

Unit 5: Latin American Literature
7th & 8th Grade Cultural Spanish
14 Class Meetings

Created July 2020

Essential Questions

- What does literature say about a country?

Enduring Understandings with Unit Goals

EU 1: Latin American literature has been used to communicate meaning

- Evaluate literary devices found in Latin American literature
- Contrast and compare types of literature in different Latin American countries
- Analyze the messages conveyed through Latin American literature

EU 2: Authors use literature to express opinion

- Critique poetry pertaining to feminism
- Apply grammatical structures to express likes and dislikes
- Formulate opinions about a specific piece of literature

EU 3: Latin American authors share experiences to promote cultural awareness

- Formulate ideas about the cultural background of Latin American authors
- Compare and contrast the stories by Latin American authors

Standards

Connecticut World Language Curriculum Framework

COMMUNICATION

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
- **Standard 1.3:** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

CULTURES

- **Standard 2.1:** Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

CONNECTIONS

- **Standard 3.1:** Students will reinforce and expand the knowledge of other areas of study through the world language.
- **Standard 3.2:** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

COMPARISONS

- **Standard 4.1:** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

- **Standard 5.1:** Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Latin American Literature
 - Analyze Latin American literature
 - Compare and contrast Latin American authors
 - Differentiate messages communicated through Latin American literature
2. Author's Opinions
 - Determine author's message
 - Formulate opinions about author's purpose
3. Cultural Awareness
 - Analyze Latin American cultures
 - Determine the similarities and differences among cultures

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Generate and apply literary vocabulary
- Contrast and compare elements of literature
- Read and examine text to distinguish literacy devices
- Apply unit vocabulary to make a literature critique
- Translate and critique Latin American poetry examples (ie Sor Juana Inez de la Cruz)*
- Infer author's message conveyed throughout poetry
- Contrast and compare how women's opportunity for education has changed over centuries
- Formulate questions about Latin American stories (ie "*The House on Mango Street*" by Sandra Cisneros and *In the time of the butterflies*" by Julia Alvarez)***
- Conclude ideas about the connections between the experiences of the main characters and other immigrants experiences **
- Demonstrate understanding and mastery of unit knowledge *

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Guided notes
- Multi-media presentations
- Color coding verb roots
- Linguistic formulas
- Guided conversations
- Guided notes
- Student choice
- Flash cards
- Quizlets
- Strategic grouping
- Do-nows
- Paragraph frames and sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals
- Small group instruction
- Conferencing
- Text and video chunking with guiding questions

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- Close reading with text-dependent questions

Assessments

FORMATIVE ASSESSMENTS:

- Homework
- Guided Classwork with skills practice
- Think-Write-Pair-Share (TWPS)
- Warm-ups / Exit Slip
- Binder checks
- Observations
- Self-assessments
- Class participation
- Student dialogues

SUMMATIVE ASSESSMENTS:

- Quiz- EU 1
- Quiz- EU 2
- Multi-media presentation - Latin American Author Biography (EU1, EU 2, EU 3)

Unit Task

Unit Task Name: Latin American Author Biography

Description: In this task, students will apply literature terminology to critique an author's style of writing (EU 1). Afterwards, students will research a Latin American author of their choice and produce a multi-media biography presentation including information about the author's purpose for writing and messages conveyed through his/her writing (EU 2 & 3).

Evaluation: Summative Assessment and Future Rubric in 2021-2022 school year

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Unit Resources

- *Realidades, Prentice Hall*
- *Internet databases*
- *Worksheets*
- *Laptops*
- *Airtame*
- *Grammar/vocabulary websites*
- *www.studyspanish.com*
- *Youtube.com*
- www.rae.com
- www.wordreference.com
- www.learningspanishlanguage.com
- *Google classroom*
- *Google slides*
- *Quizlet*