

**PLANEACIÓN DIDÁCTICA**  
**Escuela Nacional Preparatoria**  
 Literatura en inglés

**DATOS DE LA INSTITUCIÓN**

<b>Nombre:</b>	Colegio Columbia	<b>Clave</b>	<b>1054</b>
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**DATOS DEL PROFESOR**

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

**DATOS DE LA ASIGNATURA**

<b>Nombre:</b>	Literatura en Ingles VI		
<b>Clave:</b>		<b>Optativa/obligatoria</b>	
<b>Horas por semana:</b>	<b>3</b>	<b>Horas teóricas</b>	<b>3</b>
<b>Plan de estudios:</b>		<b>Grupo (s):</b>	6010,6020,6030, 6040
		<b>Clases por semana:</b>	Lun: 13:00 – 13:50 Mar: 10:00 – 10:50 Mier: 10:00 – 10:50

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 6 literature is the only course entirely focused on works from writers from the United States, mimicking the kind of course organization students will most certainly encounter in freshman level in college. It is very demanding in terms of reading, inviting the students to read many different works from widely different genres, and will challenge their quick reading skills. With texts ranging from the early 19<sup>th</sup> century to the 1980s, fiction and non-fiction, the course offers an exploration of the American society through its history, ideals, and culture. The class focuses heavily on modern mythology in the U.S. society, from the expansion of the western frontier to the self-made yuppie of the 1980s.**

# PLANEACIÓN GLOBAL

CALENDARIZACIÓN DE UNIDADES Y CÁLCULO DE HORAS, CLASES Y PRÁCTICAS			
UNIDADES	HORAS		CLASES TEÓRICAS
	TOTAL	TEÓRICAS	FECHAS
Unidad 1. La fundación de Estados Unidos y sus textos literarios.	24	24	1
			2
			3
			4
			5
			7
			8
			9
			10
			11
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			13
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			9/4
			9/7
			9/8
			9/11
			9/12
			9/13
			9/18
			9/19
			9/20
			9/25
			9/26
			9/27
			10/2
			10/3

<b>Unidad 2. La creación de la cultura Americana: De la Guerra Civil a los 20's</b>	<b>24</b>	<b>24</b>	<b>1</b> 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	10/16 10/17 10/18 10/23 10/24 10/25 10/30 10/31 11/1 11/6 11/7 11/8 11/13 11/14 11/15 11/21 11/22 11/27 11/28 11/29 12/4 12/5 12/6 12/11
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<b>Unidad 3. Identidad en los Estados Unidos: de la Gran Depresión a la vida después de la segunda guerra mundial.</b>	<b>24</b>	<b>24</b>	<b>1</b> 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	1/8 1/9 1/10 1/15 1/16 1/17 1/22 1/23 1/24 1/29 1/30 1/31 2/5 2/6 2/7 2/12 2/13 2/14 2/19 2/20 2/21 2/26 2/27 2/28
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Unidad 4. Estados Unidos y la identidad contemporánea: Los 60's hasta el fin del siglo 20	24	24	1	3/5
			2	3/6
			3	3/7
			4	3/12
			5	3/13
			6	3/14
			7	3/20
			8	3/21
			9	4/9
			10	4/10
			11	4/11
			12	4/16
			13	4/17
			14	4/18
			15	4/23
			16	4/24
			17	4/25
			18	5/2
			19	5/7
			20	5/8
			21	5/9
			22	5/14
			23	5/15
			24	5/16
<b>TOTALES</b>	<b>96</b>	<b>96</b>	<b>24</b>	

#### 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					
<b>Factores por evaluar</b>	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%
<b>Periodos de evaluación y unidades por evaluar</b>	<b>Periodo</b>	<b>Fechas</b>	<b>Grupos</b>	<b>Unidad</b>		
	1st	October 18 <sup>th</sup>	6010/6020/6030/6040	1		
	2nd	December 15 <sup>th</sup>	6010/6020/6030/6040	2		
	3rd	March 1st	6010/6020/6030/6040	3		
	4th	June 8 <sup>th</sup>	6010/6020/6030/6040	4		
<b>Criterios de exención</b>	Los alumnos deberán cumplir por lo menos con 80% de asistencia y tener un promedio de 9.5 aprovechamiento.					
<b>Asignación de calificaciones</b>	<p>Calificación por periodo</p> <ol style="list-style-type: none"> <li>En cada unidad, se evaluará a los alumnos conforme a los factores y su peso relativo establecido.</li> <li>La calificación del periodo se asignará como resultado del promedio de las calificaciones de las unidades que en éste hayan sido evaluadas.</li> </ol> <p>Calificación final</p> <ol style="list-style-type: none"> <li>La calificación final de los alumnos exentos será de mínimo 9.5</li> <li>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.</li> </ol>					

