<u>Course Overview</u>: This course provides a survey of the development of Latin American literature and its interactions with media, culture, politics in the region and its eventual convergence with popular-culture and globalization. These interactions offer various perspectives on what Latin America means today. This is why it is important to review literary movements, such as Romanticismo, modernismo, vanguardismo, the Boom, Post-Boom/MacOndo without dismissing literature from the indigenous population and colonial period, in order to contextualize Latin America today and its contemporary cultural productions throughout regions of Latin America. Introduction to Latin American literature serves as an interdisciplinary gateway course for the high school student interested in broadening their global knowledge of literature, offering an introduction to issues and themes that shape contemporary Latin American society and culture today and its relationship to the United States and the world at large. It is not possible to provide every aspect of Latin America can afford opportunities to closely examine the past to understand several issues that loom large in Latin America today. Latin American Literature, in English translation, from the Colonial era to the present, introduces students to major literary topics and themes within a variety of Latin American nations and cultures, including indigenous and Afro-Latin voices.

Month/ Unit Name	CCLS Standards	Guiding Questions	Skills	Suggested Assessments/ Activities	Key Vocabulary
Unit 1- Introduction to Latin American Literature	CCSS.ELA-Literacy.RL.11- 12.4 Determine the meaning of words and phrases as they are used in the text, including	Why study Latin American literature? What is included in Latin American	Reading Annotate text for purpose Read literature to gain insight and perspective into Latin American	 Reading Last Chapter excerpted from General History and Nature of the Indies 	colonialism, chronicles, viceregal, culture, diversity,
Literature of Conquest, Slavery & Colonialism	figurative and connotative meanings; analyze the impact of specific word choices on	Who are the Latin	Build background knowledge on L.A. literature	 (Chronicle) by Gonzalo Fernández (1526) Last Chapter excerpted from The 	region, transatlantic slave-trade, post- colonial, mestizo,
[September 4-25: weeks 1-3]	meaning and tone, including words with multiple meanings or language that is	What are the three main regions of Latin America?	Gain knowledge on time periods and how literature reflects that	General History of the Things of New Spain transliterated by	mulatto, transculturation, Nahuatl, Aztec, Inca, Mayan,
	particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CCSS.ELA-Literacy.RI.11-	What were the reasons for Spain's conquest of Latin American?	Practice close reading skills Writing Critically respond to literature	 Bernadino de Sahagún (1569) Excerpts from Codex Florentino by León- Portilla (Chronicle— Historical Narrative) 	Yoruba, Igbo, Hausa, Ewe, Akan, Bantu, Garífuna, zambo, cafuzo, Quechua,

