Merci.	
Identificar y analizar elementos literarios en poesía.	Metaphor, simile, allegory, and foreshadowing.	9/21/2017	Students listen to a lecture and discuss methods of choosing a research topic and creating a thesis statement.	
Crear una tesis.	Create a thesis statement about a specific subject.		Students discuss what the idea of aesthetic is. After serveral texts students try to define romantic aesthetics. Students discuss the idea of "The Beautiful and the Sublime"	
Discusión y análisis de texto literario.	What is aesthetic? How would you define a romantic aesthetic? "The Beautiful and the Sublime"	9/22/2017		
Identificar los elementos de la literatura Gótica. Comparar elementos entre géneros.	Characteristics of Gothic Literature.	9/25/ 2017	Students define Gothic literature. Students identify gothic literature as a subgenre in Romantic literature. Students identify critical theories from Romantic era. (Creation of effect, and unity of effect).	

Identificar y categorizar estilos de escritura.	Elements of Gothic Literature and Edgar Allan Poe. Critical theory.	9/28/2017	Students engage in a discussion on what they perceive as art. Are the Romantic ideas of art true art?
Debatir una idea, escuchar ideas de otros. Justificar ideas.	Discussion: What is art. Is Romantic art true art?	9/29/2017	Students discuss and analyze Edgar Alan Poe's Tale Tell Heart and how his story creates and unifies effect.
Analizar textos literarios.	The Tale Tell Heart: Creating an effect and unity of effect.	10/2/2017	Students use different texts to find unity of effect and creation of an effect in diverse Romantic elements.
Encontrar evidencia textuales y justificar.	Finding textual evidence: Creating an effect and Unity of Effect.	10/5/2017	Students listen to lecture on bildungsroman. Students identify different stages of bildungsroman in literature.
Identificar géneros literarios.	What is bildungsroman? Jane Eyre and the gothic novel.	10/6/2017	Students listen to background historical information of Jane Eyre.
Analizar textos literarios, identificar elementos literarios.	Jane Eyre: Social and historical setting of Brönte's novel.	10/9/2017	Students debate how Jane Eyre touches on feminist ideas. Students identify evolution of those ideas through contemporary times.
Discutir temas contemporáneos y crear vínculos históricos.	Feminism: How far have we gone from the Time Jane	10/12/2017	Students analyze Christabel. Students draw parallel comparisons to Jane Eyre: How do settings affect the mood and tone of a text?
Comparar y contrastar textos literarios y temas dentro de un genero literario.	Christabel and Jane Eyre. Compare and contrast elements of romanticism in both texts.	10/13/2017	Students discuss what is plagiarism and what is not. Students discuss ways to avoid plagiarism.

Identificar y definir un ensayo académico. Discutir éticas del plagio.	What is Plagiarism? What are the consequences of plagiarism?	10/16/2017	Students reflect on their academic performance.

Exam |
| Evaluar trabajo académico y repasar contenidos. | Review for exam and Auto evaluation. | 10/19/2017 | |
| Examen | Exam | 10/20/2017 | |

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 | 1. **The Tale Tell Heart, Edgar Allan Poe.**
2. **The Rime of the Ancient Mariner, Samuel Taylor Coleridge.**
3. **Frankenstein, or The Modern Prometheus, Mary Shelly.**
4. **"La Belle Dame Sans Merci", John Keats, 1819.**
5. **"Christabel", Samuel Taylor Coleridge 1816.**
6. **Dracula, Bram Stocker, 1987. Extract from chapter 2.**
7. **Jane Eyre, Charlotte Brontë, 1848. Two extracts.** | **Factores por evaluar:**
Cuaderno (10%)
participación (10%)
Proyecto bimestral: Alumnos crean una película basada en una obra literaria de la era romántica. (10%)
Examen bimestral (50%)
proyecto multidisciplinario (20%) |