BIBLIOGRAFÍA BÁSICA Y DE CONSULTA	RECURSOS DIDÁCTICOS
<ol style="list-style-type: none"> <li>1. Walden, David Henry Thoreau</li> <li>2. The Jungle, Upton Sinclair</li> <li>3. The Adventures of Huckleberry Finn, Mark Twain</li> <li>4. The Great Gatsby, F. Scott Fitzgerald</li> <li>5. Literature English 6 2017-2018: A History of the United States Through its Characters: From Rip Van Winkle to Patrick Bateman. <ol style="list-style-type: none"> <li>A. "Rip Van Winkle, A Posthumous Writing of Diedrich Knickerbocker", Washington Irving 1819.</li> <li>B. The Souls of Black Folks, W.E.B. Du Bois, 1903</li> <li>C. Nature, Ralph Waldo Emerson, 1836</li> <li>D. The Kentucky Derby is Decadent and Depraved, Hunter S. Thompson, 1970. Extract</li> <li>E. "The Declaration of Independance", The Founding Fathers, 1776.</li> <li>F. "The Gettysburg Address" Abraham Lincoln, 1863</li> <li>G. The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African, by Olaudah Equiano 1789.</li> <li>H. "Common Sense" Tomas Payne, 1776</li> <li>I. The Federalist Papers, No2. Hamilton, Jay, Madison, 1787</li> <li>J. The Fountainhead, Ayn Rand, 1943</li> <li>K. Read Leaves, William Faulkner, 1930</li> <li>L. American Psycho, Brett Easton Ellis, 1991</li> <li>M. The Grapes of Wrath, John Steinbeck 1939 (Chapters, 1, 5, 8, 14, 19)</li> <li>N. Invisible Man, Ralph Ellison, 1952 (Prologue, Chapters 1, 2)</li> </ol> </li> </ol> <p>Yohan Brulley, "21st Century Education: a practical application of the 4C's in the Mexican ESL</p>	<ol style="list-style-type: none"> <li>1. Students' notebook</li> <li>2. board</li> <li>3. Literature compendium</li> <li>4. markers</li> <li>5. English – English dictionary</li> <li>6. projector</li> <li>7. computer</li> <li>8. Reading books</li> <li>9. Speakers</li> </ol>

## PLANEACIÓN DE UNIDAD

Unidad/Tema	Birth of The United States: Walden			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 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.		
Reactivación de Contenidos vistos previamente	Reading strategies and techniques, note taking strategies and Techniques	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?		
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: Walden.		
Introducir y definir temática del curso: Historia de la literatura	Literature in the 17 <sup>th</sup> and 18 <sup>th</sup> Century. The Enlightenment v. Romanticism.	8/22/2017	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 18 <sup>th</sup> century art. And the Age of Revolutions.	8/23/2017	Students bring different paintings by Romantic artists. Students also listen to a series of musical pieces by romantic composers (Tchaikovsky, Verdi, etc). Students decide		



