

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Course Title	AP Spanish Literature 1AB	Course Code	[Office use only]
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Transcript Title:	AP Spanish Literature	Grades Levels:	12	Board Adoption Date:	
Content Area:	World Languages	GPA Scale:	5	Date Course Submitted:	March 2011
Credential Req:		Graduation Subject Areas:	Humanities	Elective	
UC/CSU "A-G" Area Approvals:			School Site that wrote and submitted the course:	NHHS	
Prerequisite(s):	Spanish for Spanish Speakers III/AP Spanish Lang./Teacher recommendation				
Next course(s):					

COURSE DESCRIPTION: The AP Spanish Literature syllabus has been designed to introduce students to the formal study of Spanish and Latin American literary texts. It provides them with a learning experience that matches that of a third-year course in Latin American and Peninsular literature. This course outline meets the expectations of colleges and universities granting advanced placement, credit, or both. This AP Spanish Literature's syllabus closely approximates an introductory literature course taught at the college level. The extensive reading list introduces students to the diverse literature written in Spanish. This course is comparable to that of a third year Literature course at the college level.

GOALS: (Expected performance outcomes for students)

- Students will recognize thematically major thoughts and trends in Spanish and Latin American Literature.
- Students will discuss the works of authors listed by The College Board with reference to their position within literary movements.
- Students will study the style and characteristics of each work as well as the historical background, and the author's life and activities.
- Students will study the literary movements to which the works belong and how they influence and relate to each other.
- Students will analyze prose and poetry and the imagery in the writings.
- Students will deepen their knowledge of cultural values, traditions, history and traditions of the Spanish speaking world.

California World Language Content Standards

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them as an effective instrument for international understanding and allow students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the "five 'C's" of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines (See index), California Framework for World Languages, and California Standards for the Teaching Profession:

COMMUNICATION-Students present information and exchange ideas about a variety of subjects.

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

CULTURES-Students acquire knowledge and develop understandings of cultures other than their own.

- *Standard 2.1:* Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- *Standard 2.2:* Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS-Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

- *Standard 3.1:* Students reinforce and further their knowledge of other disciplines through the foreign language
- *Standard 3.2:* Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS-Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.

- *Standard 4.1:* Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- *Standard 4.2:* Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES-Students learn to use the target language within and beyond the school setting.

- *Standard 5.1:* Students use the language both within and beyond the school setting
- *Standard 5.2:* Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, classwork, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

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Course Outline

Unit 1					Tools & Text
	Key Terms	Standards*		Model Tasks	
Introducción a la Narrativa Introducción al Teatro Introducción a la Poesía	• Silabeo • acentuación • tema • trama • nudo • desenlace • personajes • principales y secundarios • punto de vista • narrador omnisciente	• Content: Stage IV • Communication: Stage IV • Cultures: Stage III • Structures: Stages III, IV • Settings: Stage IV	H M L	• Students will understand a lecture or reading in Spanish and participate actively in discussions on literary topics. Ex. No oyes ladrar los perros, El delantal blanco, Rima LIII. • Students will analyze critically the form and content of literary works including poetry orally, and in writing, using appropriate terminology. • Students will read works by: Juan Rulfo, Horacio Quiroga, Sergio Vodanovic, Gustavo Adolfo Bécquer	<u>Introducción a la Literatura Española</u> Bianco, Sobejano-Morán <u>Introducción a la Literatura Latinoamericana.</u> Bianco, Soberjano-Morán <u>Abriendo Puertas</u> McDougall Littell Online resources Teacher made practice materials

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Differentiation	Support -- for students struggling with content	Content: Present key terms and explanation of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes
	Extension – for high achieving students. Required activities for all honors courses.	Content: Students will read additional short stories or novels. Process: Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism. Product: Develop a portfolio, oral presentations, and power-point presentations.
Evaluation	Formative Assessments: Check for understand, quizzes, homework review, rough drafts of writings. Benchmark tests: Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam. Summative Assessments: Unit tests, essays.	