PLANEACIÓN DE UNIDAD

Unidad/Tema		Realist Literature: Winesburg, Ohio		Número	II
Propósito (s) Objetivo (s)	**Contenidos temáticos**	**Fechas programadas**	**Actividades de enseñanza-aprendizaje**		**Fechas reales**
Introducir a los alumnos a la clase y explicar las expectativas que se tienen de la misma.	Expectations and rules of new term. Discussion on student evaluation.	10/23/2017	Students discuss their performance on last semester. Set new goals and expectations for new semester.		
Reactivación de Contendidos vistos previamente	The end of Romanticism, Transcendentalism and Proto-modernism.	10/26/2017	Students discuss the main elements of Romanticism from the last bimester. Students begin discussion on Realism and Naturalism as artistic movements.		
Identificar y analizar visualmente elementos artísticos. Formular criticas y análisis de artes visuales, compáralas con textos literarios.	Elements of Realism and Naturalism.	10/27/2017	Students bring print-outs of realist paintings. Students hang them around the classroom and analyze their contents based on the elements previously discussed in class.		
Introducir autor y novela: Winseburg Ohio, de Sherwood Anderson.	Historical Context of Winesburg Ohio, and Sherwood Anderson.	10/30/2017	Students listen to lecture on Sherwood Anderson and overall context of the novel. Students discuss which elements are realist.		
Feriado	No School	11/1/2017 11/2/2017	No School		
Interpretar simbolismo en un texto literario. Discutir propósitos de un autor.	Winesburg Ohio: The Book of the Grotesque. Symbolism and Author's purpose.	11/6/2017	Students discuss introduction to the novel in first chapter: The Book of the Grotesque. Students define the word Menagerie and define Grotesquerie. Students are introduced to symbolism in the Novel (Rooms). As well as the ideas of the grotesque.		

Identificar personaje. Analizar un personaje. Comparar y contrastar elementos ficticios con reales.	Winesburg Ohio: Hands. Character analysis	11/8/2017	Students create a graphic organizer that allows them to identify the qualities of the character Wing Biddlebaum. Students discuss elements that may have been considered controversial at the time the text was written.	
Crear y editar una tesis	Questions you should ask yourself while writing a thesis. How to edit a thesis.	11/9/2017	Students begin their investigation on how to create a thesis statement for a research paper. Students find examples of complete and incomplete thesis.	
Identificar criticas sociales en un texto literario. Dar opiniones, escuchar opiniones de otros, sustentar argumentos.	Winesburg Ohio: Paper Pills and Mother. Identifying social critiques in the novel	11/13/2017	What are some observations made by the author? How do these observations formulate a critique about society in general? What do these stories help the reader see or realize about their own society?	
Comparar y contrastar textos literarios dentro del mismo genero y estilo.	Heart of Darkness: Comparing and Contrasting U.S. and British realism.	11/16/2017	Students discuss stylistic techniques in Heart of Darkness by Joseh Conrad.	
Crear vínculos entre un texto y temas interdisciplinarios.	Winesburg Ohio, The Philosopher, Nobody Knows. Dirt and Grime: Forgetting Romantic idealism to get to the nook and crannies of human psychology.	11/17/2017	Students look at examples of psychology and theories of the mind that were relevant during this time period. Students discuss if there is anything that is relevant in the stories that could be applied to today's world.	
Aniversario de la Revolucion Mexicana.	No School	11/20/2017	No School	
Identificar unidad y temáticas en un texto literario.	Winesburg, Ohio: Godliness a Tale in four parts. Unity of texts and themes.	11/23/2017	Students discuss chapter together. Students answer questions on chapter.	