<p>Evaluar contextos históricos.</p> <p>Identificar elementos literarios.</p> <p>Analizar texto literario, Pensamiento crítico.</p> <p>Introducción a teorías filosóficas. Comparar y contrastar.</p>	<p>The Age of Revolutions.</p> <p>Elements of a Folktale and Rip-Van Winkle.</p> <p>Critical questions on Rip Van Winkle.</p> <p>Thoreau and the Transcendentalists.</p>	<p>8/28/2017</p> <p>8/29/2017</p> <p>8/30/2017</p> <p>9/4/2017</p>	<p>what are the defining elements of the romantic movement.</p> <p>Teacher gives lecture on the different revolutions that took place after the American Revolution. Students analyze how the American Revolution</p> <p>Students discuss the elements of a Folktale and its relevance in Romantic era. Students discuss Rip Van Winkle, and Washington Irving as the first American Folktales. Students identify American principles.</p> <p>Students answer questions: What elements does Rip Van Winkle have that are similar to European Folktales? What parallelisms might exist between Rip Van Winkle's new freedom from his wife and the American Revolution. How is Rip Van Winkle an American Anti hero? What does the story's theme sa about new ideologies in independent America?</p> <p>Students listen to a lecture on identifying Transcendentalism, its characters, components and beliefs. Students also investigate Henry David Thoreau, his life and his philosophies. Students compare and contrast Thoreau and the Romantics.</p>	
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<p>Identificas temas generales en un texto literario. Debatir y escuchar ideas personales.</p>	<p>Main themes in Walden and writer's purpose. Chapter 1 of Walden: Economy.</p>	<p>9/5/2017</p>	<p>Students discuss major themes found in Walden. Students identify quotes in chapter 1 (Economy).</p>	
<p>Analizar, comparar y contrastar.</p>	<p>Thoreau &amp; Walden v. Maslow's pyramid of needs.</p>	<p>9/6/2017</p>	<p>Students identify Thoreau's arguments of what a person needs to survive and reach self-actualization. Students compare Thoreau's argument with Maslow's hierarchy of needs.</p>	
<p>Secuenciar eventos históricos. Justificar, identificar causa y efecto.</p>	<p>History and the Declaration of Independence. Cause and Effect.</p>	<p>9/11/2017</p>	<p>Students listen to lecture on historical events leading to the war of independence. Students sequence important events, and identify the effect of those events and their social consequences.</p>	
<p>Analizar y encontrar justificaciones en un texto.</p>	<p>History of American Independence. Cause and effect.</p>	<p>9/12/2017</p>	<p>Students analyze the Declaration of Independence. Students identify justifications of the separation of the colonies to the British crown. Students discuss whether this was morally correct for the colonies to do and apply it to a contemporary context.</p>	
<p>Identificar ideas principales y tesis en un texto.</p>	<p>Identifying main philosophical ideas in Walden. (Chapter 2: Where I lived and What I lived for)</p>	<p>9/13/2017</p>	<p>Students present a summary of the book and identify main philosophy found in the chapter. Students answer the following questions: What would be the modern day equivalent of living far from the post-office? How would we feel? How does Thoreau argue on his ideas of divine ability to create world?</p>	

<p>Debatir diferentes puntos de vista.</p> <p>Identificar temáticas y argumentos en un texto literario.</p> <p>Encontrar evidencia textual.</p> <p>Deducción lógica de un texto.</p> <p>Identificar técnicas literarias en un texto de no ficción. Comparar y contrastar técnicas literarias.</p> <p>Definir conceptos. Evaluar teorías. Justificar opiniones.</p> <p>Identificar estrategias para escritura.</p> <p>Analizar textos literarios, identificar elementos literarios. Adaptar temas de un texto a contextos contemporáneos.</p>	<p>Thoreau's "Real-o-meter" Can we choose our own reality?</p> <p>Thomas Pain's Common Sense and the arguments for America's freedom.</p> <p>Representative Democracy. How does Pain argue to break free from British rule?</p> <p>Chapter 3: Reading and the arguments towards a better education.</p> <p>Literary techniques in Chapter 4: Sounds. The use of Shakespeare to create a mood and tone.</p> <p>Ch. 5: Solitude. Peace or loneliness?</p> <p>How to choose an essay topic</p> <p>Ch 6: Visitors. The Then and Now Ch7: The Bean Field: Thoreau and his mythical side.</p>	<p>9/18/2017</p> <p>9/19/2017</p> <p>9/20/2017</p> <p>9/25/ 2017</p> <p>9/26/2017</p> <p>9/27/2017</p> <p>10/2/2017</p> <p>10/3/2017</p>	<p>Students discuss the concept of Thoreau's "real-o-meter". Can we choose our won reality? Are transcendentalist philosophies relevant in today's world?</p> <p>Students identify the main arguments in Thomas Pain's "Common Sense".</p> <p>Students find quotations that back theoretical reflection.</p> <p>Students discuss chapter 3: Reading. Why do you think society does not place importance on education? What is the practicality of education?</p> <p>Students identify: Onomatopea, similie, and metaphore in chapter 4 Sounds. Students are given excerpts from Macbeth that are easily comparable to the chapter they have read.</p> <p>Students define their concepts of solitude. Students argue for or against Thoreau's ideas of solitude.</p> <p>Students discuss ways to choose appropriate essay topics and research topics. Students make a list of possible sources where they could find research information.</p> <p>Students discuss how visiting has changed when Thoreau wrote Walden and today. Students discuss ideas of</p>	
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<p>Comparar y contrastar textos literarios y temas dentro de un genero literario.</p> <p>Identificar y definir un ensayo académico. Discutir éticas del plagio.</p> <p>Comparar y contrastar textos dentro de un mismo genero.</p> <p>Presentar ideas y evaluaciones de un texto.</p> <p>Evaluar trabajo académico y repasar contenidos.</p> <p>Examen</p>	What is an academic essay?	10/4/2017	discrimination. And “The Noble Savage”	
	Emerson, Thoreau’s teacher.	10/9/2017	Students identify the difference between a personal essay and an academic essay. Students discuss consequences of plagiarism.	
	Final thoughts on Walden	10/10/2017	Students read Emerson’s writings and compare and contrast Emerson to Thoreau.	
	Review for exam and Auto evaluation.	10/11/2017	Students present final analysis on Walden.	
	Exam	10/16/2017	Students evaluate their performance in class and make commitments for next bimester.	Exam

