

# Curriculum Guide

# AP Spanish Literature and Culture

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# AP Spanish Literature & Culture Skills

Skill category 1	Skill category 2	Skill category 3	Skill category 4	Skill category 5	Skill category 6	Skill category 7
<b>Analysis 1</b> Analyze and/or interpret literary texts and audio sources in the target language.	<b>Cultural Context and Connections 2</b> Make connections between a literary text and a non-literary text or an aspect of culture.	<b>Comparing Literary Texts 3</b> Compare literary texts.	<b>Comparing Texts and Art 4</b> Compare a text to artistic representations.	<b>Argumentation 5</b> Write a literary analysis.	<b>Language and Conventions 6</b> Use accurate language and apply appropriate conventions of written language.	<b>Literary Discussions and Presentations 7</b> Engage in discussions about literary texts in the target language.
1.A Read/listen to and comprehend literary texts.  1.B Identify the theme in a text.  1.C Identify or describe literary elements, voices, and stylistic features.  1.D Identify perspective, attitude, or tone.  1.E Explain the function and/or the significance of rhetorical, structural, and stylistic features.  1.F Explain implied meanings or inferences.  1.G Explain perspective, attitude, or tone.	2.A Identify cultural products, practices, or perspectives.  2.B Explain the relationship between cultural products, practices, and perspectives of target cultures.  2.C Relate target language texts to genres, periods, movements, and techniques.  2.D Situate textual language and registers within historical, social, and geopolitical contexts.  2.E Relate texts to their contexts (literary, historical, sociocultural, geopolitical).	3.A Describe structural or stylistic similarities and differences in two texts.  3.B Compare cultural products, practices, or perspectives portrayed in two texts.  3.C Identify thematic connections between texts.  3.D Compare the development of a theme in two texts.  3.E Compare the representation of historical events in two texts.  3.F Compare points of view in two texts.	4.A Relate texts to practices and perspectives found in a variety of media from the target cultures.  4.B Situate texts within literary and artistic heritages of the target culture.  4.C Describe how a theme is developed in a work of art.	5.A Present information in a descriptive form.  5.B Create a thesis that states the purpose.  5.C Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.  5.D Elaborate and support main points with textual evidence.  5.E Use sources available in the target language to support the interpretation of texts and compare distinct viewpoints.  5.F Incorporate	6.A Use a variety of vocabulary appropriate to literary analysis.  6.B Use a variety of grammatical and syntactic structures.  6.C Present and organize information logically.  6.D Produce a comprehensible written work by observing writing conventions of the target language.  6.E Use a variety of literary and critical terminology in oral and written discussions of texts in the target language.	7.A Discuss texts and contexts in a variety of interactive oral formats.  7.B Discuss texts and contexts in a variety of interactive written formats.  7.C Create and deliver oral presentations related to course content in a variety of formats.  7.D Share literary texts through activities within and beyond the classroom setting (not assessed). 7.E Share knowledge of literature and culture with communities beyond the classroom setting.

<p>1.H Explain the development of a theme in a text.</p> <p>1.I Connect themes or ideas to characters.</p>	<p>2.F Relate texts to contemporary global issues.</p> <p>2.G Explain how a text reflects or challenges perceptions of a majority/ minority culture.</p>			<p>information from secondary sources related to texts in oral and written presentations.</p> <p>5.G Use authorized reference materials in oral and written presentations.</p> <p>5.H Acknowledge sources and cite them appropriately.</p>		<p>7.F Use pronunciation that is comprehensible to the audience in oral communication.</p> <p>7.G Self-monitor and adjust language production in oral and written communication.</p>
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# 1st Semester

## Unidad 1

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)	Approximate Length of Unit	7 days
		Approximate Number of Minutes Weekly	294 minutes
<b>Theme/Topic</b>	La época medieval		
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿Cómo se representan las diversas culturas y religiones de la época en las obras literarias?</li> <li>• ¿De qué manera la perspectiva o el punto de vista afecta la representación de eventos históricos?</li> <li>• ¿Qué aspectos de la literatura medieval todavía se reflejan en la literatura y la vida de hoy en día?</li> </ul>		
<b>Goals</b>  <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• By the end of the AP Spanish Literature course, students should be able to perform the following five tasks for each required work: 1) explain the work's themes and compare them to others; 2) identify literary terms and analyze their effect in the work; 3) define the characteristics of the work's genre; 4) examine how the work reflects its literary period or movement; and 5) discuss the contexts that influenced the creation of the work. In this first unit students should be able to comprehend the texts that they read. To that end, teachers can provide opportunities for students to practice summarizing and paraphrasing the works, demonstrating that they understand the basic features (characters, setting, plot, etc.).</li> <li>• Students should be able to identify themes in the texts and explain how each theme is developed using examples from the text. They should also identify the structural, stylistic, and rhetorical devices being employed. It is also important to identify the characteristics of the texts that define each genre along with the aspects of the texts that represent the period.</li> </ul>		
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated</i>	<b>Interpretive Mode</b>		
	<ul style="list-style-type: none"> <li>• 1.A.i Paraphrase the literary text.</li> <li>• 1.A.ii Summarize the plot of a literary text.</li> <li>• 1.A.iii Explain literary</li> <li>• 1.C.i Identify rhetorical figures.</li> <li>• 1.C.ii Identify points of view.</li> <li>• 1.C.iii Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> </ul>	<ul style="list-style-type: none"> <li>• 2.A.i Identify cultural products in texts and visuals.</li> <li>• 2.A.ii Identify cultural practices in texts and visuals.</li> <li>• 2.A.iii Identify cultural perspectives found in texts and visuals.</li> <li>• 2.B.i Explain how cultural products or practices relate to cultural perspectives in literary texts.</li> </ul>	

<p><i>throughout the unit.</i></p> <ul style="list-style-type: none"> <li>• <i>The template encourages multiple interpretive tasks.</i></li> <li>• <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i></li> <li>• <i>The tasks should incorporate 21<sup>st</sup> Century Skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>● 1.C.iv Make distinctions between voices in order to establish differences in meaning.</li> <li>● 1.C.v Make distinctions between voices and the author's perspective in order to establish differences in meaning.</li> <li>● 1.C.vi Make distinctions between stylistic features in order to establish differences in meaning</li> </ul>	<ul style="list-style-type: none"> <li>● 2.B.ii Explain how cultural beliefs and attitudes affect the interpretation of a text.</li> <li>● 2.B.iii Explain the role of cultural stereotypes in texts.</li> <li>● 2.B.iv Explain the relationship between a literary movement and cultural perspectives.</li> </ul>	
	<p style="text-align: center;"><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>● 5.A Present information in a descriptive form.</li> <li>● 5.B Create a thesis that states the purpose</li> <li>● 6.C Present and organize information logically.</li> <li>● 7.C Create and deliver oral presentations related to course content in a variety of formats.</li> </ul>	<p style="text-align: center;"><b>Interpersonal Mode</b></p> <ul style="list-style-type: none"> <li>● 7.A Discuss texts and contexts in a variety of interactive oral formats.</li> <li>● 7.B Discuss texts and contexts in a variety of interactive written formats.</li> </ul>	
	<p><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>● 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> <li>● 7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed).</li> </ul>		