Escribir una introducción a un ensayo de investigación.	How to write an introduction.	11/24/2017	Students listen to lecture on how to write an introduction. Students receive critiques on their own introductions.
Identificar temáticas recurrentes en una novela. Analizar simbolismo y el propósito del simbolismo en textos literarios.	Winesburg Ohio: A Man of Ideas, Adventure and Respectability. Recurring Themes and symbolisms	11/27/2017	Students are given different chapters from the book. Students are put into groups to work on different elements of theme and symbolism in respective chapters. Students are given questions that allow them to link each chapter together. Students present while their classmates take notes.
Presentar ideas frente a un grupo.	Presentations on Winesburg Ohio.	11/30/2017	Students finish presentations on Winesburg Ohio and its chapters.
Analizar estilos de escritura. Encontrar evidencia en textos literarios para apoyar argumentos.	Winesburg Ohio: Tandy and The Strength of God.	12/1/2017	Students are given questions on journalistic writing. How it is relevant in the novel. Students are asked to use the following chapters, Tandy and The Strength of God to provide evidence for their analysis.
Organizar ideas. Justificar decisiones.	Winesburg Ohio: The Teacher, Loneliness, An Awekening. Our Grotesquerie.	12/4/2017	Students analyze the characters in the following chapters: The Teacher, Loneliness, An Awakening. Students find quotes from the reading that allows them to argue why these characters would be considered Grotesques.
Identificar elementos literarios en un texto.	Winsebsburg Ohio, Queer and the Untold Lie. How mood and tone affect journalistic writing.	12/7/2017	Students define mood and tone. Students find specific words that will help them identify the difference between mood and tone. Students work on describing the mood and tone of an excerpt from the reading.

Propósito (s) Objetivo (s)	Contenidos temáticos	Fechas programadas	Actividades de enseñanza-aprendizaje	Fechas reales
Evaluar y analizar un texto literario.	Final thoughts on Winesburg Ohio	12/8/2017	Students review Winesburg Ohio. Students present their final thoughts and ideas behind the novel.	
Repasar contenidos	Atuo-evalulation and Academic Progress	12/11/2017	Students and teacher review contents from the bimester in order to prepare for the exam. Students turn in final projects.	
Autoevaluar progreso académico.	Exam review and turning in final projects.	12/14/2017	Students answer questions on their academic progress for this semester.	
Examen	Exam	12/15/2017	Exam	

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	**A. Heart of Darkness, Joseph Conrad, 1899. Extract from Chapter 1.** **B. Winesburg Ohio, Sherwood Anderson, Penguin Books, New York, 1922.**	**Factores por evaluar:** Cuaderno (10%) Proyecto bimestral: Entrevistar personaje de novela Winesburg, Ohio (10%) participación (10%) Examen bimestral (50%) proyecto multidisciplinario (20%)

PLANEACIÓN DE UNIDAD

Unidad/Tema	Modernism: The Old Man and the Sea & Fahrenheit 451		Número	III
Propósito (s) Objetivo (s)	**Contenidos temáticos**	**Fechas programadas**	**Actividades de enseñanza-aprendizaje**	**Fechas reales**
Introducir a los alumnos a la clase y explicar las expectativas que se tienen de la misma.	Expectations and rules of new term. Discussion on student evaluation.	1/8/2018	Students discuss their performance on last semester. Set new goals and expectations for new semester.	
Reactivación de Contendidos vistos previamente	From Proto modernism to Modernism.	1/11/2018	Students discuss the main elements of Proto-modernism	