Recursos didácticos	Bibliografía básica y de consulta	Sistema de evaluación
<ol style="list-style-type: none"> <li>1. Students’ notebook</li> <li>2. board</li> <li>3. Literature compendium</li> <li>4. markers</li> <li>5. English – English dictionary</li> <li>6. projector</li> <li>7. computer</li> <li>8. Reading books</li> <li>9. Speakers</li> </ol>	<p><b>Walden, David Henry Thoreau</b></p> <p><b>Literature English 6 2017-2018: A History of the United States Through its Characters: From Rip Van Winkle to Patrick Bateman.</b></p> <p><b>“Rip Van Winkle, A Posthumous Writing of Diedrich Knickerbocker”, Washington Irving 1819.</b></p> <p><b>Nature, Ralph Waldo Emerson, 1836</b></p> <p><b>“The Declaration of Independance”, The Founding Fathers, 1776.</b></p> <p><b>“Common Sense” Tomas Payne, 1776</b></p>	<p><b>Factores por evaluar:</b></p> <p>Cuaderno (10%)</p> <p>Proyecto Bimestral: Escribir ensayos reflexivos al estilo de <i>Walden</i>. (10%)</p> <p>participación (10%)</p> <p>Examen bimestral (50%)</p> <p>proyecto multidisciplinario (20%)</p>

## PLANEACIÓN DE UNIDAD

Unidad/Tema	U.S. Civil War: Huckleberry Finn			Número	II
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 new Unit and new class expectations.	10/23/2017	Students discuss the expectations they have for the new term. Students are given an overall introduction to the term.		
Reactivación de Contenidos vistos previamente.	Review: Romantics and Transcendentalists.	10/24/2017	Students are asked to remember previous contents from the last term. Students are asked to define Romanticism and Transcendentalism.		
Comparar y contrastar elementos en diferentes periodos literarios y artísticos.	Change of an era: Transcendentalism and Realism.	10/25/2017	Students are shown paintings and pieces of art from Realist artists. Students analyze the paintings and compare and contrast their characteristics to previous time periods.		
Identificar elementos de movimientos literarios.	What is Realism? Elements of Realism and Naturalism	10/30/2017	Students define and identify characteristics of realism and naturalism in literature.		
Secuenciar eventos históricos. Relacionar eventos históricos a movimientos literarios.	The Civil war and its effects on the United States.	10/31/2017	Students identify reasons for the American Civil war. Students investigate the outcomes of the civil war and discuss the effect on the collective psyche of the U.S. as a whole.		
Identificar elementos de la novela picaresca. Introducir autor: Mark Twain.	The Picaresque Novel and Mark Twain.	11/1/2017	Students identify the characteristics of the picaresque novel.		
Expresar empatía, Crear vínculos históricos.	The interesting Narrative of Olaudah Equiano, Or Gustavus Vassa, The African.	11/6/017	Students read and discuss the reading: The Intersting Narrative		