Toolbox		
Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>6.A Use a variety of vocabulary appropriate to literary analysis</li> <li>7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> <li>7.G Self-monitor and adjust language production in oral and written communication (not assessed).</li> </ul> <p><b>Name</b> authors and texts from “La edad media”  <b>Discuss</b> the literary characteristics of “La edad media”  <b>Explain</b> how the socio-historical period influenced authors and it’s texts  <b>Describe</b> how one or more of the 6 themes are represented throughout the texts.</p>	<ul style="list-style-type: none"> <li>Edad Media</li> <li>La Reconquista</li> <li>Siglo XIV y Siglo XV</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>Metacuento</li> <li>Moraleja</li> <li>Hipérbole</li> <li>Fábula</li> <li>In medias res</li> <li>Verso octosílabo</li> <li>Estribillo</li> <li>Rima asonante en los versos pares</li> <li>Verso blanco</li> <li>La tradición oral</li> <li>Polifonía</li> </ul>
Resources		Technology Integration
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li><b>El infante don Juan</b> Manuel: Exemplo XXXV: “De lo que aconteció a un mancebo que casó con una mujer muy brava y fuerte” (3 días)</li> <li><b>Anónimo:</b> “Romance del rey moro que perdió Alhama” (3 días)</li> </ul>		<p>Language Lab  Student site (Abriendo puertas)  Online resources</p>

## Unidad 2

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)	Approximate Length of Unit	20 days	
		Approximate Number of Minutes Weekly	840 minutes	
<b>Theme/Topic</b>	El siglo XVI (El Renacimiento español)			
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿De qué manera afecta el contexto histórico, sociocultural o geopolítico la creación literaria del siglo XVI?</li> <li>• ¿Cómo afecta la cultura de los escritores en la representación de eventos o de la historia en un texto?</li> <li>• ¿Cómo es posible saber si un narrador es fidedigno?</li> </ul>			
<b>Goals</b>  <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• In this unit, students should continue building their comprehension skills by summarizing and paraphrasing the texts that they read. Students should be able to identify and describe the works' characters, plot, main ideas, and important events. They should move toward analysis by connecting themes to characters in and across texts. Students should also compare the themes and structural, stylistic, or rhetorical features of this unit's texts to texts they studied in Unit 1 and to artwork from the same period. Students will continue to expand their knowledge of the circumstances in which these texts were written through the study of historical, geopolitical, sociocultural, and other relevant contexts of each era. In their encounters with texts with more abstract meaning, students will move from comprehension to interpretation, discussion, and eventually, analysis.</li> </ul>			
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i>	<b>Interpretive Mode</b>			
	<ul style="list-style-type: none"> <li>• 1.A.i Paraphrase the literary text.</li> <li>• 1.A.ii Summarize the plot of a literary text.</li> <li>• 1.A.iii Explain literary texts using supporting details.1.C.i Identify rhetorical figures.</li> <li>• 1.C.ii Identify points of view.</li> <li>• 1.C.iii Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> <li>• 1.C.iv Make distinctions between voices in order to establish differences in meaning.</li> <li>• 1.C.v Make distinctions between voices and the author's perspective in order to establish differences in meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.C.i Identify features of a literary genre.</li> <li>• 2.C.ii Identify features of literary periods, movements, historical and sociocultural contexts.</li> <li>• 2.C.iii Identify structural or rhetorical features in a text of the same period, genre, or literary movement.</li> <li>• 2.C.iv Explain how the content and stylistic features of a text relate to a genre, period, or literary movement.</li> <li>• 2.C.v Explain how features of a text are characteristic of a genre, period, or literary movement.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.D.i Identify examples of formal and informal language.</li> <li>• 2.D.ii Identify use of language registers to reflect social relationships in texts.</li> <li>• 2.D.iii Identify linguistic features representative of the time and place in which a text was written.</li> <li>• 2.D.iv Explain the relationship between linguistic changes and historical/ geopolitical contexts.</li> <li>• 2.D.v Compare textual language and registers in texts produced in different</li> </ul>	

<ul style="list-style-type: none"> <li>• <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i></li> <li>• <i>The tasks should incorporate 21<sup>st</sup> Century Skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>● 1.C.vi Make distinctions between stylistic features in order to establish differences in meaning.</li> </ul>	<ul style="list-style-type: none"> <li>● 2.C.vi Identify the literary movement to which a text belongs.</li> <li>● 2.C.vii Explain how literary movements reflect their cultural and historical context.</li> </ul>	<p>historical, social, and geopolitical contexts.</p> <ul style="list-style-type: none"> <li>● 2.G.i Distinguish arguments from opinions.</li> <li>● 2.G.ii Explain how personal beliefs and opinions affect textual interpretation.</li> <li>● 2.G.iii Make connections between primary and secondary texts.</li> </ul>
	<b>Presentational Mode</b>		<b>Interpersonal Mode</b>
	<p style="text-align: center;"><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>● 2.E.i Identify information from other disciplines related to course content.</li> <li>● 2.E.ii Explain how a text’s content relates to sociocultural, geopolitical, or historical contexts.</li> <li>● 2.E.iii Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>● 2.E.iv Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>● 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> <li>● 7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed).</li> </ul>		

Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>● 6.A Use a variety of vocabulary appropriate to literary analysis.</li> <li>● 6.B Use a variety of grammatical and syntactic structures.</li> <li>● 7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> <li>● 7.G Self-monitor and adjust language production in oral and written communication (not assessed).</li> </ul> <p><b>Name</b> authors and texts from “El renacimiento español”  <b>Discuss</b> the literary characteristics of “El renacimiento español”  <b>Explain</b> how the socio-historical period influenced authors and it’s texts  <b>Describe</b> how one or more of the 6 themes are represented throughout the texts.</p>	<ul style="list-style-type: none"> <li>● Las voces indígenas antes y después de la llegada de los españoles</li> <li>● Siglo XVI</li> <li>● El Renacimiento</li> <li>● Las sociedades en contacto</li> <li>● La creación literaria</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>● Protagonista</li> <li>● Antihéroe</li> <li>● Narratorio</li> <li>● Narrador fidedigno o no fidedigno</li> <li>● Narrador en primera persona o limitado</li> <li>● Hipérbole</li> <li>● Punto de vista</li> <li>● Flashback</li> <li>● Alusión</li> <li>● Alegoría</li> <li>● Simbolismo</li> <li>● Imagen</li> <li>● Paralelismo</li> <li>● Metáfora</li> <li>● Ambigüedad</li> <li>● Polisíndeton</li> <li>● Narrador testigo</li> <li>● Enumeración</li> <li>● Polisíndeton</li> <li>● Asíndeton</li> <li>● Elegía</li> <li>● Imagen</li> <li>● Cesura</li> <li>● Tono</li> <li>● Apóstrofe</li> <li>● Anáfora</li> <li>● Rima consonante</li> <li>● Cuarteto</li> <li>● Terceto</li> <li>● Endecasílabo</li> <li>● Cromatismo</li> <li>● Metáfora</li> <li>● Símbolo</li> <li>● Hipérbaton</li> </ul>