			from the last bimester. Students begin discussion on Modernism as artistic movements.	
Identificar y analizar visualmente elementos artísticos. Formular criticas y análisis de artes visuales, compáralas con textos literarios.	Elements of Modernism and artistic movements.	1/12/2018	Students bring print-outs of modernist paintings. Students hang them around the classroom and analyze their contents based on the elements previously discussed in class.	
Introducir y secuenciar elementos históricos. Vincular elementos históricos con contextos literarios.	The beginning of modernity: Post World War I.	1/15/2018	Students investigate economic, social, and political changes that came about after World War I.	
Introducir autor del periodo modernista. Identificar elementos modernistas dentro de un contexto histórico.	Hemingway and the Old Man and the Sea. Beginning chapters.	1/18/2018	Students begin reading The Old Man and the Sea. Students discuss narrative elements.	
Identificar estilos de escritura. Identificar cambios sociales.	The new generation of writers: Themes and styles of writing in Hemingway.	1/19/2018	Students compare and contrast Hemingway with previous writers. Students analyze style as well as theme.	
Definir estructuras sociales. Analizar cambios en estructuras sociales y culturales. Analizar un texto literario dentro de un contexto histórico.	Changes after the war: How consciousness and society changed after World War I.	1/22/2018	Students investigate social, economic, and cultural changes that occurred after world war I. Students create links between historical context and text.	
Crear empatía e interconectividad entre estudiante y texto literario. Identificar temáticas universales.	Modernist Trauma: Shellshock, PTSD, and foreign life.	1/25/2018	Students discuss post war traumas. Students analyze text from the point of view of trauma.	
Identificar elementos multidisciplinarios dentro de un texto.	Psychology of literature: Reading Hemingway.	1/26/2018	Students analyze passages from the Old Man and the Sea that show different psychological trends.	
	The Old Man and the Sea: Character Analysis.			

Crear hipótesis de un texto literario. Analizar simbolismo en un texto literario.		1/29/2018	Students are assigned a particular character from the novel. Students are asked to analyze the character and the representation of the novel.	
Investigar y concretar información sobre géneros literarios.	Introduction to Fahrenheit 451. Modernist genres and disillusionment.	2/1/2018	Students investigate different literary genres in modernism. Students discuss in class points of narrative and universal themes relevant to modernism.	
Identificar simbolismo en un texto literario.	Farenheit 451: The Hearth and the Salamander	2/2/2018	Students discuss symbolism in the chapter. How is fire an important symbol in the novel.	
	No School	2/5/2018	No School	
No Hay Clases	Farenheit 451: Elements of narrative novel. Establishing a society.	2/8/2018	Students identify in the text elements of setting.	
Definir elementos de una narración.				
Identificar temáticas importantes en un texto.	Major themes and Motifs in Farenheit 451.	2/9/2018	Students find quotes from the first chapter that explore 3 major themes in the novel.	
	Introduction to Heart of Darkness Extract from Chapter 1	2/12/2018	Students are introduced to Joseph Conrad and Heart of Darkness.	
Comparar estilos de diferentes autores dentro de una era literaria. Identificar imágenes simbólicas dentro de un texto literario. Entender la importancia del simbolismo.	Imagery in Modernist literature.	2/15/2018	Students discuss imagery in heart of darkness. Students identify major symbols and their representation in the actual world.	
Discutir desilusión sobre la primera guerra mundial. El trauma de la guerra y sus representaciones.	How does war affect the human psyche?	2/16/2018	Students discuss the effects of war in Europe and America. Students justify the changing trends in literature and art during this time.	
	The Sieve and the Sand: How to find self-realization.	2/19/2018		

Definir términos en Ingles. Definir conceptos interpersonales y personales. Establecer estandartes de comunicación en una discusión analítica.	Censorship in the Modern World	2/22/2018	Students discuss the different imagery and religious references. Students define the idea of self-realization. Students identify the techniques that the author uses to talk about major concepts in his novel.
Discutir sobre temas literarios. Vincular relatos históricos con temáticas de un texto literario. Dar opiniones, escuchar a otros.	Burning Bright: Knowledge v. Ignorance	2/23/2018	Students discuss censorship in the modern society. The dangers of censorship and
Presentar una tesis. Pensamiento critico y analítico a base de un tema explorado en la literatura.	Phoenix: Final thoughts on The Novel.	2/26/2018	Students present a thesis statement on one of two topics: Knowledge or Ignorance. Students present arguments
Expresar ideas	Auto evaluation and exam review	3/1/2018	Students present thoughts on reading.
Auto evaluar progreso académico y repaso	Exam	3/2/2018	Auto evaluation and exam review
Examen			Exam