<p>Expresar opiniones sobre temas sociales. Crear vínculos de eventos contemporáneos a eventos históricos.</p> <p>Identificar elementos literarios. Interpretar textos literarios y simbolismo.</p> <p>Secuenciar eventos históricos y vincularlos con cambios sociales en un contexto literario.</p> <p>Interpretar textos literarios. Vincular textos a un contexto histórico y cultural.</p> <p>Identificar contexto histórico. Investigar temas históricos y cambios sociales, culturales y económicos.</p> <p>No hay clases.</p>	<p>Racism and White supremacy. How is it relevant in today's world?</p> <p>Huckleberry Finn: Chapters 4 to 6. Symbolism: Pap and the New Judge. How Mark Twain portrays White supremacy in the South.</p> <p>The Gilded age and the Restoration.</p> <p>Huckleberry Finn: Chapters 10 to 13. The South and its dangers.</p> <p>Introduction to Modernism: WWI and the collective psyche.</p> <p>No School</p> <p>The Wasteland: Poetry in Modern United States.</p>	<p>11/7/2017</p> <p>11/8/2017</p> <p>11/13/2017</p> <p>11/14/2017</p> <p>11/15/2017</p> <p>11/20/2017</p> <p>11/21/2017</p>	<p>of Oludah Equiano or Gustavus Vassa, The African. Students write down a brief narrative of what they imagine what life would be like as a slave.</p> <p>Students hold a discussion of racism and white supremacy. Students discuss current events and find similarities to events that have taken place in the past.</p> <p>Students define: Symbolism. Students discuss symbolism in Huckleberry Finn: Pap as a symbol of white supremacy, Huck as an extension of slavery, and the New Judge as a symbol of the justice system.</p> <p>Students investigate the importance of the Gilded age and the Restoration and how these affected American Culture and literature.</p> <p>Students discuss the chapters on Huckleberry Finn and how these depict the South and its culture. How is the South and its identity important for the overall identity of the United States?</p> <p>Students investigate elements of Modernism. How WWI changed American culture.</p> <p>No School</p> <p>Students read the poem The Wasteland. Students discuss</p>	
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<p>Identificar elementos de la poesía. Identificar intención de autor.</p> <p>Analizar textos literarios dentro de contextos históricos</p> <p>Investigar</p> <p>Analizar e identificar elementos literarios en la poesía. Comparar y contrastar temáticas en un texto.</p> <p>Secuenciar eventos históricos.</p> <p>Identificar elementos de la poesía. Interpretar textos literarios. Identificar y definir técnicas literarias.</p> <p>Observar tendencias en textos literarios. Argumentar opiniones basadas en</p> <p>Expresar opiniones sobre elementos literarios. Identificar símbolos en textos literarios. Identificar temáticas latentes en un periodo histórico.</p> <p>Identificar cambios en elementos literarios, comparar y contrastar estilos de escritura.</p> <p>Expresar ideas</p> <p>Autoevaluar progreso académico.</p> <p>Examen</p>	<p>World War I and the American Psyche. How the American collective changed.</p> <p>Kipling and Owen: Poetry of war.</p> <p>The Roaring 20's.</p> <p>F. Scott Fitzgerald and the idealization of a new era.</p> <p>Defining modernism: Elements of modernism.</p> <p>F. Scott Fitzgerald, symbolism and modernist themes.</p> <p>How do we remember the Roaring 20's?</p> <p>How do we define modernism?</p> <p>Auto evaluation.</p> <p>Exam</p>	<p>11/22/2017</p> <p>11/27/2017</p> <p>11/28/2017</p> <p>11/29/2017</p> <p>12/4/2017</p> <p>12/5/2017</p> <p>12/6/2017</p> <p>12/11/2017</p> <p>12/12/2017</p> <p>12/13/2017</p>	<p>imagery presented in the Wasteland.</p> <p>Students investigate WWI and its repercussion on the American psyche.</p> <p>Students read poems by Kipling and Owen. Students compare and contrast ideas emerging in this time period.</p> <p>Students investigate ideologies and changes that occur during the 20's in the United States.</p> <p>Students read F. Scott Fitzgerald</p> <p>Students create a mind map that shows the different concerns of Modernist writers.</p> <p>Students continue reading f. Scott Fitzgerald. Students discuss symbolism in literary text and what they mean within a modernist context.</p> <p>Students discuss literary elements in F. Scott Fitzgerald and how they represent a historical movement.</p> <p>Final thoughts on Modernism and the changes it brought about</p> <p>Self Evaluation.</p> <p>Exam</p>	
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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	<b>The Adventures of Huckleberry Finn, Mark Twain</b>  <b>The Great Gatsby, F. Scott Fitzgerald</b>  <b>Literature English 6 2017-2018: A History of the United States Through its Characters: From Rip Van Winkle to Patrick Bateman. "The Gettysburg Address" Abraham Lincoln, 1863</b> <b>The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African, by Olaudah Equiano 1789.</b>	<b>Factores por evaluar:</b> Cuaderno (10%) Proyecto Bimestral: Mapa de Huckleberry Finn y sus aventuras (10%) participación (10%) Examen bimestral (50%) proyecto multidisciplinario (20%)

## PLANEACIÓN DE UNIDAD

Unidad/Tema	Modernism and The first World War: The Jungle I			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.	Introduction to new Unit and new class expectations.	1/8/2018	Students are introduced to new bimester. Students and teacher discuss class expectations.		
Reactivación de Contenidos vistos previamente.	Review: Modernism and modernist concerns.	1/9/2018	Students review ideas on modernism. What are the concerns of modernists at the turn of the century?		
Comparar y contrastar elementos en diferentes periodos literarios y artísticos.	Modernism: How does modern literature shape society?	1/10/2018	Students analyze ideas behind writer's intention. Students compare and contrast ideas discussed during the modern Era.		
Investigar y resumir información de condiciones socioeconómicas de una era	United States economy at the turn of the Century affecting factors.	1/15/2018	Students investigate history of the U.S. and economic state at the turn of the century. Students discuss how an economic situation affects a society.		