Resources	Technology Integration
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li>● <b>Anónimo:</b> Lazarillo de Tormes, Prólogo más Tratados 1, 2, 3, 7 (10 días)</li> <li>● <b>Miguel León-Portilla:</b> Visión de los vencidos “Los presagios según los informantes de Sahagún” y el poema “Se ha perdido el pueblo Mexica” (4 días)</li> <li>● <b>Hernán Cortés:</b> “Segunda carta de relación” (Selecciones) 4 días</li> <li>● <b>Garcilaso de la Vega:</b> Soneto XXIII “En tanto que de rosa y azucena” (2 días)</li> </ul>	<p>Language Lab  Student site (Abriendo puertas)  Online resources</p>

### Unidad 3

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)		Approximate Length of Unit	25 days
			Approximate Number of Minutes Weekly	1,050 minutes
<b>Theme/Topic</b>	Siglo XVII (La Edad Barroca)			
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?</li> <li>• ¿Cómo se transforma un personaje a consecuencia de sus relaciones con otros personajes?</li> <li>• ¿Cómo revela la literatura las perspectivas y las prácticas culturales en las relaciones entre los hombres y las mujeres del siglo XVII?</li> </ul>			
<b>Goals</b> <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Due to the complexity of the texts in this unit, students should focus on understanding implied meanings and ambiguities, relying on the comprehension skills they practiced in the first two units. Students should be able to explain what and how the texts communicate to the reader. Texts in this unit share a rich, robust thematic complexity. Students should practice comparing themes from these works to those in nonrequired texts, texts from previous units, and artwork from the same period. They should be able to identify intermediate-level literary terms and explain how and/or why they are being used in the texts</li> <li>• Students will encounter many of the same genres from Unit 2. Teachers can give them opportunities to compare how the genres have evolved. They should begin to comprehend both how the period is represented in the texts and how the period influenced the creation of the texts. Students should also identify cultural perspectives, practices, and products in the texts and make comparisons to those studied in previous units.</li> </ul>			
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages</i>	<b>Interpretive Mode</b>			
	<ul style="list-style-type: none"> <li>• 1.A.i Paraphrase the literary text.</li> <li>• 1.A.ii Summarize the plot of a literary text.</li> <li>• 1.A.iii Explain literary texts using supporting details.</li> <li>• 1.C Identify or describe literary elements, voices, and stylistic features.</li> <li>• 1.C.i Identify rhetorical figures.</li> <li>• 1.C.ii Identify points of view.</li> <li>• 1.C.iii Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> </ul>	<ul style="list-style-type: none"> <li>• 2.C.i Identify features of a literary genre.</li> <li>• 2.C.ii Identify features of literary periods, movements, historical and sociocultural contexts.</li> <li>• 2.C.iii Identify structural or rhetorical features in a text of the same period, genre, or literary movement.</li> <li>• 2.C.iv Explain how the content and stylistic features of a text relate to a genre, period, or literary movement.</li> </ul>	<ul style="list-style-type: none"> <li>• 4.A.i Identify themes and features of artistic representations.</li> <li>• 4.A.ii Describe similar themes and features between an artistic representation and a literary text.</li> </ul>	

<p><i>multiple interpretive tasks.</i></p> <ul style="list-style-type: none"> <li>• <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i></li> <li>• <i>The tasks should incorporate 21<sup>st</sup> Century Skills.</i></li> </ul>	<ul style="list-style-type: none"> <li>● 1.C.iv Make distinctions between voices in order to establish differences in meaning.</li> <li>● 1.C.v Make distinctions between voices and the author's perspective in order to establish differences in meaning</li> <li>● 1.C.vi Make distinctions between stylistic features in order to establish differences in meaning.</li> <li>● 1.E.i Explain the significance of points of view.</li> <li>● 1.E.ii Explain the relationship between the structure of a text and its content.</li> </ul>	<ul style="list-style-type: none"> <li>● 2.C.v Explain how features of a text are characteristic of a genre, period or literary movement.</li> <li>● 2.C.vi Identify the literary movement to which a text belongs.</li> <li>● 2.C.vii Explain how literary movements reflect their cultural and historical context.</li> <li>● 2.D.i Identify examples of formal and informal language.</li> <li>● 2.D.ii Identify use of language registers to reflect social relationships in texts.</li> <li>● 2.D.iii Identify linguistic features representative of the time and place in which a text was written.</li> <li>● 2.D.iv Explain the relationship between linguistic changes and historical/ geopolitical contexts.</li> <li>● 2.D.v Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts</li> </ul>	
	<p style="text-align: center;"><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>● 5.A Present information in a descriptive form.</li> <li>● 5.B Create a thesis that states the purpose.</li> <li>● 5.C Organize information, concepts, and ideas in presentations with a logical and cohere</li> <li>● 6.C Present and organize information logically</li> <li>● 7.C Create and deliver oral presentations related to course content in a variety of formats (not assessed).</li> </ul>	<p style="text-align: center;"><b>Interpersonal Mode</b></p> <ul style="list-style-type: none"> <li>● 7.A Discuss texts and contexts in a variety of interactive oral formats (not assessed).</li> <li>● 7.B Discuss texts and contexts in a variety of interactive written formats (not assessed).</li> </ul>	

	<p><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>• 2.B.i Explain how cultural products or practices relate to cultural perspectives in literary texts.</li> <li>• 2.B.ii Explain how cultural beliefs and attitudes affect the interpretation of a text.</li> <li>• 2.B.iii Explain the role of cultural stereotypes in texts.</li> <li>• 2.B.iv Explain the relationship between a literary movement and cultural perspectives.</li> <li>• 2.E.i Identify information from other disciplines related to course content.</li> <li>• 2.E.ii Explain how a text’s content relates to sociocultural, geopolitical, or historical contexts.</li> <li>• 2.E.iii Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>• 2.E.iv Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>• 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> <li>• 7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed)</li> </ul>	

Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• 6.A Use a variety of vocabulary appropriate to literary analysis.</li> <li>• 6.B Use a variety of grammatical and syntactic structures.</li> <li>• 7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> </ul>	<ul style="list-style-type: none"> <li>• Edad barroca</li> <li>• Siglo XVII</li> <li>• El tiempo y el espacio</li> <li>• La construcción del género</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>• Apóstrofe</li> <li>• Anáfora</li> <li>• Rima consonante</li> <li>• Cuarteto</li> <li>• Terceto</li> <li>• Endecasílabo</li> <li>• Cromatismo</li> </ul>

- 7.G Self-monitor and adjust language production in oral and written communication (not assessed).