Rochester City School District

12.5 Analyze and	What were the effects	through various modes of writing			pau-brasil,
evaluate the			• /	African Experience in	runasimi,
effectiveness of the	indigenous text?	Respond in a journal to various	(Colonial and Post-	mellquis, hauri,
structure an author uses		concepts in the unit	(Colonial Latin America	hayllis
in his or her exposition or	How has this period of		(Article) by David	
argument, including	Latin America	Begin constructing responses to		Sheinin (1999)	
whether the structure	influenced	text-dependent questions			
makes points clear,	developments in future		• 6	Excerpt from <i>Black</i>	
convincing, and	literature?*	Begin the practice of writing from	(Conquistadors by	
engaging.		sources		Mathew Restall	
CCSS.ELA-Literacy.W.11-	What were the literary				
12.1d Establish and	achievements of the	Speaking and Listening	•	The Tupac Amaru	
maintain a formal style	native cultures of Latin			•	
and objective tone while	America?	Work in a group to present a		Anticolonialism and	
attending to the norms		powerpoint on various topics in the		Protonationalism in	
and conventions of the	How did colonization	unit		Late Colonial Peru by	
discipline in which they	impact Latin America?			-	
are writing.		Present to the class			
CCSS.ELA-Literacy.SL.11-	Who were the		Writing		
12.1 Initiate and	chroniclers of the		-	Timeline Concept	
participate effectively in	Conquest period?			•	
a range of collaborative					
discussions (one-on-one,	What did the				
in groups, and teacher-	chroniclers write			-	
led) with diverse partners	about?			•	
on grades 11–12 topics,					
texts, and issues, building					
on others' ideas and			• /	Mans of Latin	
expressing their own					
clearly and persuasively.				-	
CCSS.ELA-Literacy.RL.11-			,		
12.2 Determine two or			•	lournal Entries	
more themes or central					
ideas of a text and				lournal Entries:	
	 evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-Literacy.W.11- 12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.SL.11- 12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or central 	 evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-Literacy.W.11- 12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.SL.11- 12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or central discipline the discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 	evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-Literacy.W.11- 12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.SL.11- 12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or centralof Spain's conquest on indigenous text? How has this period of Latin America achievements of the native cultures of Latin America?Respond in a journal to various concepts in the unitWhat were the literature?*How has this period of Latin America achievements of the native cultures of Latin America?Begin the practice of writing from sourcesWho were the chroniclers of the conquest period?Work in a group to present a powerpoint on various topics in the unitWhat did the chroniclers write about?What did the chroniclers write about?What did the chroniclers write about?What did the chroniclers write about?What did the chroniclers write about?How did colonization chroniclers write about?What did the chroniclers write about?How did the chroniclers write about?What did the chroniclers write about?How did the chroniclers write abo	evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCCSS.ELA-Literacy.W.11- 12.1 d Establish and maintain a formal style attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.SL.11- 12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or centralof Spain's conquest on indigenous text?Not the top the structure indigenous text?Respond in a journal to various concepts in the unitevaluate the engaging. CCSS.ELA-Literacy.SL.11- tore the mess or centralHow has this period of Latin America How did colonization impact Latin America?Begin the practice of writing from sourcesWhat did the chroniclers of the congrades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or centralWhat did the chroniclers write about?Present to the classWriting on the stable difference of the congrades the presence of the top on the stable of the top on the stable difference of the top on the stable difference of the topImage: top top top top top top top top top top top topConstructing top top top top top top top top top topImage: top top top top top topImage: top	evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.of Spain's conquest on indigenous text?Respond in a journal to various concepts in the unit• African Experience in Colonial and Post- Colonial and Post- Colonial and Post- Colonial Autin America (Article) by David Sheinin (1999)CCSS.ELA-Literacy.W.11- 12.1 d Establish and maintain a formal style and conventions of the discipline in which they are writing.What were the literary achievements of the chroniclers of the Conguest period?Speaking and Listening Work in a group to present a powerpoint on various topics in the unit• The Tupac Amaru Rebellion: Anticolonialism and Protonationalism in Late Colonial Peru by Peter ElmoreCCSS.ELA-Literacy.SL.11- 12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or centralWhat did the chroniclers write about?• Maps of Latin American Respond in a journal to various topic sin the unit• Maps of Latin American Respond in a journal to various topic sin the unit• Maps of Latin American Respond the clearly and persuasively. CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or central lidence of a turb and lidence of a

development over the course of the text, including how theyJournal Entries: Colonialismincluding how theySummary 1interact and build on oneSummary 2another to produce a complex account;Critical Response 1provide an objectiveCritical Response 2provide an objectiveGroup #1summary of the text.Presentation ppt (To be discussed)—Sign-12.1 Cite strong andImage: Strong and St	
including how they interact and build on one another to produce a complex account; provide an objective summary of the text.• Summary 1 • Summary 2 • Critical Response 1 • Critical Response 2 • Group #1 Presentation ppt (To be discussed)—Sign- up Sheet	
interact and build on one • Summary 2 another to produce a • Critical Response 1 complex account; • Critical Response 2 provide an objective • Group #1 summary of the text. • Presentation ppt (To CCSS.ELA-Literacy.RI.11- • be discussed)—Signup 12.1 Cite strong and	
another to produce a • Critical Response 1 complex account; • Critical Response 2 provide an objective • Group #1 summary of the text. • Presentation ppt (To CCSS.ELA-Literacy.RI.11- • be discussed)—Signup 12.1 Cite strong and	
complex account; • Critical Response 1 provide an objective • Group #1 summary of the text. • Presentation ppt (To CCSS.ELA-Literacy.RI.11- • be discussed)—Signup 12.1 Cite strong and	
provide an objective • Group #1 summary of the text. Presentation ppt (To <u>CCSS.ELA-Literacy.RI.11-</u> be discussed)—Signup 12.1 Cite strong and	
provide an objective • Group #1 summary of the text. Presentation ppt (To <u>CCSS.ELA-Literacy.RI.11-</u> be discussed)—Sign- 12.1 Cite strong and	
summary of the text. Presentation ppt (To CCSS.ELA-Literacy.RI.11- be discussed)—Sign- 12.1 Cite strong and up Sheet	
CCSS.ELA-Literacy.RI.11- be discussed)—Sign- 12.1 Cite strong and up Sheet up Sheet	
12.1 Cite strong and up Sheet	
thorough textual	
evidence to support Map Quiz	
analysis of what the text • Timeline Quiz	
says explicitly as well as • Literature of	
inferences drawn from Conquest, Slavery &	
the text, including	
determining where the M.C./Short Answer	
text leaves matters Response/Identificatio	
uncertain.	
CCSS.ELA-Literacy.RI.11-	
12.2 Determine two or	
more central ideas of a	
text and analyze their	
development over the	
course of the text,	
including how they	
interact and build on one	
another to provide a	
complex analysis; provide	
an objective summary of	
the text.	
CCSS.ELA-Literacy.RI.11-	
12.3 Analyze a complex	
set of ideas or sequence	
of events and explain	