Discutir ideas sobre estructuras sociales y culturales ante un grupo.	Defining the American Dream.	1/16/2018	Students discuss stereotypes of "The American Dream" What it means now and how this idea came about.	
Introducir un autor nuevo. Sintetizar información.	Introduction to Upton Sinclair.	1/17/2018	Students listen to lecture and investigate information about author Upton Sinclair and the historical context.	
Analizar concepto y genero literario.	The Jungle: Chapters 1 and 2: Depiction of an era.	1/22/2018	Students discuss devices of description of setting. Identify language strategies that depict historical context.	
Discutir intención de un autor y la relevancia de un texto dentro de un contexto histórico.	Who were the Muckrakers?	1/23/2018	Students investigate the term "Muckraker" Students identify elements of muckraker style in the novel.	
Discutir contexto histórico dentro de una ficción.	The impact of journalistic writing. Why is journalism an important part of society?	1/24/2018	Students identify the purpose of journalistic writing. Students	
Dar opiniones sobre textos descriptivos e intención de un autor.	The Jungle Chapters 3 to 5: Living and Working conditions in the United States at the turn of the century.	1/29/2018	Students discuss the depiction of the working conditions in the novel. Students discuss why is the jungle a significant work in American literature.	
Expresar ideas sobre instituciones económicas.	The Dangers of Capitalism. How does capitalism affect the American Dream?	1/30/2018	Students discuss Sinclair's attack on working conditions of the meat industry in the U.S.	
Trabajar y definir empatía y simpatía. Entender importancia de la ficción como herramienta de critica hacia la sociedad.	How does the reader identify with the character? The power of fiction.	1/31/2018	Students discuss and give concrete examples of how they identify, sympathize and feel about the characters.	
No hay clases	No School	2/5/2018	No School	
Definir términos literarios, y sociales. Crear vínculos culturales con elementos	The Jungle Chapters 6 to 8: Portrayal of American Life through the eyes of immigrants.	2/6/2018	Define immigrant. Hypothesize about the conditions of an immigrant in a new country.	

<p>literarios. Hipotesis sobre un tema.</p> <p>Identificar elementos literarios dentro de un texto.</p> <p>Identificar argumentos dentro de un texto. Citar un texto literario correctamente.</p> <p>Expresar ideas sobre temáticas presentes en un texto.</p> <p>Debatir en grupo sobre temas socioeconomicos y políticos. Justificar argumentos con investigación.</p> <p>Comparar y contrastar dos textos.</p> <p>Identificar teorías sociales dentro de un texto literario. Crear un perfil descriptivo de un</p>	<p>Allusion and Parallelism: The meatpacking factories and the meatpackers. What do they have in common?</p> <p>Arguments against capitalism: How does capitalism betray the American Dream?</p> <p>The Jungle Chapters 9 to 11: The precarious life of Wage Workers.</p> <p>Socialism v. Capitalism What are the pros and cons?</p> <p>John Steinbeck and the Grapes of Wrath: Chapters 1, 5, 8.</p> <p>The Jungle Chapters 12 to 14: Social Darwinism. Only the fittest survive in the Jungle.</p>	<p>2/7/2018</p> <p>2/12/2018</p> <p>2/13/2018</p> <p>2/14/2018</p> <p>2/19/2018</p> <p>2/20/2018</p>	<p>What disadvantages does an immigrant face?</p> <p>Students discuss literary devices: allusion and parallelism and the effect that those techniques have over the reader.</p> <p>Students find quotes in the reading that support Sinclair's ideas of the unsustainability of capitalism. Students defend their quotes to other members of class.</p> <p>Students identify the conditions of wageworkers. Students discuss and express their viewpoints on the conditions of wageworkers in American society.</p> <p>Students form teams to debate the pros and cons of capitalism. One side will argue for Capitalism and against socialism and the opposing side will argue against Capitalism and defend Socialism. Students must bring research in order to debate. (Note debate may extend to more than one class)</p> <p>What similarities and differences do you see in Steinbeck's narrative and Sinclair's narrative? What can we learn about the U.S. through these two texts?</p> <p>What is Darwinism? What are the basic premises of Darwinism? How do these</p>	
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personaje literario. Comparar y contrastar.			premises apply to the novel? Students create a character profile that shows the author's ideas on social Darwinism.	
Sintetizar y analizar temas en una narrativa. Comparar y Contrastar.	John Steinbeck and the Grapes of Wrath: Chapters 14 and 19.	2/21/2018	Identify overall thematic ideas of the text. Compare these themes to the novel.	
Expresar opiniones sobre un texto.	Final thoughts on the Jungle: How has our perception of capitalism changed?	2/26/2018	Students give final thoughts on reading.	
Autoevaluar desempeño	Auto Evaluation and exam review	2/27/2018	Students evaluate their academic progress.	
Examen	Exam	2/28/2018	Exam	

