



## Languages Other Than English Spanish /Level 5 AP Literature

Unit # Twentieth Century (part three)	First Semester	Text Correlation – Momentos Cumbres 12,13,14
TEKS/AP Required Elements	Objectives	Guiding Questions
<p><b>(1) Communication.</b> The student communicates using the skills of listening, speaking, reading, and writing. The student: (A) engages in oral and written exchanges of learned material to socialize and to provide and obtain information; (B) demonstrates understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and (C) presents information using familiar words, phrases, and sentences to listeners and readers.</p>	<p>Continue with Realism : (stressing reality)            “las ataduras”            “la siesta del martes”            “un día de estos”</p> <p>Magical realism:            “Un señor muy Viejo con alas enormes”            “el ahogado mas hermoso del mundo”            “alguién desordena estas rosas”</p> <p>“Mi caballo mago”</p> <p>“El delantal blanco” (play)</p> <p>“Dos palabras”</p>	<p>What is so interesting about reality? (reality t.v.)</p> <p>What is the difference between magical realism and fantasy?</p> <p>What is the problem with fulfilling your dream?</p> <p>What is the role of the lower class? (delantal blanco)</p>
<p><b>(2) Cultures.</b> The student gains knowledge and understanding of other cultures. The student: (A) demonstrates an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and (B) demonstrates an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.</p>	<p>Social hierarchy</p>	<p>How did they treat the poor in the stories read?</p> <p>What was the author’s attitude?</p>
<p><b>(3) Connections.</b> The student uses the language to make connections with other subject areas and to acquire information. The student: (A) uses resources (that may include technology) in the language and cultures being studied to gain access to information; and (B) uses the language to obtain, reinforce, or expand knowledge of other subject areas.</p>	<p>Timeline history with the readings</p>	<p>How does the literature reflect the time period? Or does it?</p>
<p><b>(4) Comparisons.</b> The student develops insight into the nature of language and culture by comparing the student’s own language and culture to another. The student: (A) demonstrates an understanding of the nature of language through comparisons of the student’s own language and the language studied; (B) demonstrates an understanding of the concept of culture through comparisons of the student’s own culture and the cultures studied; and (C) demonstrates an understanding of the influence of one language and culture on another.</p>		
<p><b>(5) Communities.</b> The student participates in communities at home and around the world by using languages other than English. The student: (A) uses the language both within and beyond the school setting through activities such as participating in cultural events and using technology to</p>		



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communicate; and (B) shows evidence of becoming a lifelong learner by using the language for personal enrichment and career development.		
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