	how specific individuals, ideas, or events interact and develop over the course of the text. <u>CCSS.ELA-Literacy.SL.11-</u> <u>12.1</u> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
Unit 2- Indigenous Literature [September 30- October 18: weeks 4-6]	CCSS.ELA-Literacy.RI.11-12.1Cite strong andthorough textualevidence to supportanalysis of what the textsays explicitly as well asinferences drawn fromthe text, includingdetermining where thetext leaves mattersuncertain.CCSS.ELA-Literacy.RI.11-12.2Determine two ormore central ideas of atext and analyze theirdevelopment over thecourse of the text,	What is indigenous literature? How does geography affect the way people see the world and write about the world? What are the lifestyles, beliefs, traditions, laws, and social/cultural needs and wants of the peoples of Latin America? What are Indigenous Codices and their	ReadingAnnotate text for purposeRead literature to gain insight and perspective into Latin American literatureBuild background knowledge on geography and how it relates to L.A. literatureGain knowledge on culture and backgrounds of various Latin American people	 Reading Excerpts from <i>Popol-Vuh</i>—Transcription of Indigenous Religious Legends <i>Ollantay</i>—(Play) (Pre-Colombian) Performed by the direction of Father Antonio Valdéz around 1780 near Cuzco in the presence of Tupac Amaru II, the Inca chieftain who rebelled against the Spanish. <u>http://www.sacred-texts.com/nam/inca/oll/ol I01.htm</u> 	Aztecs, Maya, Inca, Codices, performative poetry, Quechuan verse, xopancuicatl (songs of spring time), xochicuicatl (flowery songs), totocuicatl (songs of birds), michcuicatl (songs of fish), icnocuicatl (songs of orphan-hood),

including how they interact and build on one another to provide a complex analysis; provide an objective summary of	relationship to literature, philosophy and religion?	Practice close reading skills Writing Critically respond to literature through various modes of writing	Writing Rough Timeline of Writings and Indigenous Literature Maps of Latin American	yaocuicatl (songs of war), Popol Vuh, codices,
the text. <u>CCSS.ELA-Literacy.RI.11-</u> <u>12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals,		Respond in a journal to various concepts in the unit	Regions handout Journal Entries: Popol-Vuh Journal Entries: Religion Summary 3 Summary 4	
ideas, or events interact and develop over the course of the text. <u>CCSS.ELA-Literacy.SL.11-</u> <u>12.1</u> Initiate and participate effectively in a range of collaborative		Begin constructing responses to text-dependent questions Begin the practice of writing from sources	Critical Response 3 Critical Response 4 Group #2 Presentation ppt (To be discussed)—Sign-up Sheet Quiz 3 Quiz 4	
discussions (one-on-one, in groups, and teacher- led) with diverse partners on grades 11–12 topics,		Speaking and Listening Work in a group to present a	Popol-Vuh M.C./Short Answer Response/Identification Religion M.C./Short Answer Response/Identification	
texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <u>CCSS.ELA-Literacy.W.11-</u>		powerpoint on various topics in the unit Present to the class		
12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.W.11-				

	<u>12.2</u> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
Unit 3-19 th		Why did Latin	Reading	Reading	nacionalismo,
Century: Nacionalismo_Ro manticismo	CCSS.ELA-Literacy.RL.11- 12.2 Determine two or more themes or central ideas of a text and analyze their	American countries desire independence from the Spanish monarch?	Read and compare/contrast several pieces of text Practice close reading	Introduction to Early Nineteenth-Century Literature Nacionalismo The Jamaica Letter: Response from a South American to a	realismo, romanticismo, deaus ex machine, peninsular,
[October 21-	development over the course of the text,	How did Latin American countries	Annotate text	Gentleman from This Island (Essay) by Simón Bolívar	subjectivism, identity,
November 26: weeks 7-12]	including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-Literacy.Rl.11-	achieve independence? What political and social factors have impacted the development of Latin American literature?	Writing Continue working on responses to text-dependent questions Write reflectively in journal Begin sharing/editing work with peers	(1815)—Latin America* Excerpts from <i>Facundo:</i> <i>Civilization and Barbarism</i> (1845)—Argentina <i>Romanticismo</i> <i>Iracema</i> (Novel) by José de Alencar (1865)—Brazil	melodrama, superstition, liberalism, topos, melancholy, criollo, silvas, culto, fable, federales, unitarios
	12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure		Continue writing from sources Synthesize ideas from literature into own writing	Excerpts from Autobiografía de un esclavo by Juan Francisco Manzano (1839)— Cuba Excerpt from Sab by Gertrudis Gómez de Avellaneda (1841)—Cuba	unitarios, costumbrista, hybrid text, picaresque,