Recursos didácticos	Bibliografía básica y de consulta	Sistema de evaluación
<ol style="list-style-type: none"> <li>1. Students' notebook</li> <li>2. board</li> <li>3. Literature compendium</li> <li>4. markers</li> <li>5. English – English dictionary</li> <li>6. projector</li> <li>7. computer</li> <li>8. Reading books</li> <li>9. Speakers</li> </ol>	<p><b>The Jungle, Upton Sinclair</b></p> <p><b>Literature English 6 2017-2018: A History of the United States Through its Characters: From Rip Van Winkle to Patrick Bateman. The Souls of Black Folks, W.E.B. Du Bois, 1903</b></p> <p><b>“Common Sense” Tomas Payne, 1776</b></p> <p><b>Read Leaves, William Faulkner, 1930</b></p> <p><b>The Grapes of Wrath, John Steinbeck 1939 (Chapters, 1, 5, 8, 14, 19)</b></p> <p><b>Invisible Man, Ralph Ellison, 1952 (Prologue, Chapters 1, 2)</b></p>	<p><b>Factores por evaluar:</b></p> <p>Cuaderno (10%)</p> <p>Proyecto Bimestral: Ensayo de investigación sobre grupos migratorios a Estados Unidos. (10%) participación (10%)</p> <p>Examen bimestral (50%)</p> <p>proyecto multidisciplinario (20%)</p>

## PLANEACIÓN DE UNIDAD

Unidad/Tema	Modernism Continued: The Jungle II			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.	Introduction to new Unit and new class expectations.	3//5/2018	Students are introduced to new bimester. Students and teacher discuss class expectations.		
Reactivación de Contenidos vistos previamente.	Review: Modernism and modernist concerns.	3/6/2018	Students review ideas on modernism. What are the concerns of modernists at the turn of the century?		
Comparar y contrastar elementos en diferentes periodos literarios y artísticos.	Modernism: How social and economic structures affect family structures.	3/7/2018	Students analyze ideas behind writer's intention. Students compare and contrast ideas of socioeconomic structures as they are represented in family life.		
Vincular temas multidisciplinarios con la literatura. Analizar un texto dentro de un contexto cultural e histórico.	The Jungle Chapters 15 to 17: Family bonds and the struggle of the immigrant.	3/12/2018	Students discuss the idea of How family bonds help survival in a new country. Students discuss the socioeconomic situation of immigrant wageworkers in the states.		
Secuenciar cambios históricos por medio de la investigación.	Wageworkers yesterday and today. How socioeconomic structures have changed in the last 100 years. Finding solutions to the invisible community.	3/13/2018	Students investigate socioeconomic situation of wageworkers in America today. Students compare and contrast contemporary situations to those depicted in The Jungle.		
Identificar estructuras socioeconómicas Identificar relación entre economía y clase dentro de una sociedad	How does race affect socioeconomic stratifications in the United States? What does Sinclair think about the position of immigrants in American society?	3/14/2018	Students discuss the position of immigrants in America's socioeconomic structures.		
No Hay Clases	No class	3/19/2018	No class		
Identificar metáforas, identificar discurso de una narrativa. Encontrar	The Jungle Chapters 18 to 20: Discussion on the narrative shape of the jungle: Exposing the fallacy of	3/20/2018	Students discuss the chapters. Students debate the American		