**Name** authors and texts from “Siglo XVII”

**Discuss** the literary characteristics of “Siglo XVII”

**Explain** how the socio-historical period influenced authors and it’s texts

**Describe** how one or more of the 6 themes are represented throughout the texts.

- Metáfora
- Símbolo
- Gradación
- Enumeración
- Asíndeton
- Hipérbaton
- Rima consonante
- Cuarteto
- Terceto
- Endecasílabo
- Metáfora
- Enumeración
- Símbolo
- Octosílabo
- Retruécano
- Paradoja
- Antítesis
- Imagen
- Tono
- Aliteración
- Parodia
- Sátira
- Intertextualidad
- Hipérbaton
- Metaficción
- Hipérbole
- Héroe
- Antihéroe
- Narrador fidedigno o no fidedigno
- Acotación
- Aparte
- Romance
- Redondilla
- Humor
- Ironía
- Escenario
- In medias res
- Estribillo
- Polimetría
- Falla trágica
- Diálogo
- Monólogo

Resources	Technology Integration
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li>● <b>Luis de Góngora:</b> Soneto CLXVI “Mientras por competir con tu cabello” (2 días)</li> <li>● <b>Francisco de Quevedo:</b> Salmo XVII “Miré los muros de la patria mía” (2 días)</li> <li>● <b>Sor Juana Inés de la Cruz:</b> “Hombres necios que acusáis” (3 días)</li> <li>● <b>Miguel Cervantes:</b> Don Quijote 1a parte, capítulos 1-5, 8, 9 y 2a parte, cap. 74 (10 días)</li> <li>● <b>Tirso de Molina:</b> “El burlador de Sevilla y convidado de piedra” (8 días)</li> </ul>	<p>Language Lab  Student site (Abriendo puertas)  Online resources</p>

# 2nd Semester

## Unidad 4

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)	Approximate Length of Unit	10 days
		Approximate Number of Minutes Weekly	168 minutes
<b>Theme/Topic</b>	La literatura romántica, realista y naturalista		
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿De qué manera los autores utilizan el tiempo y el espacio para construir un estado de ánimo o un sentimiento?</li> <li>• ¿Cómo se representan las características de un movimiento o período literario en la literatura?</li> <li>• De qué manera se transforma el/ la protagonista a consecuencia de su relación con otros personajes y/o con su ambiente?</li> </ul>		
<b>Goals</b> <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• The textual layers of the works in this unit continue to help create a distinction between a simple understanding of a text and analysis. As in previous units, students should initially approach the texts for comprehension. With careful attention to the literary features of each text, students should then interpret the author's implied message, also taking into account the text's cultural perspectives, products, and practices. Utilizing this skill, students should be able to interpret any ambiguities and nuances. As themes become evident, teachers can provide opportunities for explanation and comparison to other texts and the visual arts.</li> <li>• Students should be able to accurately employ a variety of basic and intermediate literary terms while providing textual examples in support of their arguments. They should clearly connect the texts to the corresponding period or movement and elaborate on how the contexts contributed to the creation of each text.</li> </ul>		
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i>	<b>Interpretive Mode</b>		
	<ul style="list-style-type: none"> <li>• 1.A.i Paraphrase the literary text.</li> <li>• 1.A.ii Summarize the plot of a literary text.</li> <li>• 1.A.iii Explain literary texts using supporting details.</li> <li>• 1.C.i Identify rhetorical figures.</li> <li>• 1.C.ii Identify points of view.</li> <li>• 1.C.iii Describe stylistic features (structure, setting, timeframes, characters, style, point of view, tone).</li> </ul>	<ul style="list-style-type: none"> <li>• 2.C.i Identify features of a literary genre.</li> <li>• 2.C.ii Identify features of literary periods, movements, historical and sociocultural contexts.</li> <li>• 2.C.iii Identify structural or rhetorical features in a text of the same period, genre, or literary movement.</li> <li>• 2.C.iv Explain how the content and stylistic features</li> </ul>	<ul style="list-style-type: none"> <li>• 2.D.i Identify examples of formal and informal language.</li> <li>• 2.D.ii Identify use of language registers to reflect social relationships in texts.</li> <li>• 2.D.iii Identify linguistic features representative of the time and place in which a text was written.</li> <li>• 2.D.iv Explain the relationship between linguistic changes and historical/ geopolitical contexts.</li> <li>• 2.D.v Compare textual language</li> </ul>

<ul style="list-style-type: none"> <li>• The template encourages multiple interpretive tasks.</li> <li>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>• The tasks should incorporate 21<sup>st</sup> Century Skills.</li> </ul>	<ul style="list-style-type: none"> <li>● 1.C.iv Make distinctions between voices in order to establish differences in meaning.</li> <li>● 1.C.v Make distinctions between voices and the author’s perspective in order to establish differences in meaning.</li> <li>● 1.C.vi Make distinctions between stylistic features in order to establish differences in meaning.</li> </ul>	<p>of a text relate to a genre, period, or literary movement.</p> <ul style="list-style-type: none"> <li>● 2.C.v Explain how features of a text are characteristic of a genre, period or literary movement.</li> <li>● 2.C.vi Identify the literary movement to which a text belongs.</li> <li>● 2.C.vii Explain how literary movements reflect their cultural and historical context.</li> </ul>	<p>and registers in texts produced in different historical, social, and geopolitical contexts</p>
	<p style="text-align: center;"><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>● 5.A Present information in a descriptive form.</li> <li>● 5.B Create a thesis that states the purpose.</li> <li>● 5.C Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.</li> <li>● 7.C Create and deliver oral presentations related to course content in a variety</li> </ul>	<p style="text-align: center;"><b>Interpersonal Mode</b></p> <ul style="list-style-type: none"> <li>● 7.A Discuss texts and contexts in a variety of interactive oral formats (not assessed).</li> <li>● 7.B Discuss texts and contexts in a variety of interactive written formats (not assessed).</li> </ul>	
	<p><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>● 2.E.i Identify information from other disciplines related to course content.</li> <li>● 2.E.ii Explain how a text’s content relates to sociocultural, geopolitical, or historical contexts.</li> <li>● 2.E.iii Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>● 2.E.iv Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>● 3.A.i Explain similarities and differences in rhetorical figures.</li> </ul>		

	<ul style="list-style-type: none"> <li>• 3.A.ii Explain similarities and differences in points of view.</li> <li>• 3.A.iii Explain similarities and differences in stylistic features.</li> <li>• 3.A.iv Explain the function of structural features in texts related by period, genre, or theme.</li> <li>• 3.A.v Explain the effect of rhetorical features in texts related by period, genre, or theme.</li> <li>• 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> <li>• 7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed).</li> </ul>	
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Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• 6.A Use a variety of vocabulary appropriate to literary analysis.</li> <li>• 6.D Produce a comprehensible written work by observing writing conventions of the target language.</li> <li>• 7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> <li>• 7.G Self-monitor and adjust language production in oral and written communication (not assessed).</li> </ul> <p><b>Name</b> <i>authors and texts from "La literatura romántica, realista y naturalista"</i></p> <p><b>Discuss</b> <i>the literary characteristics of "La literatura romántica, realista y naturalista"</i></p> <p><b>Explain</b> <i>how the socio-historical period influenced authors and its texts</i></p> <p><b>Describe</b> <i>how one or more of the 6 themes are represented throughout the texts.</i></p>	<ul style="list-style-type: none"> <li>• El romanticismo</li> <li>• Siglo XIX</li> <li>• El tiempo y el espacio</li> <li>• Naturalismo</li> <li>• Realismo</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>• Heptasílabo</li> <li>• Endecasílabo</li> <li>• Poema no estrófico</li> <li>• Metonimia</li> <li>• Apóstrofe</li> <li>• Aliteración</li> <li>• Prosopopeya</li> <li>• Paralelismo</li> <li>• Anáfora</li> <li>• Encabalgamiento</li> <li>• Pie quebrado</li> <li>• Hipérbaton</li> <li>• Exclamaciones</li> <li>• Descripción</li> <li>• Ambiente</li> <li>• Atmósfera</li> <li>• Diálogo</li> <li>• Narrador omnisciente</li> <li>• Prosopopeya</li> <li>• Regionalismos</li> <li>• Sinestesia</li> </ul>