makes points clear,	Speaking and Listening	
convincing, and	Presentation skills	Writing
engaging. CCSS.ELA-Literacy.W.11- 12.2 Write	Collaborate with peers to create a presentation	Rough Timeline of Writings and
informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and		Nacionalismo/Romanticismo Literature Maps of Latin American Regions handout
accurately through the effective selection, organization, and analysis of content.		Journal Entries: <i>Nacionalismo</i> Journal Entries: <i>Romanticismo</i> Summary 5
CCSS.ELA-Literacy.SL.11- 12.1 Initiate and participate effectively in		Summary 6 Critical Response 5 Critical Response 6
a range of collaborative discussions (one-on-one, in groups, and teacher-		Group #3 Presentation <i>ppt</i> (To be discussed)—Sign-up Sheet Essay 1—
led) with diverse partners on grades 11–12 topics, texts, and issues, building		Realismo/Nacionalismo/Roma nticismo (To be discussed) Quiz 5
on others' ideas and expressing their own clearly and persuasively.		Quiz 6 Romanticismo M.C./Short Answer Response/Identification
		Nacionalismo M.C./Short Answer Response/Identification
		Speaking and listening Self-evaluation to enhance presentation skills.

Unit 4-		To what extent are	Reading	Peer evaluation and audience participation	modernismo,
Modernidad_Van	CCSS.ELA-Literacy.W.11- 12.4 Produce clear and	people limited by their	Understand craft and structure as it	Precursor to Modernismo	vanguardismo,
guardismo: 1900-	coherent writing in which	socioeconomic	relates to prose and poetry	Selected poems from José	prose, short
1950's	the development,	situation and class	relates to prose and poetry	Martí: Major Poems (1890's)	prose poem,
1550 5	organization, and style	structure?	Close reading	Modernismo	sonnets, elegy,
[December 2-	are appropriate to task,			Azul (Short Prose poem) by	ironic, parodic,
January 23:	purpose, and audience.	How does the historical	Pulling details in text to support a	Rubén Darío (1905)	zampoña,
weeks 13-18]	(Grade-specific	context of	claim or argument	Nicaragua	aestheticism,
	expectations for writing	industrialization and	-		exoticism,
	types are defined in	American industries	Annotate the text with a purpose	Wilderness (Short Story) by	cosmopolitanism,
	standards 1)	influence the		Horacio Quiroga (1918)—	escapism,
	CCSS.ELA-Literacy.W.11-	expression of identity	Writing	Uruguay	skepticism,
	12.5 Develop and	in Latin America?	Continue building on skills of	Don	indifference to
	strengthen writing as		writing from sources, answering	Segundo Sombra (Novel) by	moral issues,
	needed by planning,	What is the significance	text-dependent questions, writing	Ricardo Güiraldes (1926)—	"fascination with
	revising, editing,	of life for the authors	reflectively, and working on the	Argentina	death",
	rewriting, or trying a new	and their characters,	writing process	Excerpts from <i>Men of Maize</i>	pessimism,
	approach, focusing on	and how do these		(Novel) by Angel Asturias	melancholy,
	addressing what is most	views relate to their	Speaking and Listening	(1949)—	sociocultural,
	significant for a specific	ideas and beliefs	Continue building on skills of	Guatemala	geopolitical,
	purpose and audience. (Editing for conventions	surrounding death?	presentation, discussion and collaboration	Vanguardismo	Metaphors & Symbols: ideal
	should demonstrate			Song of the Simple Truth: The	realm of regal
	command of Language			Complete Poems (1939) by	splendor,
	standards 1–3 up to and			Julia	favorite symbols
	including grades 11–12			de Burgos—Puerto Rico	of elegance:
	here.)			Selected Poems (1930's-	swan, peacock,
	CCSS.ELA-Literacy.RL.11-			1940's) by Pablo Neruda	lily, precious

Rochester City School District

12.1 Cite strong and		Real Cities: Stories by Rosario	gems, and the
thorough textual		Castellanos (1960) — Mexico	nocturne,
evidence to support		Man-Making words: Selected	mechanized
analysis of what the text		Poems (1950's) by Nicolás	labor, braceros
says explicitly as well as		Guillén –Cuba	
inferences drawn from			
the text, including		Culture and the Woman	
determining where the		(Essay) by Camila Henríquez	
text leaves matters		Ureña (1949)—Dominican	
uncertain.		Republic	
CCSS.ELA-Literacy.RL.11-			
12.2 Determine two or		Excerpts from Pedro Paramo	
more themes or central		(Novel) by Juan Rulfo (1955)—	
ideas of a text and		Dominican Republic	
analyze their			
development over the		The Burning Plain and other	
course of the text,		Stories (Short Stories) by Juan	
including how they		Rulfo (1953)—Dominican	
interact and build on one		Republic	
another to produce a			
complex account;		Writing	
provide an objective			
summary of the text.		Rough Timeline of Writings	
CCSS.ELA-Literacy.RL.11-		and	
<u>12.3</u> Analyze the impact		Modernidad/Vanguardismo	
of the author's choices		Literature	
regarding how to develop		Maps of Latin American	
and relate elements of a		Regions handout	
story or drama (e.g.,		Journal Entries: Modernismo	
where a story is set, how		Journal Entries: Vanguardismo	
the action is ordered,		Summary 7	
how the characters are		Summary 8	
introduced and		Critical Response 7	
developed).		Critical Response 8	
		Group #4 Presentation ppt (To	