argumentos y justificaciones para una temática literaria.	the American dream throughout the destruction of the migrant family.		Dream against the incidences that occur throughout the novel.	
Identificar estructuras sociales en una cultura.	Attacks on a culture. According to Sinclair, how does capitalism threaten the American dream? What are the possible solutions to the dilemma?	3/21/2018	Students identify cultural structures that are mentioned in the novel. Students find the conflicts in these social and cultural structures. Students defend socialism as an argument against these conflicts.	
No hay clases.	No school	3/26/2018 4/6/2018	No school.	
Interpretar crítica y simbolismo en un texto literario. Justificar ideas.	The Jungle Chapters 21 to 23: Sinclair's symbolism and critique.	4/9/2018	Discussion and analysis of symbolism in the novel: How does Sinclair express his critique of America and Capitalism? What are flaws in the depiction of the migrant workers that weaken his arguments?	
Reactivar conocimiento previo. Expresar ideas sobre temas sociales	Discussion on Civil Rights and racism in America.	4/10/2018	Students discuss about Civil Rights in America.	
Comparar y contrastar críticas literarias en dos textos. Identificar argumentos sociales y políticos.	The souls of Black Folk by W.E.B. Du Bois.	4/11/2018	Compare and contrast ideas of and feelings of belonging in W.E.B. Du Bois The Souls of Black Folk.	
Presentar proyectos interdisciplinarios ante comunidad académica.	Columbia Week. Presenting their final projects.	4/16/2018 4/17/2018 4/18/2017	Students present their final projects before the academic community.	
Presentar un análisis de personajes.	The Jungle Chapters 23 to 25	4/23/2018	Students break into groups. Students create an analysis of the main characters in the novel.	
Presentar argumentos de investigación sobre un tema. Formar una tesis.	Invisible man: Prologue	4/24/2018	How does invisible man create similar arguments to Sinclair's	

Definir términos en inglés. Identificar técnicas literarias en un texto. Justificar argumentos en base a un texto literario.	The Jungle Chapters 25 to 27: The Justice system in America	4/25/2018	novel? What do you think each author is saying about society? Who does the justice system in America benefit? How is crime rewarded in the novel? How does Sinclair present these critiques of the American Dream?	
No hay clases.	No school	4/30/2018 5/1/2018	No school	
Discutir sobre temas sociales a base de criticas hechas en un texto literario. Formular hipótesis y justificar argumentos con dos o mas textos literarios.	Invisible Man chapter 1: The effect of Race in the justice system in America.	5/2/2018	Discussion on race and the effect of race in American Society. How does capitalism only benefit one social strata?	
Discutir temas sociales dentro de argumentos hechos en un texto literario. Identificar una problemática.	The Jungle Chapters 28 to 29: Capitalism and human trafficking.	5/7/2018	How does jungle formulate the argument that Capitalism traffics with human lives?	
Argumentar para encontrar soluciones a una problemática.	Invisible Man chapter 2: The social problematic in America.	5/8/2018	Students identify a problematic in the social fabric of America. Students create arguments on how this problematic could be resolved.	
Presentar opiniones sobre un texto literario.	The Jungle Chapters 30 to 31: Final thoughts on Sinclair's The Jungle.	5/9/2018	Students give final thoughts and opinions on The Jungle. Students reflect on social changes.	
No hay escuela.	No School	5/14/2018 5/15/2018	No School	
Examen	Examen	5/16/2018	Examen	

<b>Recursos didácticos</b>	<b>Bibliografía básica y de consulta</b>	<b>Sistema de evaluación</b>
<ol style="list-style-type: none"> <li>1. Students' notebook</li> <li>2. board</li> <li>3. Literature compendium</li> <li>4. markers</li> <li>5. English – English dictionary</li> <li>6. projector</li> <li>7. computer</li> <li>8. Reading books</li> <li>9. Speakers</li> </ol>	<p><b>The Jungle, Upton Sinclair</b>  <b>Literature English 6 2017-2018: A</b>  <b>History of the United States Through its</b>  <b>Characters: From Rip Van Winkle to</b>  <b>Patrick Bateman.</b>  <b>The Kentucky Derby is Decadent and</b>  <b>Depraved, Hunter S. Thompson, 1970.</b>  <b>Extract</b>  <b>The Fountainhead, Ayn Rand, 1943</b>  <b>American Psycho, Brett Easton Ellis,</b>  <b>1991</b>  <b>Yohan Brulley, “21st Century</b>  <b>Education: a practical application of the</b>  <b>4C's in the Mexican ESL</b></p>	<p><b>Factores por evaluar:</b>  Cuaderno (10%)  Proyecto Bimestral: Ensayo personal: La composición de la identidad colectiva de Estados Unidos a través de sus personajes literarios. (10%)  participación (10%)  proyecto multidisciplinario (70%)</p>