Resources	Technology Integration
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li>● <b>José María Heredia:</b> “En una tempestad” (3 días)</li> <li>● <b>Gustavo Adolfo Bécquer:</b> Rima LIII “Volverán las oscuras golondrinas” (3 días)</li> <li>● <b>Emilia Pardo Bazán:</b> “Las medias rojas” (3 días)</li> </ul>	<p>Language Lab  Student site (Abriendo puertas)  Online resources</p>

## Unidad 5

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)	Approximate Length of Unit	15 days
		Approximate Number of Minutes Weekly	630 minutes
<b>Theme/Topic</b>	La Generación del 98 y el Modernismo		
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿De qué manera los individuos contribuyen o perjudican al bienestar de la comunidad?</li> <li>• ¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad?</li> <li>• ¿Qué efecto tiene el uso de una mezcla de imágenes históricas y mitológicas en una obra literaria?</li> </ul>		
<b>Goals</b> <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• The texts in this unit are dynamic, profound, and abstract. This provides another opportunity for students to transition from comprehension and explanation to interpretation and literary analysis. Teachers can connect the texts with current events or to students' personal experiences to facilitate class discussions. Making these connections and observations can help spark student analysis. Teachers can also provide frequent opportunities to discuss how or why a text presents a key literary aspect (theme, literary term, genre, period/ movement, or context). In the discussions, students should support their observations with relevant, well-chosen textual examples to illustrate their points. Students should listen to audio clips that discuss relevant aspects of the studied texts. Students should also compare common themes shared between studied texts and artwork in relation to period, movement, genre, and/or technique.</li> </ul>		
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple</i>	<b>Interpretive Mode</b>		
	<ul style="list-style-type: none"> <li>• 1.B Identify the theme in a text.</li> <li>• 1.D Identify perspective, attitude, or tone.</li> <li>• 1.F Explain implied meanings or inferences</li> </ul>	<ul style="list-style-type: none"> <li>• 2.G.i Distinguish arguments from opinions.</li> <li>• 2.G.ii Explain how personal beliefs and opinions affect textual interpretation.</li> <li>• 2.G.iii Make connections between primary and secondary texts.</li> <li>• 4.A.i Identify themes and features of artistic representations.</li> <li>• 4.A.ii Describe similar themes and features between an artistic representation and a literary text.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><i>interpretive tasks.</i></p> <ul style="list-style-type: none"> <li><i>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</i></li> <li><i>• The tasks should incorporate 21<sup>st</sup> Century Skills.</i></li> </ul>	<p style="text-align: center;"><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>• .5.B Create a thesis that states the purpose.</li> <li>• 5.C Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas</li> <li>• 6.C Present and organize information logically.</li> <li>• 7.C Create and deliver oral presentations related to course content in a variety of formats (not assessed).</li> </ul>	<p style="text-align: center;"><b>Interpersonal Mode</b></p> <ul style="list-style-type: none"> <li>• 6.E Use a variety of literary and critical terminology in oral and written discussions of texts in the target language</li> <li>• 7.A Discuss texts and contexts in a variety of interactive oral formats (not assessed).</li> <li>• 7.B Discuss texts and contexts in a variety of interactive written formats (not assessed).</li> </ul>
	<p style="text-align: center;"><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>• 2.E.i Identify information from other disciplines related to course content.</li> <li>• 2.E.ii Explain how a text's content relates to sociocultural, geopolitical, or historical contexts.</li> <li>• 2.E.iii Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>• 2.E.iv Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>• 2.F.i Identify themes in a literary text that are relevant to contemporary society.</li> <li>• 2.F.ii Explain the relationship between themes found in literary texts and contemporary or global issues.</li> <li>• 3.C Identify thematic connections between texts.</li> <li>• 3.E Compare the representation of historical events in two texts.</li> <li>• 4.B.i Explain the significance of similar themes and features found between an art</li> <li>• 5.D Elaborate and support main points with textual evidence.</li> <li>• 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> </ul>	

	<ul style="list-style-type: none"> <li>7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed).</li> </ul>	
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Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>6.D Produce a comprehensible written work by observing writing conventions of the target language.</li> <li>7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> <li>7.G Self-monitor and adjust language production in oral and written communication (not assessed).</li> </ul> <p><b>Name</b> authors and texts from “el modernismo”  <b>Discuss</b> the literary characteristics of “el modernismo”  <b>Explain</b> how the socio-historical period influenced authors and it’s texts  <b>Describe</b> how one or more of the 6 themes are represented throughout the texts.</p>	<ul style="list-style-type: none"> <li>Las sociedades en contacto</li> <li>El imperialismo</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>Flashback</li> <li>Ambigüedad</li> <li>Personaje</li> <li>Narrador fidedigno o no fidedigno</li> <li>Símil</li> <li>Metáfora</li> <li>Símbolo</li> <li>Punto de vista</li> <li>Trama</li> <li>Desdoblamiento</li> <li>Metaficción</li> <li>Yuxtaposición</li> <li>Hipérbole</li> <li>Alusión</li> <li>Imagen</li> <li>Símbolo</li> <li>Hipérbole</li> <li>Metáfora</li> <li>Símil</li> <li>Símbolo</li> <li>Metonimia</li> <li>Hipérbole</li> <li>Tono</li> <li>Antítesis</li> <li>Paradoja</li> <li>Imagen</li> <li>Paradoja</li> <li>Antítesis</li> <li>Metonimia</li> <li>Verso libre</li> <li>Apóstrofe</li> <li>Prosopopeya</li> </ul>

		<ul style="list-style-type: none"> <li>• Desdoblamiento</li> <li>• Ambiente</li> <li>• Prosopopeya</li> <li>• Ambigüedad</li> <li>• Fluir de conciencia</li> </ul>
Resources		Technology Integration
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li>• <b>Miguel de Unamuno:</b> “San Manuel Bueno, mártir” (15 días)</li> <li>• <b>Antonio Machado:</b> “He andado muchos caminos” (2 días)</li> <li>• <b>José Martí:</b> “Nuestra América” (5 días)</li> <li>• <b>Rubén Darío:</b> Cantos de vida y esperanza, “A Roosevelt” (2 días)</li> <li>• <b>Horacio Quiroga:</b> “El hijo” (2 días)</li> </ul>		<p>Language Lab  Student site (Abriendo puertas)  Online resources</p>