				be Discussed)—Sign-up Sheet Quiz 7 Quiz 8 Modernismo M.C./Short Answer Response/Identification/Short Essay Response Vanguardismo M.C./Short Answer Response/Identification/Short Essay Response	
Unit 5-The Latin American Boom/Boom Femenino: 1960's-1980's [February3- March 21: weeks 19-24]	CCSS.ELA-Literacy.W.11- 12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1) CCSS.ELA-Literacy.W.11- 12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions	 What is the Literary Boom of Latin America? What questions does literature pose in relationship to reality and fantasy? According to the Boom writers, what is the meaning of life and how does it relate to the concept of, or belief in, death? How do sociocultural, historical, and political contexts of Latin America influence the expression of identity? 	ReadingClose ReadingProviding Textual details to support a claimComparing and contrasting various author's style, voice and approachIdentifying literary techniques and elements and examining the affect it has on the readerWritingWriting from sourcesReader responseResponding to text-dependent questions	ReadingOne Hundred Years of Solitude(Novel) by Gabriel GarcíaMárquez (1967)—ColombiaThe Road to Santiago(Novella) by Alejo CarpentierThe Awakening (Short Story)by Claribel Alegría (1962)NicaraguaNew Islands (Short Story) byMaría Luisa Bombal (1982)—ChileThe House (Short Story) byJulieta Campos (1968)—CubaJorge Luis Borges "The Aleph"	Boom, interrogative novel, socioeconomic, geopolitical, sociocultural, identity, avant garde poetry, magical realism, construction of plot, point of view, fantastic, surreal, metaphysical, cyclic, existentialism, anti- romanticism, pessimism

sh	hould demonstrate	How do	Evidence based claims writing	"Axolotl" (Short Story) by Julio
	ommand of Language	socioeconomic,		Cortazar (1956)—Argentina
	tandards 1–3 up to and	cultural, and		
in	ncluding grades 11–12	geopolitical contexts		Joao Guimaraes Rosa "The
he	ere.)	impact interpersonal		Third Bank of the River"
<u>C</u>	CSS.ELA-Literacy.RL.11-	relations in Latin		
12	2.1 Cite strong and	America?		Clarice Lispector "Love" Julio
th	horough textual			Cortozar "Blowup"
ev	vidence to support	How did the legacies of		
ar	nalysis of what the text	the Incas, Mayas, and		Maria Luisa Puga "Naturally"
sa	ays explicitly as well as	Aztecs affect present		
in	nferences drawn from	day cultures in Latin		Julio Ramon Ribeyro "The
th	he text, including	America and its		Wardrobe, the Old Man and
de	etermining where the	literature?		Death"
te	ext leaves matters			
ur	ncertain.	What is magical		
<u>C(</u>	CSS.ELA-Literacy.RL.11-	realism?		Moacyc Scliar "Van Gogh's
12	2.2 Determine two or			Ear"
m	nore themes or central	What is an allegory?		
id	deas of a text and			Gabriel Garcia Marquez "The
	nalyze their			Handsomest Drowned Man in
	evelopment over the			the World"
	ourse of the text,			
	ncluding how they			Jorge Luis Borges "The Circular
	nteract and build on one			Ruins"
	nother to produce a			
	omplex account;			Rosa Maria Britton "The
	rovide an objective			Wreck of the Enid Rose"
	ummary of the text.			
	CSS.ELA-Literacy.RL.11-			Writing
	2.3 Analyze the impact			
	f the author's choices			Rough Timeline of Writings of
	egarding how to develop			Boom Literature
	nd relate elements of a			Maps of Latin American
st	tory or drama (e.g.,			Regions handout