Unit 2	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
Lo sociopolítico en el cuento hispanoamericano del siglo XX	Las guerras civiles en Colombia La violencia y los caudillos	Content: Stage IV Communication: Stage IV	H M L	Students will read four stories by García Márquez. Ex: “Un día de estos” Students will read excerpts from authentic documents and research the conquistadors and the conquest of Florida. Ex. Los Naufragios, de Cabeza de Vaca.	<u>Introducción a la Lliteratura Española</u> Bianco, Sobejano-Morán
La tradición del romance en lengua castellana: los romances viejos.	La Reconquista Española. Los Reyes Católicos Romances fronterizos	Cultures: Stages III, IV Structures: Stages III, IV		Students will research historical	<u>Introducción a la Literatura Latinoamericana.</u> Bianco, Soberjano-Morán
Prosa peninsular:					

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Crónicas de Indias Poesía Barroca del Siglo de Oro (Siglo XVII) Poesía Lírica Romántica Española (Siglo XIX)	Los virreinos. y el Tribunal de La Santa Inquisición- Los adelantados, Los Cronistas Carpe Diem Culteranismo Sonetos Hipérbaton Barroco Salmos Sátira filosófica Romántico Poema lírico Anarquía	Settings: Stage IV		background of the Spanish Inquisition using library and on-line resources. - Students will study two songs to help comprehension of this unit. Ex. Marinero de luces and Carabelas. - Students will learn sonnets and redondillas by Sor Juana Inés de la Cruz, Luís de Góngora and Francisco de Quevedo - Students will read and analyze Canción del Pirata by José de Espronceda.	Abriendo Puertas McDougall Littell Online resources Teacher made practice materials	
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanation of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Students will read additional short stories or novels. Process: Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism. Product: Develop a portfolio, oral presentations, and power point presentations.				
		Formative Assessments: Check for understand, quizzes, homework review, rough drafts of writings.				

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Evaluation	Benchmark tests: Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam. Summative Assessments: Unit tests, essays.
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Unit 3	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
El Siglo de Oro en el Teatro (Siglo XVII) La Prosa Peninsular del Siglo XVII Poesía Romántica y Modernista del Siglo XIX La Prosa Peninsular del Siglo XIX	Recursos literarios en la poesía dramática. La nobleza La plebe Universalidad Parodia Sueño vs.Realidad Oda Naturaleza El yo y la razón Ensayo/crítica Naturalismo Objetivismo	Content: Stage IV Communication: Stage IV Cultures: Stages III, IV Structures: Stages III, IV Settings: Stages III, IV	H M L	Students will study dramatic works, and will be able to perform selected parts of a play. Ex. El Burlador de Sevilla by Tirso de Molina. Students will read works written during the seventeenth and eighteenth centuries. They will demonstrate comprehension of vocabulary. Ex. El Ingenioso Hidalgo don Quijote de La Mancha by Miguel de Cervantes Saavedra (Chapters I, II, III, IV, V and VII). Students will study and analyze the work of a modernist poet. Ex. En Una Tempestad by José María Heredia. Students will read and discuss orally a literary critique to the Spanish society of that era. Ex: Vuelva Ud.mañana, by Mariano de Larra and Adiós Cordera by Pardo Bazán	<u>Introducción a la Lliteratura Española</u> Bianco, Sobejano-Morán <u>Introducción a la Literatura Latinoamericana.</u> Bianco, Soberjano-Morán <u>Abriendo Puertas</u> McDougall Littell Online resources Teacher made practice materials
	Support -- for	Content: Present key terms and explanation of concepts and content vocabulary in contextual situations.			

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Audio CD. and workbook	students struggling with content	Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes
	Extension – for high achieving students. Required activities for all honors courses.	Content: Students will read additional short stories or novels. Process: Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism. Product: Develop a portfolio, oral presentations, and power point presentations.
Evaluation	Formative Assessments: Check for understand, quizzes, homework review, rough drafts of writings. Benchmark tests: Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam. Summative Assessments: Unit tests, essays.	