## Unidad 6

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)	Approximate Length of Unit	19 days
		Approximate Number of Minutes Weekly	798 minutes
<b>Theme/Topic</b>	El teatro y poesía del siglo XX		
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿Con qué intención presenta un autor o una autora problemas sociales en la literatura?</li> <li>• ¿De qué manera la sociedad afecta la identidad personal de un individuo?</li> <li>• ¿Cómo se presenta el nacionalismo (o la identidad nacional) en la literatura?</li> </ul>		
<b>Goals</b>  <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• For each text studied in this unit, students should be able to identify the themes and compare them to other works with ease. Students should now begin to use advanced literary terms in their discussions of literary texts and in defining characteristics of literary genres. Students should also analyze the cultural perspectives, products, and practices in each text.</li> <li>• To practice literary analysis, teachers can select different elements of texts for close reading. Students can discuss with partners or in small groups, as a class, or through writing. Frequent writing practice, peer editing, and teacher feedback can improve how students analyze a text and support their ideas with textual examples. Students should also listen to academic presentations of literary criticism as models of literary analysis</li> </ul>		
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i>	<b>Interpretive Mode</b>		
	<ul style="list-style-type: none"> <li>• 1.E.i Explain the significance of points of view.</li> <li>• 1.E.ii Explain the relationship between the structure of a text and its content.</li> <li>• 2.D.i Identify examples of formal and informal language.</li> <li>• 2.D.ii Identify use of language registers to reflect social relationships in texts.</li> <li>• 2.D.iii Identify linguistic features representative of the time and place in which a text was written.</li> <li>• 2.D.iv Explain the relationship between linguistic changes and historical/ geopolitical contexts.</li> <li>• 2.D.v Compare textual language and registers in texts produced in</li> </ul>	<ul style="list-style-type: none"> <li>• 4.A.i Identify themes and features of artistic representations.</li> <li>• 4.A.ii Describe similar themes and features between an artistic representation and a literary text.</li> <li>• 4.B.i Explain the significance of similar themes and features found between an artistic representation and a literary text.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</li> <li>• The tasks should incorporate 21<sup>st</sup> Century Skills.</li> </ul>	<p>different historical, social, and geopolitical contexts.</p>		
	<p style="text-align: center;"><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>• 5.B Create a thesis that states the purpose.</li> <li>• 5.C Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas</li> <li>• 6.C Present and organize information logically.</li> <li>• 7.C Create and deliver oral presentations related to course content in a variety of formats (not assessed).</li> </ul>	<p style="text-align: center;"><b>Interpersonal Mode</b></p> <ul style="list-style-type: none"> <li>• 6.E Use a variety of literary and critical terminology in oral and written discussions of texts in the target language</li> <li>• 7.A Discuss texts and contexts in a variety of interactive oral formats (not assessed).</li> <li>• 7.B Discuss texts and contexts in a variety of interactive written formats (not assessed)</li> </ul>	
	<p><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>• 2.E.i Identify information from other disciplines related to course content.</li> <li>• 2.E.ii Explain how a text’s content relates to sociocultural, geopolitical, or historical contexts.</li> <li>• 2.E.iii Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>• 2.E.iv Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>• 3.C Identify thematic connections between texts.</li> <li>• 3.D Compare the development of a theme in two texts.</li> <li>• 5.D Elaborate and support main points with textual evidence.</li> <li>• 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> <li>• 7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed).</li> </ul>		

Language Functions	Related Structures / Patterns	Vocabulary
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<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>● 6.D Produce a comprehensible written work by observing writing conventions of the target language.</li> <li>● 7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> <li>● 7.G Self-monitor and adjust language production in oral and written communication (not assessed).</li> </ul> <p><b>Name</b> authors and texts from “El teatro y poesía del siglo XX”</p> <p><b>Discuss</b> the literary characteristics of “El teatro y poesía del siglo XX”</p> <p><b>Explain</b> how the socio-historical period influenced authors and it’s texts</p> <p><b>Describe</b> how one or more of the 6 themes are represented throughout the texts.</p>	<ul style="list-style-type: none"> <li>● Post-modernismo</li> <li>● Vanguardismo</li> <li>● Surrealismo</li> <li>● Siglo XX</li> <li>● Las sociedades en contacto</li> <li>● Las relaciones interpersonales</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>● Personaje</li> <li>● Ambiente</li> <li>● Acotación</li> <li>● Público</li> <li>● Acto</li> <li>● Tres unidades</li> <li>● Tragedia</li> <li>● Diálogo</li> <li>● Símbolo</li> <li>● Metáfora</li> <li>● Símil</li> <li>● Falla trágica</li> <li>● Ironía</li> <li>● Prefiguración</li> <li>● Hipérbole</li> <li>● Personaje</li> <li>● In medias res</li> <li>● Verso octosílabo</li> <li>● Rima asonante en los versos pares</li> <li>● Voz poética</li> <li>● Verso blanco</li> <li>● Imagen</li> <li>● Alusión</li> <li>● Ambigüedad</li> <li>● Verosimilitud</li> <li>● Verso libre</li> <li>● Enumeración</li> <li>● Símbolo</li> <li>● Imagen</li> <li>● Alusión</li> <li>● Asíndeton</li> <li>● Polisíndeton</li> <li>● Verosimilitud</li> <li>● Antítesis</li> <li>● Paradoja</li> <li>● Yuxtaposición</li> <li>● Sinestesia</li> <li>● Verso libre</li> </ul>
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		<ul style="list-style-type: none"> <li>● Estribillo</li> <li>● Aliteración</li> <li>● Elementos auditivos</li> <li>● Gradación</li> <li>● Apartes</li> <li>● Aliteración</li> <li>● Elementos auditivos</li> <li>● Gradación</li> <li>● Voz poética</li> <li>● Ambigüedad</li> <li>● Desdoblamiento</li> <li>● Voz poética</li> <li>● Ambigüedad</li> <li>● Apóstrofe</li> <li>● Endecasílabo</li> <li>● Pie quebrado</li> <li>● Imagen</li> <li>● Alusión</li> <li>● Perspectiva</li> </ul>
Resources		Technology Integration
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li>● <b>Federico García Lorca:</b> “La casa de Bernarda Alba” (8 días)</li> <li>● <b>Oswaldo Dragún:</b> El hombre que se convirtió en perro (2 días)</li> <li>● <b>Federico García Lorca:</b> Romancero gitano “Prendimiento de Antoñito el Camborio en el camino de Sevilla” (2 días)</li> <li>● <b>Pablo Neruda:</b> “Walking around” (1 día)</li> <li>● <b>Nicolás Guillén:</b> “Balada de los dos abuelos” (2 día)</li> <li>● <b>Nancy Morejón:</b> “Mujer negra” (2 día)</li> <li>● <b>Julia de Burgos:</b> “A Julia de Burgos” (2 días)</li> <li>● <b>Alfonsina Storni</b> “Peso ancestral” (1 día)</li> </ul>		<p>Language Lab  Student site (Abriendo puertas)  Online resources</p> <ul style="list-style-type: none"> <li>●</li> </ul>