	where a story is set, how the action is ordered, how the characters are introduced and developed).			Journal Entries: Nacionalismo Journal Entries: Romanticismo Summary 9 Summary 10 Critical Response 9 Critical Response 10 Group #5 Presentation ppt (To be discussed)—Sign-up Sheet Quiz 10 The Boom Writers M.C./Short Answer Response/Identification The Boom Femenino M.C./Short Answer Response/Identification	
Unit 6-McOndo	CCSS.ELA-Literacy.W.11- 12.4 Produce clear and	Can we postulate some	Reading	Reading Miss Florence's Trunk	Post-Boom,
Movement/Post- Boom: Late	coherent writing in which	general characteristics of the Post-Boom?	Close Reading	(Novella) by Ana Lydia Vega	declaratory novel, McOndo,
1980's-Present	the development,			(1994)—Puerto Rico	post-modernism,
	organization, and style	In other words, what	Providing Textual details to support		testimonio, fait
[March24-April	are appropriate to task,	does the term mean?	a claim	I, Rigoberta Menchu	accompli,
11: weeks 25-27]	purpose, and audience.			(Testimonio) by Rigoberta	melodramatic,
	(Grade-specific expectations for writing	Post-Boom is also referred to the	Comparing and contrasting new author's style, voice and approach	Menchu (1984)—Guatemala	<i>americanismo,</i> ambiguous,
	types are defined in	McOndo Period, what	with the other authors read in	If You Would Allow to Speak	colloquialism,
	standards 1)	exactly is this term,	previous units	(Testimonio) by Domitila	working class,
	CCSS.ELA-Literacy.W.11-	McOndo alluding to?		Chúngara (1978)—Bolivia	youth-culture,
	12.5 Develop and		Identifying literary techniques and		cotidianeidad,
	strengthen writing as	What is reader-	elements and examining the affect	From Exile (Short Story) by	guaracha,
	needed by planning,	friendly?	it has on the reader	Mariella Sala (1984)—Peru	ritornello, reality,
	revising, editing,	Can we as yet say	Writing	Excerpts from Like Water for	truth-telling, Bildungsroman
	rewriting, or trying a new	Can we, as yet, say	writing	Excerpts from Like water for	Blidungsroman

ар	proach, focusing on	anything useful about		Chocolate (Novel) by Laura	
ado	dressing what is most	periodization? In other	Writing from sources	Esquivel (1989)—Mexico	
sig	nificant for a specific	words, when did the			
pu	rpose and audience.	Post-Boom begin?	Reader response	<i>Maya's Notebook</i> (Novel) by	
(Ed	diting for conventions			Isabel Allende (2013)—Chile	
sho	ould demonstrate	Can we name a	Responding to text-dependent		
cor	mmand of Language	suitable group of	questions	Memories of the Oblique	
sta	andards 1–3 up to and	representative Post-	Evidence based claims writing	(Short story) by María Luisa	
inc	cluding grades 11–12	Boom novelists? In		Puga (1987)—Mexico	
hei	re.)	other words, who are			
<u>CC</u>	SS.ELA-Literacy.RL.11-	the Post-Boomers?		Writing	
12.	.1 Cite strong and			Rough Timeline of Writings	
tho	orough textual	Can we relate the Post-		and McOndo/Post-Boom	
evi	idence to support	Boom convincingly to		Literature	
ana	alysis of what the text	Postmodernism? In			
say	ys explicitly as well as	other words, where		Maps of Latin American	
info	ferences drawn from	does the Post-Boom		Regions handout	
the	e text, including	fit?			
det	termining where the			Journal Entries: McOndo	
tex	xt leaves matters	How did the legacies of		Movement/Post-Boom	
und	certain.	the Incas, Mayas, and			
<u>CC</u>	SS.ELA-Literacy.RL.11-	Aztecs affect present		Journal Entries: McOndo	
<u>12.</u>	.2 Determine two or	day cultures in Latin		Movement/Post-Boom	
mc	ore themes or central	America and its			
ide	eas of a text and	literature and previous		Summary 11	
ana	alyze their	literary movements			
dev	velopment over the	influence the Post-		Summary 12	
соц	urse of the text,	Boom wrtiers?			
inc	cluding how they			Critical Response 11	
inte	teract and build on one				
and	other to produce a			Critical Response 12	
cor	mplex account;				
pro	ovide an objective			Group #6 Presentation ppt (To	
sur	mmary of the text.			be discussed)—Sign-up Sheet	
<u>CC</u>	SS.ELA-Literacy.RL.11-				

<u>12.3</u> Analyze the impact of the author's choices		Essay 2 <i>Boom vs. McOndo</i> (To be discussed)	
regarding how to develo and relate elements of a story or drama (e.g.,	p	Quiz 11	
where a story is set, how the action is ordered,		Quiz 12	
how the characters are introduced and		McOndo/Post-Boom M.C./Short Answer	
developed).		Response/Identification/Short	
		Essay	