Unit 4	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
Prosa Peninsular del Siglo XIX	Beatificación Inmortalidad Duda	Content: Stage IV	H	Students will read, analyze and write a five paragraph essay on the novel San Manuel Bueno, Martir by Unamuno.	<u>Introducción a la Literatura Española</u> Bianco, Sobejano-Morán
Romances Modernos del Siglo XX	Romancero Gitano Carácter Narrativo Misterio poético	Communication: Stage IV	M	Students will do cloze exercises and learn some poems by Federico García Lorca Ex: Romance Sonámbulo.	<u>Introducción a la Literatura Latinoamericana.</u> Bianco, Soberjano-Morán
Imágenes de la familia y de la sociedad en el cuento peninsular	Pueblo vs. Ciudad	- Cultures: Stages III, IV - Structures: Stages III, IV	L	Students will read and compare two	

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(Siglo XX) Imágenes de lo existencial. Poesía Lírica del Siglo XX La novela picaresca (Siglo XVI)	Temor a la Libertad Naturalismo político-social Poeta del 98 Visual e Histórico Tratados Autobiográfica Episódica Técnica realista Visión satírica	Settings: Stages III, IV	authors from Galicia and write an essay from Las Ataduras and Las Medias Rojas Students will read and compare three poems by Antonio Machado. Students will answer a questionnaire and illustrate their own version of El Lazarillo de Tormes. <u>Abriendo Puertas</u> McDougall Littell Online resources Teacher made practice materials
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanation of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes	
	Extension – for high achieving students. Required activities for all honors courses.	Content: Students will read additional short stories or novels. Process: Demonstrate understanding by writing book reports, describing plot, character development and examples of magic realism. Product: Develop a portfolio, oral presentations, and power point presentations.	

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Evaluation	Formative Assessments: Check for understand, quizzes, homework review, rough drafts of writings. Benchmark tests: Unit tests, I, II, III midterm, Unit tests IV, V, VI, final exam. Summative Assessments: Unit tests, essays.	

Unit 5	Course Title				
	Key Terms	Standards*		Model Tasks	Tools & Text
Teatro Siglo XX Poesía Romántica y Modernista del Siglo XIX Imágenes de lo sociopolítico y lo étnico (Poesía Lírica del Siglo XX)	Autoritarismo El qué dirán Ambiente represivo Libertad Móviles Universales Carpe Diem Inquietudes Políticas Amor ideal Crisis existencial Lo cotidiano	Content: Stage IV Communication: Stage IV Cultures: Stages III, IV Structures: Stages III, IV Settings: Stages III, IV	H M L	Students will read aloud a play in groups and discuss its plot and characters Ex La Casa de Bernarda Alba, by García Lorca. Students will study poems by authors José Martí and Rubén Darío. Students will continue working in	<u>Introducción a la Literatura Española</u> Bianco, Sobejano-Morán <u>Introducción a la Literatura Latinoamericana.</u> Bianco, Soberjano-Morán <u>Abriendo Puertas</u> McDougall Littell

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Lo maravilloso y lo fantástico en el cuento hispanoamericano de los siglos XIX y XX La mujer por propia voz. Alma del siglo XX	Fusión espiritual Blanco y negro Leyendas Cuento gauchesco Cuento policial Literatura vs. Realidad Humor vs.Mitos Sufrimiento Desahogo Versos libres Simbolismo			groups with these authors: Pablo Neruda and Nicolás Guillén Students will write a five-paragraph essay justifying the designation of magic realism for a particular story. Students will consider the different magical elements that happen such as characters’ and reader reactions and how the language contributes to the creation of those opposing worlds. Ex: El Sur, El Alacrán de Fray Gómez, La Muerte y La Brújula, Chac Mool, etc. Students will read poems by the poets Alfonsina Storni, Julia de Burgos and Rosario Castellanos.	Online resources Teacher made practice materials	
Differentiation	Support -- for students struggling with content	Content: Present key terms and explanation of concepts and content vocabulary in contextual situations. Process: Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. Product: differentiated grading based on level of Spanish skill and prior knowledge of grammar concepts, including matching, oral, and fill-in quizzes, group projects/quizzes.				
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California Department of Education Executive Office

Adopted by the State Board of Education, Jan 7, 2009

World Language Content Standards for California Public Schools, Kindergarten through Grade Twelve

Timeframes for Learning Languages and Cultures

The Language Learning Continuum (see *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve*), a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency. It provides benchmarks for progress in a series of qualitatively different stages of performance:

- Stage I (Formulaic), learners understand and produce signs, words, and phrases.
- Stage II (Created), learners understand and produce sentences and strings of sentences.
- Stage III (Planned), learners understand and produce paragraphs and strings of paragraphs.
- Stage IV (Extended), learners understand and produce cohesive texts composed of multiple paragraphs.