## Unidad 7

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)	Approximate Length of Unit	17 days
		Approximate Number of Minutes Weekly	714 minutes
<b>Theme/Topic</b>	El Boom latinoamericano		
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿Qué efecto tiene la mezcla del realismo con lo fantástico en la literatura?</li> <li>• ¿Cómo se presenta la crítica social en la literatura?</li> <li>• ¿Cómo afecta el uso del tiempo linear y/o el tiempo circular en una narración?</li> </ul>		
<b>Goals</b>  <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Practicing literary analysis should continue to be a focus in this unit. Students should be able to clearly explain and compare themes in texts. Literary discussions, both written and oral, should employ a variety of literary terms to discuss stylistic, structural, and rhetorical features of the texts. Students should define and compare literary genres, periods, and movements. They should also elaborate on the roles that various contexts have in the creation and interpretation of the texts.</li> <li>• As with previous units, students should continue to analyze cultural perspectives, products, and practices and compare them to other studied texts. Students should listen to audio selections that present literary analysis, poetry, or contextual information that will assist in their study of each text. Students should then compare what they hear and read to what they have learned in other units. When writing or giving oral presentations, students should organize their thoughts so that their ideas are fully expressed, developed, and presented in a logical and clear order.</li> </ul>		
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple</i>	<b>Interpretive Mode</b>		
	<ul style="list-style-type: none"> <li>• 1.E.i Explain the significance of points of view.</li> <li>• 1.E.ii Explain the relationship between the structure of a text and its content.</li> <li>• 2.D.i Identify examples of formal and informal language.</li> <li>• 2.D.ii Identify use of language registers to reflect social relationships in texts.</li> </ul>	<ul style="list-style-type: none"> <li>• 2.D.iii Identify linguistic features representative of the time and place in which a text was written.</li> <li>• 2.D.iv Explain the relationship between linguistic changes and historical/ geopolitical contexts.</li> <li>• 2.D.v Compare textual language and registers in texts produced in different historical, social, and geopolitical contexts</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><i>interpretive tasks.</i></p> <ul style="list-style-type: none"> <li><i>• The interpretive tasks inform the content of the presentational and interpersonal tasks.</i></li> <li><i>• The tasks should incorporate 21<sup>st</sup> Century Skills.</i></li> </ul>	<p style="text-align: center;"><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>• 5.B Create a thesis that states the purpose.</li> <li>• 5.C Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas</li> <li>• 6.C Present and organize information logically</li> <li>• 7.C Create and deliver oral presentations related to course content in a variety of formats (not assessed).</li> </ul>	<p style="text-align: center;"><b>Interpersonal Mode</b></p> <ul style="list-style-type: none"> <li>• 6.E Use a variety of literary and critical terminology in oral and written discussions of texts in the target language.</li> <li>• 7.A Discuss texts and contexts in a variety of interactive oral formats (not assessed).</li> <li>• 7.B Discuss texts and contexts in a variety of interactive written formats (not assessed)</li> </ul>
	<p style="text-align: center;"><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>• 2.B.i Explain how cultural products or practices relate to cultural perspectives in literary texts.</li> <li>• 2.B.ii Explain how cultural beliefs and attitudes affect the interpretation of a text.</li> <li>• 2.B.iii Explain the role of cultural stereotypes in texts.</li> <li>• 2.B.iv Explain the relationship between a literary movement and cultural perspectives.</li> <li>• 3.A.i Explain similarities and differences in rhetorical figures.</li> <li>• 3.A.ii Explain similarities and differences in points of view.</li> <li>• 3.A.iii Explain similarities and differences in stylistic features.</li> <li>• 3.A.iv Explain the function of structural features in texts related by period, genre, or theme.</li> <li>• 3.A.v Explain the effect of rhetorical features in texts related by period, genre, or theme.</li> <li>• 3.B.i Explain how distinct points of view from two literary texts and cultures compare to points of view from their own culture.</li> <li>• 3.B.ii Explain how representations of cultural products, practices, or perspectives compare to their own literary culture.</li> </ul>	

	<ul style="list-style-type: none"> <li>● 5.D Elaborate and support main points with textual evidence.</li> <li>● 5.E Use sources available in the target language to support the interpretation of texts and compare distinct viewpoints.</li> <li>● 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> <li>● 7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed)</li> </ul>	
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Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>● 7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> <li>● 7.G Self-monitor and adjust language production in oral and written communication (not assessed).</li> </ul> <p><b>Name</b> authors and texts from “el boom latinoamericano”</p> <p><b>Discuss</b> the literary characteristics of “el boom latinoamericano”</p> <p><b>Explain</b> how the socio-historical period influenced authors and it’s texts</p> <p><b>Describe</b> how one or more of the 6 themes are represented throughout the texts.</p>	<ul style="list-style-type: none"> <li>● Siglo XX</li> <li>● Vanguardismo</li> <li>● La dualidad del ser</li> <li>● La creación literaria</li> <li>● Las sociedades en contacto</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>● Narrador en primera persona</li> <li>● Ambigüedad</li> <li>● Perspectiva</li> <li>● Paradoja</li> <li>● Narrador omnisciente</li> <li>● Ambigüedad</li> <li>● Imagen</li> <li>● Prefiguración</li> <li>● Trama</li> <li>● Desdoblamiento</li> <li>● Narrador omnisciente</li> <li>● Diálogo</li> <li>● Tono</li> <li>● Prefiguración</li> <li>● Ambiente</li> <li>● Atmósfera</li> <li>● Realismo mágico</li> <li>● Ambigüedad</li> <li>● Flashback</li> <li>● Personificación</li> <li>● Atmósfera</li> <li>● Prefiguración</li> <li>● Símbolo</li> <li>● Suspenso</li> <li>● Ambigüedad</li> </ul>

		<ul style="list-style-type: none"> <li>● Desdoblamiento</li> <li>● Flashback</li> <li>● Ambiente</li> <li>● Atmósfera</li> <li>● Sinestesia</li> <li>● Suspenso</li> <li>● Descripción</li> <li>● Ambiente</li> <li>● Flashback</li> <li>● Diálogo</li> <li>● Narrador observador</li> <li>● Realismo</li> <li>● Versosimilitud</li> <li>● Descripción</li> <li>● Ambiente</li> <li>● Narrador observador</li> <li>● Hipérbole</li> <li>● Diálogo</li> <li>● Narrador omnisciente</li> <li>● Hipérbole</li> <li>● Crónica</li> <li>● Gradación</li> <li>● Trama</li> <li>● Desenlace</li> </ul>
Resources		Technology Integration
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li>● <b>Jorge Luis Borges:</b> “Borges y yo” (2 día)</li> <li>● <b>Jorge Luis Borges:</b> “El Sur” (2 días)</li> <li>● <b>Juan Rulfo:</b> “No oyes ladrar los perros” (2 días)</li> <li>● <b>Carlos Fuentes:</b> “Chac Mool” (2 días)</li> <li>● <b>Julio Cortázar:</b> “La noche boca arriba” (3 días)</li> <li>● <b>Gabriel García Márquez:</b> “La siesta del martes” (2 días)</li> <li>● <b>Gabriel García Márquez:</b> “El ahogado más hermoso del mundo” (2 días)</li> <li>● <b>Isabel Allende:</b> “Dos palabras” (2 días)</li> </ul>		<p>Language Lab  Student site (Abriendo puertas)  Online resources</p> <ul style="list-style-type: none"> <li>●</li> </ul>