Unit 7-	CCSS.ELA-Literacy.RI.11-	What is Latina/o	Reading	Reading
Transnationalism	12.1 Cite strong and	literature in North	_	
/Latina/o	thorough textual	America?	Close Reading	How I Started to Write
Literature in	evidence to support			(Personal Essay) by Carlos
North America	analysis of what the text	What is	Providing Textual details to support	Fuentes (1990)
Today	says explicitly as well as	transnationalism?	a claim	
	inferences drawn from			Unit Readings will be taken
	the text, including	What are common and	Comparing and contrasting new	from The Norton Anthology of
[April 21-May 9:	determining where the	not so apparent issues	author's style, voice and approach	Latino Literature (2011)
weeks: 28-30]	text leaves matters	in the Latina/o	with the other authors read in	
	uncertain.	community?	previous units	Writing
	CCSS.ELA-Literacy.RI.11-			
	<u>12.2</u> Determine two or	What does it mean to	Analyzing Informational text	Rough Timeline of Writings
	more central ideas of a	be human, and how		and Latina/o Literature in
	text and analyze their	does race, region, and	Identifying literary techniques and	North America
	development over the	culture shape human	elements and examining the affect	
	course of the text,	experience?	it has on the reader	Transnational Map of Latin
	including how they			American & North American
	interact and build on one	How can we as	Writing	Region handout
	another to provide a	students, further		
	complex analysis; provide	examine Latina/o	Writing from sources	Journal Entries:
	an objective summary of	American identity,		Transnationalism
	the text.	culture, and experience	Reader response	
	CCSS.ELA-Literacy.RI.11	through literature?		Journal Entries: Latina/o
	<u>12.3</u> Analyze a complex	How do your cultural	Responding to text-dependent	Literature in N.A.
	set of ideas or sequence	beliefs conflict or	questions	Summary 13
	of events and explain	coincide with the		Summary 14
	how specific individuals,	cultural beliefs	Evidence based claims writing	
	ideas, or events interact	represented in the		Critical Response 13
	and develop over the	texts?		Critical Response 14
	course of the text.			Group #7 Presentation ppt (To
	CCSS.ELA-Literacy.W.11-	Have you ever been in		be discussed)—Sign-up Sheet
	<u>12.1</u> Write arguments to	a situation similar to		Quiz 13
	support claims in an	the experiences of the		Quiz 14
	analysis of substantive	characters?		

topics or texts, using		Transnationalism M.C./Short	
valid reasoning and	In your own life, how	Answer	
relevant and sufficient	do you maintain your	Response/Identification	
evidence.	individualism within	Latina/o Lit/N.A. M.C./Short	
CCSS.ELA-Literacy.W.11-	cultural and social	Answer	
<u>12.1a</u> Introduce precise,	expectations?	Response/Identification/Short	
knowledgeable claim(s),		Essay	
establish the significance	How were your	Response	
of the claim(s),	stereotypes of another		
distinguish the claim(s)	culture (you do not		
from alternate or	need to name the		
opposing claims, and	culture or describe the		
create an organization	stereotype) challenged		
that logically sequences	by the reading		
claim(s), counterclaims,	material?		
reasons, and evidence.			
	How did the legacies of		
	the Incas, Mayas, and		
	Aztecs affect present		
	day cultures in Latina/o		
	literature?		
	What is dangerous		
	about automatically		
	recalling stereotypes		
	when you meet		
	someone?		
	How do we counteract		
	the damage created by		
	stereotypes?		
	How do stereotypes		
	influence how		
	individuals define		

themselves?	
How do you feel	
defined by other	
people?	
How does living within	
cultural expectations	
define an individual?	
How can breaking from	
those expectations	
define an individual?	
What are the causes,	
implications, and	
effects of changes of	
role or identity?	
What mythology in the	
stories read seems to	
suggest about the	
Latina/o human	
condition?	
Based on the works	
read in class, how do	
the authors use time,	
space, repetition,	
characterization, point-	
of-view, and tone to	
build meaning?	
How are the flashbacks	
and "stories" within	

stories reflective of	
African/Indigenous	
tribes mythology and	
oral tradition?	
How does the	
sequence of events,	
the seasons or time of	
day in which events	
happen contribute to	
the meaning of a scene	
or the work as a	
whole?	
What are the	
implications of the	
relationships between	
the changing scenes	
and the events that	
happen in those	
places?	
How are the habits of	
characters important	
to building the theme	
of each story?	
Are there certain things	
-	
that happen repeatedly	
in the same place? At	
the same time? How	
are these patterns	
useful in determining	
the meaning of a text?	

How does the type of	
p.o.v. contribute to the	
text (1st, 3rd limited vs.	
omniscient), How does	
the age or gender of	
the narrator influence	
how the world in the	
text is perceived? Why	
is this important to the	
work's theme?	
How does an author's	
language contribute to	
the tone of a text?	
What meaning can we	
infer from the tone of	
an author's language	
given the	
circumstances it	
relates?	