The Language Learning Continuum includes Stage V (Tailored) proficiency, which represents performance typically achieved through university level study.

It should be noted that secondary learners may require more than one year to progress from one stage to the next and may spend a significant

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amount of time within two adjacent stages. For example, learners of Russian, a Category III language, may require two years to move beyond Stage I in listening and speaking, but longer than two years for reading and writing. Programs may focus on specific communicative modes. For example, a Mandarin program may emphasize different communicative modalities in order to attain Stage III proficiency in listening and speaking, Stage II proficiency in reading, and Stage I proficiency in writing. By necessity, Classical Greek and Latin programs will emphasize reading from the very beginning of instruction. Further, it will be common in the elementary school context for non-heritage learners to remain in Stage I for an extended period of time.

California's Language Programs

California offers a variety of language programs, beginning in elementary school, continuing in middle school, and most typically in comprehensive high school. Elementary programs include immersion, Foreign Language in the Elementary School (FLES), and Foreign Language Experience (FLEX) that differ substantially in the contact hours allocated to the curriculum. These programs need to be age-appropriate in order to address students' cognitive, emotional, and social needs. Some middle schools also offer immersion and FLEX programs as well as introductory courses that may be equivalent to the first and/or second year of high school study. High school programs traditionally offer a four or five-year sequence preparing students for the Scholastic Aptitude Test (SAT) II examinations in language and often culminating in the Advanced Placement and, less frequently, the International Baccalaureate program in language and literature. Programs for heritage and native speakers can include immersion, specialized courses designed to meet learner needs, and accommodations for these learners within the foreign language classroom. The standards provide an organizing principle to ensure the continuous development of student proficiency, irrespective of the multiple points of entry and exit from California's language programs.

Organization of the Standards

The *World Language Content Standards for California Public Schools, Kindergarten through Grade Twelve (World Language Content Standards)* represents a strong consensus that the study of a wide variety of world languages and cultures is part of the core curriculum. The *World Language Content Standards* present the knowledge, skills, and abilities that **all** learners should acquire during thirteen years in the California public school system.

Due to the considerable number of languages in California, the *World Language Content Standards* was developed to accommodate all languages and the various stages a learner goes through to become proficient. Therefore, the *World Language Content Standards* are not language-specific. In addition, due to the various levels of student proficiency and the multiple points of entry and exit from California's language programs, the *World Language Content Standards* that follow are not tied to specific grade levels but rather describe the levels of linguistic and cultural acquisition. For ease of presentation, the standards are separated into five categories: **Content, Communication, Cultures, Structures, and Settings**. They should be taught together and in practice merge into seamless instruction within the various stages of the Language Learning Continuum.

Content

Language users address a wide variety of topics that are age and stage appropriate. As students develop their ability to communicate in the target

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language and culture, they are able to more fully address topics that increase in complexity from stage to stage on the Language Learning Continuum.

Communication

Real-world communication occurs in a variety of ways. It may be **interpersonal** in which culturally appropriate listening, reading, viewing, speaking, signing, and writing occur as a shared activity among language users. It may be **interpretive** in which language users listen, view, and read using knowledge of cultural products, practices, and perspectives. It may be **presentational** in which speaking, signing, and writing occur in culturally appropriate ways.

Cultures

Culturally appropriate language use requires the understanding of the relationship between the products a culture produces, the practices that the culture manifests, and the perspectives that underlie them. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

Structures

The *World Language Content Standards* use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire **orthography**, the writing systems in languages that have them; **phonology**, the sound systems of language or parameters in ASL; **morphology**, the rules for word formation; **syntax**, the principles of sentence structure; **semantics**, language-based meaning systems; and **pragmatics**, meaning systems connected to language use.

Settings

Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will be determined by the requirements of the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.