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	**The Old Man and the Sea, Hemingway Ernest, Scribner, New York, 1952** **Farenheit 451, Bradbury Ray, Simon & Shuster, New York, 1951.** **Litearture in English 5 2017-2018:"From Romanticism to Postmodernism in the English-Speaking World, 1818-1989":** **Lady Chatterley's Lover, D.H. Lawrence, 1928** **Heart of Darkness, Joseph Conrad, 1899. Extract from Chapter 1.**	**Factores por evaluar:** Cuaderno (10%) Proyecto Bimestral: Ensayo comparativo de Hemingway con otro autor modernista (10%) participación (10%) Examen bimestral (50%) proyecto multidisciplinario (20%)

	"No Second Troy", W.B.Yeats, 1910.	

PLANEACIÓN DE UNIDAD

Unidad/Tema		Postmodernism: Sexing the Cherry			Número	IV
Propósito (s) **Objetivo (s)**	**Contenidos temáticos**		**Fechas programadas**	**Actividades de enseñanza-aprendizaje**		**Fechas reales**
Introducir a los alumnos a la clase y explicar las expectativas que se tienen de la misma.	Expectations and rules of new term. Discussion on student evaluation.		3/5/2018	Students are introduced to new class and new expectations. Students evaluate their progress.		
Reactivación de Contendidos vistos previamente	From Modernism to Post-Modernism: How do we define Post-modernity?		3/8/2018	Students discuss with Teacher on the ideas and terms established in the previous terms.		
Identificar y analizar visualmente elementos artísticos. Formular criticas y análisis de artes visuales, compáralas con textos literarios.	Elements of Modernism and artistic movements.		3/9/2018	Students reactivate previous knowledge by identifying changes in literary trends. Students discuss the different movements that spring from post-modern artists. Students focus on the idea of Avant-Garde and how these have changed. What comes after avant-garde?		
Discutir temas dentro de una etapa artística.	Post-modernist concerns with identity. Why do we search for identity in a post modernist world?		3/12/2018	Students define identity. Students construct as a class ideas about identity and how these ideas have evolved through time. Students sequence changes and arrive at a conclusion.		
Introducir elementos literarios de un autor nuevo.	Introduction to Book and Author Jeanette Winterson and Sexing the Cherry.		3/15/2018	Students are introduced to author Jeanette Winterson. Students research some of the major themes and concerns in Winterson's writings. Students		

			are given a brief overview of the book Sexing the Cherry.
Argumentar puntos de vista sobre temas sociales y culturales	Societal roles and expectations.	3/16/2018	Students create a working list of societal expectations. Students analyze this working list and juxtapose their ideas with post-modern ideas of society and identity.
No Hay Clase	No School	3/19/2018	No School
Definir términos literarios. Identificar elementos del feminismo. Vincular elementos a un texto literario.	Feminism and society	3/22/2018	Students define feminism. Students research different ideas of feminism. Students present to class arguments in feminism important to the development of the movement.
Identificar elementos de un narrativa. Analizar importancia de estos elementos en un texto litearario.	Setting in Sexing the Cherry. The importance of time and place in the novel.	3/23/2018	Students discuss setting. The importance of setting in a novel, and the impact of setting upon the narrative. Students argue how setting affects context.
No Hay Clases (Semana Santa)	No School (Spring Break)	3/26/2018 3/29/2018 3/30/2018 4/2/2018 4/5/2018 4/6/2018	No School (Spring Break)
Investigar y vincular formas de texto literario con contexto histórico. Pensamiento Inductivo: La importancia de un genero literario y la expresión.	The role of Fairy tales in society. The Twelve Dancing princesses	4/9/2018	Students discuss the role of fairy tales in societies and civilization. What doe Fairy tales teach us? How are fairy tales a part of our culture? How are fairy tales relevant to us in our adulthood? Why is myth part of our cultural fabric?
	Lady Chatterley's lover	4/12/2018	