## Unidad 8

<b>Language and Level / Grade</b>	Advanced Placement Spanish Literature and Culture (6th year)	Approximate Length of Unit	8 days
		Approximate Number of Minutes Weekly	336 minutes
<b>Theme/Topic</b>	Escritores contemporáneos de Estados Unidos y España		
<b>Essential Question</b>	<ul style="list-style-type: none"> <li>• ¿Cómo se representan la asimilación y la marginación en la literatura?</li> <li>• ¿Cómo se relaciona el/ la protagonista con los espacios interiores y exteriores?</li> <li>• ¿Cómo son diferentes el cuento corto y la viñeta?</li> </ul>		
<b>Goals</b> <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• In this final unit, all the skills of the course come together. Students should be able to explain and compare themes in the texts to other texts and artwork. They should be able to use a variety of vocabulary to discuss and analyze stylistic, structural, rhetorical and literary features of texts. They should be able to analyze, define, and compare aspects of literary genres, movements, and periods. Students should also be able to analyze the contexts that contributed to the creation of the texts and the texts' cultural perspectives, products, and practices. They should continue listening to interviews and presentations that discuss aspects of the texts in the unit, and they should write well-organized analytical essays and short responses</li> </ul>		
<b>Summative Performance Assessment</b>  <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i> <i>• The template encourages multiple interpretive tasks.</i>	<b>Interpretive Mode</b>		
	<ul style="list-style-type: none"> <li>• 1.D Identify perspective, attitude, or tone.</li> <li>• 1.F Explain implied meanings or inferences.</li> <li>• 1.G Explain perspective, attitude, or tone.</li> <li>• 2.G.i Distinguish arguments from opinions.</li> <li>• 2.G.ii Explain how personal beliefs and opinions affect textual interpretation.</li> <li>• 2.G.iii Make connections between primary and secondary texts.</li> </ul>	<ul style="list-style-type: none"> <li>• 4.A.i Identify themes and features of artistic representations.</li> <li>• 4.A.ii Describe similar themes and features between an artistic representation and a literary text.</li> <li>• 4.C Describe how a theme is developed in a work of art.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i></li> <li>• <i>The tasks should incorporate 21<sup>st</sup> Century Skills.</i></li> </ul>	<p><b>Presentational Mode</b></p> <ul style="list-style-type: none"> <li>● 5.C Organize information, concepts, and ideas in presentations with a logical and coherent progression of ideas.</li> <li>● 6.C Present and organize information logically</li> <li>● 7.C Create and deliver oral presentations related to course content in a variety of formats (not assessed).</li> </ul>	<p><b>Interpersonal Mode</b></p> <ul style="list-style-type: none"> <li>● 6.E Use a variety of literary and critical terminology in oral and written discussions of texts in the target language.</li> <li>● 7.A Discuss texts and contexts in a variety of interactive oral formats (not assessed).</li> <li>● 7.B Discuss texts and contexts in a variety of interactive written formats.</li> </ul>
	<p><b>Cultures, Connections, Comparisons, and Communities</b></p> <ul style="list-style-type: none"> <li>● 2.E.i Identify information from other disciplines related to course content.</li> <li>● 2.E.ii Explain how a text’s content relates to sociocultural, geopolitical, or historical contexts.</li> <li>● 2.E.iii Explain the relationship between a literary text and its sociocultural, geopolitical, and historical contexts.</li> <li>● 2.E.iv Explain how behaviors and attitudes present in texts reflect sociocultural, geopolitical, and historical contexts.</li> <li>● 2.F Relate texts to contemporary global issues.</li> <li>● 2.F.i Identify themes in a literary text that are relevant to contemporary society.</li> <li>● 2.F.ii Explain the relationship between themes found in literary texts and contemporary or global issues</li> <li>● 3.C Identify thematic connections between texts.</li> <li>● 3.F Compare points of view in two texts</li> <li>● 5.D Elaborate and support main points with textual evidence.</li> <li>● 5.E Use sources available in the target language to support the interpretation of texts and compare distinct viewpoints</li> <li>● 7.D Share literary texts through activities within and beyond the classroom setting (not assessed).</li> </ul>	

	<ul style="list-style-type: none"> <li>7.E Share knowledge of literature and culture with communities beyond the classroom setting (not assessed).</li> </ul>	
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Language Functions	Related Structures / Patterns	Vocabulary
<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>7.F Use pronunciation that is comprehensible to the audience in oral communication (not assessed).</li> <li>7.G Self-monitor and adjust language production in oral and written communication (not assessed)</li> </ul> <p><b>Name</b> authors and texts from “Escritores contemporáneos de Estados Unidos y España”</p> <p><b>Discuss</b> the literary characteristics of “Escritores contemporáneos de Estados Unidos y España”</p> <p><b>Explain</b> how the socio-historical period influenced authors and it’s texts</p> <p><b>Describe</b> how one or more of the 6 themes are represented throughout the texts.</p>	<ul style="list-style-type: none"> <li>Siglo XX</li> <li>El post-boom</li> <li>El postmodernismo</li> <li>Literatura US Latina</li> <li>La creación literaria</li> <li>Las relaciones interpersonales</li> </ul>	<p>Vocabulary needed to understand specific texts, and literary and critical terminology.</p> <ul style="list-style-type: none"> <li>Descripción</li> <li>Ambiente</li> <li>Atmósfera</li> <li>Hipérbole</li> <li>Epíteto</li> <li>Asíndeton</li> <li>Enumeración</li> <li>Cromatismo</li> <li>Metáfora</li> <li>Símil</li> <li>La tradición oral</li> <li>Ambiente</li> <li>Hipérbole</li> <li>Verosimilitud</li> <li>Regionalismo</li> <li>Perspectiva</li> <li>La tradición oral</li> <li>Regionalismo</li> <li>Perspectiva</li> <li>Sátira</li> <li>Onomatopeya</li> <li>Exclamaciones</li> <li>Narrador omnisciente</li> </ul>
<b>Resources</b>		<b>Technology Integration</b>
<p>Abriendo puertas: ampliando perspectivas</p> <ul style="list-style-type: none"> <li><b>Sabine Ulibarrí:</b> “Mi caballo mago” (2 días)</li> <li><b>Tomás Rivera:</b> ...y no se lo tragó la tierra “...y no se lo tragó la tierra” (2 días)</li> <li><b>Tomás Rivera:</b> “La noche buena” (2 días)</li> <li><b>Rosa Montero:</b> “Como la vida misma” (2 día)</li> </ul>		<p>Language Lab</p> <p>Student site (Abriendo puertas)</p> <p>Online resources</p> <ul style="list-style-type: none"> <li></li> </ul>