	CCSS.ELA-Literacy.RI.11-	How has history	Reading	Reading	Globalization
Unit 8-	12.1 Cite strong and	influenced South			pop-culture
Globalization &	thorough textual	America's culture and	Close Reading		youth-culture
Popular Culture	evidence to support	literature?		Excerpts from <i>Motorcycle</i>	cinema, Latin
	analysis of what the text		Providing Textual details to support	Diaries (Travel	American Film
[May 12-June 13:	says explicitly as well as	How has colonization	a claim	Logue/Memoire) by Che	festival, genre,
weeks 31-35]	inferences drawn from	influenced the culture		Guevarra (Diary entry began in	post-colonialism,
	the text, including	and literature of South	Comparing and contrasting new	1952/First published in 1993).	post-modernism,
	determining where the	America?	author's style, voice and approach		displacement,
	text leaves matters		with the other authors read in	Watch either: Cidade de Deus	reggaeton, salsa,
	uncertain.	How has the history of	previous units	(2003) or Motorcycle Diaries	merengue,
	CCSS.ELA-Literacy.RI.11-	colonization influenced		(2004) (Due to content,	bachata,
	12.2 Determine two or	the cultures of Latin	Identifying literary techniques and	approval from parents and	transnationalism
	more central ideas of a	America?	elements and examining the affect	school is required).	media, rhetorical
	text and analyze their		it has on the reader		modes,
	development over the	How does the		Deborah Shaw. "Latin	carnivalesque,
	course of the text,	contemporary cultures	Writing	American Cinema Today."	metanarrative,
	including how they	of each region reflect		Contemporary Latin American	surrealism, cyclic
	interact and build on one	its history ?	Writing from sources	<i>Cinema</i> (2007), pp. 1-10	
	another to provide a				
	complex analysis; provide	Why is it important to	Reader response	Claire Williams. Los diarios de	
	an objective summary of	recognize cultural		motocicleta as Pan-American	
	the text.	differences when	Responding to text-dependent	Travelogue (A Revisit).	
	CCSS.ELA-Literacy.RI.11	considering a person's	questions		
	<u>12.3</u> Analyze a complex	perspective?	Evidence based claims writing	Contemporary Latin American	
	set of ideas or sequence			<i>Cinema</i> (2007), pp. 11-28	
	of events and explain	How do individual			
	how specific individuals,	countries' cultures			
	ideas, or events interact	differ in Latin America?			
	and develop over the			Else R. P. Vieira. <i>Cidade de</i>	
	course of the text.	How have the different		Deus: Challenges to	
	CCSS.ELA-Literacy.W.11-	aspects of culture		Hollywood, Steps to The	
	<u>12.1</u> Write arguments to	changed over the			
	support claims in an	years?		Constant Gardener.	
	analysis of substantive			Contemporary Latin American	

topics or texts, using	How do individual	<i>Cinema</i> (2007), pp. 51-66	
valid reasoning and	countries' cultures		
relevant and sufficient	differ from the past to	Alma Guillermoprieto. Samba	
evidence.	the present?	(1991), pp. 3-86	
CCSS.ELA-Literacy.W.11-			
12.1a Introduce precise,	How is pop- culture	Alma Guillermoprieto. Samba	
knowledgeable claim(s),	affected by the rapidly	(1991), pp. 87-166	
establish the significance	changing societies?		
of the claim(s),		Alma Guillermoprieto. Samba	
distinguish the claim(s)	How has Latin	(1991), pp. 166-242	
from alternate or	American literature		
opposing claims, and	influence cinema?	Duncan Earle. "Metaphor of	
create an organization	How have cultures in	the Day in Quiché, Guatemala:	
that logically sequences	South America been	Notes on the Nature of	
claim(s), counterclaims,	modernized?	Everyday Life" in <i>On Earth as</i>	
reasons, and evidence.		It Is in Heaven (2000), pp. 71-	
	How is culture affected	106	
	by the modernization		
	of societies?		
		Writing	
	What is the present	J	
	day relationship of	Rough Timeline of Writings	
	Latin America and the	Pop-Culture Literature/Media	
	world? What are the	,	
	present cultural	Conceptualizing a	
	productions of Latin	Globalization Map handout	
	America?	,	
		Journal Entries: Globalization	
	How does culture		
	influence music?	Journal Entries: Popular	
		Culture	
		Summary 15	
		,	
		Summary 16	
		,	

		Critical Response 15 Critical Response 16 Group #8 Presentation <i>ppt</i> (To be discussed)—Sign-up Sheet Quiz 15_ <i>Globalization</i> Quiz 16_ <i>Popular Culture</i> <i>PRIOR TO POST-EXAM:</i> <i>REVIEW OF IMPORTANT</i> <i>THEMES/WRITERS FROM</i> <i>UNITS</i> <i>Post-Exam (Summative)</i>	