Comparar y contrastar temáticas dentro de dos textos literarios.	Magical Realism as a literary genre	4/13/2018	Students compare and contrast ideas of desire and Identity in Lady Chatterley's lover. Students juxtapose notion of feminism in the Reading and the novel.	
Investigación guiada sobre géneros literarios y su relevancia en el modernismo	Columbia Week: Multi-project.	4/16/2018 4/19/2018 4/20/2018	Students investigate the elements of Magical realism, its relevance in post-modern literature. Columbia Week: Students present their yearlong projects to academic community.	
Presentar investigación a una comunidad académica.	1649: Realism v. Fantasy	4/23/2018		
Presentar investigación. Dar evidencia para argumentos académicos.	The Flat Earth Theory	4/26/2018	Students discuss realism and fantasy in the novel Sexing the Cherry. Students discuss the importance of both elements in our lives.	
Analizar teorías literarias detrás de un texto. Definir: Intertextualidad.	The quest: Why be happy when you could be normal?	4/27/2018	Students discuss and analyze elements of narrative in chapter The Flat Earth Theory of Sexing the Cherry.	
Crear una tesis. Analizar argumentos, vincular texto literario a la vida real.	No School	4/30/2018	Students answer questions about happiness and the role of happiness in our lives. Students debate the way society imposes on our happiness or aids to achieve happiness. Students try to define happiness.	
No Hay Clases	Hallucinations and diseases of the mind. Maps in Sexing the cherry. Elements of Magical realism in the novel.	5/3/2018	No School	
Comparar y contrastar argumentos de fantasía y realidad. Vincular elementos fantásticos con ideas de			Students compare and contrast ideas of reality and fantasy in the novel. Students justify the author's use of fantasy to	

identidad y el postmodernismo	The use of humor in literature.	5/4/2018	explore universal themes in the novel.	
Analizar el propósito de contextos literarios. Investigar, sintetizar y deducir.	Subversion of ideas through humor	5/7/2018	Students investigate the different types of humor that exists. Students identify humor used in the novel Sexing the Cherry.	
Argumentar a base de una investigación académica.	The Nature of Time	5/10/2018	Students continue their discussion of humor. Students find passages of humor as textual evidence and conduct a close Reading of how these passages are humorous. Students discuss the use of humor as a tool for subversion.	
Definir conceptos. Crear conclusiones sobre argumentos lógicos.	Trusting our Memory: Reliability in a narrative	5/11/2018	Students define an idea of time. Students discuss the use of time in society. Students analyze critique of time in the novel.	
Explorar temas de subjetividad y la memoria. Argumentar puntos de vista.	No School	5/14/2018	Students discuss the concept of memory. Students question the reliability of memory. Students explore concepts of perspective and memory through didactic exercises.	
No Hay Clases	Finding one's identity: Revisiting bildungsroman and quest stories.	5/17/2018	No School	
Usar conocimiento previo. Justificar argumentos.	1990: Reaching for meaning	5/18/2018	Are all stories quest stories? What does literature explore in a quest? What do we learn from quests? What do the characters learn from a quest? How is growing up in itself a quest?	
Identificar elementos de literatura vanguardista. Investigar sobre géneros			Students investigate concepts of avant-garde literature. Students discuss concepts in the theater of	

literarios con temas post-modernistas. Identificar conceptos de post modernismo. Autoevaluación Examen	Concepts of time in the novel and Concepts of time in post-modern texts Auto evaluation Exam	5/21/2018 5/24/2018 5/25/2018	the Absurd. Students are question whether they believe the absurd has a purpose or not. Students discuss the purpose and meaning of art. Students Auto evaluation Exam	

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	**Sexing the Cherry, Winterson Jeannette, Grove Press, Great Britain, 1989.** **Litearture in English 5 2017-2018:"From Romanticism to Postmodernism in the English-Speaking World, 1818-1989":** **Lady Chatterley's Lover, D.H. Lawrence, 1928**	**Factores por evaluar:** Cuaderno (10%) Proyecto Bimestral: Ensayo personal usando elementos post modernistas.(10%) participación (10%) proyecto multidisciplinario (70%)