Course Title

Spanish Literature A/B (AP)

Description of Target Group

This course is designed as an elective class for juniors and seniors (others with permission from instructor) that meets the foreign language admission requirements for the CSU and UC university system.

Purpose

The purpose of Spanish Literature A/B, AP is to prepare students to take the Spanish Literature Advanced Placement examination. Successful completion of this examination will qualify students to receive college credit for comparable college level courses without matriculation in such courses. Students will be introduced to select works from the literature of Spain and Spanish America with particular emphasis on works by the required authors, Jorge Luis Borges, Federico García Lorca, Gabriel García Márquez, Ana María Matute, and Miguel de Unamuno.

Standards of Expected Student Achievement

Upon completion of this course, students will be able to successfully demonstrate the following skills:
1. The ability to comprehend formal and informal spoken Spanish.
2. The ability to compose expository passages.
3. The ability to express ideas orally with accuracy and fluency.
4. To understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish.
5. To do a close reading of Hispanic literary texts in all genres.
6. To analyze critically the form and content of literary works orally and in writing using appropriate terminology.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District

Activities

1. Lectures
2. Class participation
3. Demonstration
4. Audio-visual materials
5. Field Trips
6. Small group activities
7. Outside resource people

Assessments

Teacher observations of student action, speaking demonstrations, and other oral presentations.
Student depictions of concepts via drawings, markings, posters, collages, and video projects.
Student or teacher generated (planned or impromptu) role-play or real life situations.
Written student work including but not limited to exercises, worksheets, compositions, portfolios, notebooks, or projects.
Summative written tests and quizzes based on teacher generated criteria.
Student work in computer files.
Student generated book presentations utilizing oral reports, storyboards, elements of drama, and reader's theater.
Student oral and written interpretation of video generated thematic units.
Group presentations of thematic units including dramatic reenactment.
Student created new endings to stories.
Student participation in quackery reading.
Student participation in contrasting and dialoguing poetry.
Student participation in the accused bench or the hot chair activity.
Student composed letters to the characters in a story.
Student use of symbolization and picture graphs.
Student composed Venn diagram.
Student reflections and personal responses in journals or writing logs.
Student use of creative imitation.

Curriculum Framework

The AP® Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in the *Standards for Foreign Language Learning in the 21st Century*. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across the full range of language skills — with special attention to critical reading and analytical writing — and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

The inclusion of "and Culture" in the title of the course reflects a purposeful alignment of the course to a standards-based Spanish curriculum. In particular, the course reflects a meaningful integration of the cultures, connections, and comparisons goal areas of the *Standards*. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Teachers and students are encouraged to make interdisciplinary connections and explore linguistic and cultural comparisons. A key objective of the course is to encourage students not only to understand and retell the content of the texts they read but also to relate that content to literary, historical, sociocultural, and geopolitical contexts in Spanish.

In order to promote depth of student understanding and contextual knowledge, and especially to relieve pressure to cover a considerable breadth of material in one academic year, the required reading list for the course is reduced. With a reading list that is shorter — but certainly no less linguistically and thematically challenging — the course affords greater flexibility in instructional design and allows for more time to be dedicated to incorporating art and other media into the study of literature, and developing students' critical reading, analytical writing, and research skills in Spanish.
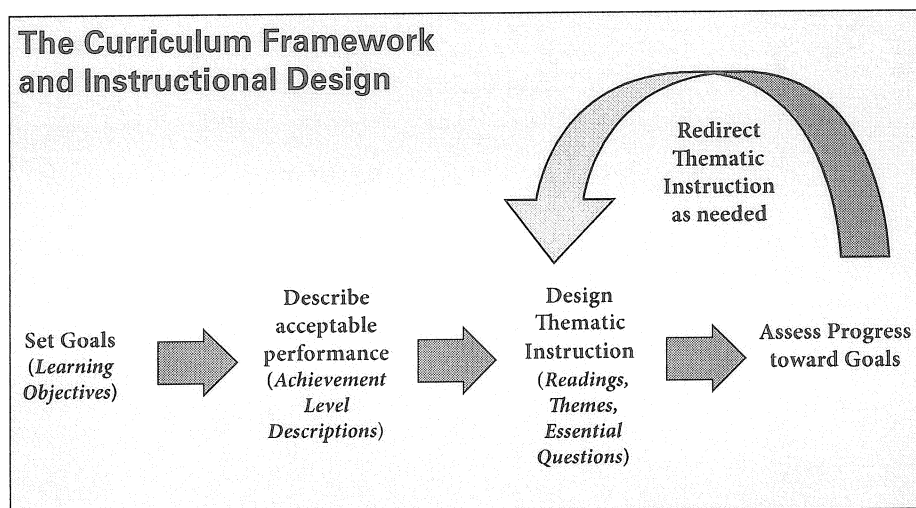
The course aims to help students progress beyond reading comprehension to read with critical, historical and literary sensitivity. This is an ambitious goal, but it is hoped that when exposed to the methods of literary analysis, with its rigorous attention to linguistic detail coupled with critical interpretation and analysis, students will be able to apply the skills they acquire in this course to many other areas of learning and life.

Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: the *readings* that compose the required list of literary works to be studied in the course; *literary terminology* that students learn and apply to their study of the required readings; *themes* for making contextual connections among works from different periods and genres; *organizing concepts* for exploring each theme; and *essential questions* with which to engage learners and guide classroom investigations, learning activities, and assessments.

The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction:

The Curriculum Framework and Instructional Design

Redirect Thematic Instruction as needed

Set Goals (*Learning Objectives*) → Describe acceptable performance (*Achievement Level Descriptions*) → Design Thematic Instruction (*Readings, Themes, Essential Questions*) → Assess Progress toward Goals

Learning Objectives and Achievement Level Descriptions

At the core of the AP Spanish Literature and Culture course are the *learning objectives* that identify what students should know and be able to do as a result of taking the AP course. These objectives outline expectations of student abilities according to the five goal areas (the "five C's") of the *Standards*, and to language usage in support of literary analysis.

The "Five C's" and the Learning Objectives

Communication	Learning Objectives for Interpersonal Communication
	Learning Objectives for Interpretive Communication
	Learning Objectives for Presentational Communication
Cultures, Connections, Comparisons, Communities	Learning Objectives for Cultures, Connections, Comparisons, and Communities
Language Usage in Support of Literary Analysis	Learning Objectives for Language Usage in Support of Literary Analysis

The degree to which student performance meets the learning objectives in each area is articulated in the *achievement level descriptions*, which define how well students at each level perform. Due to the interrelated nature of the "five C's," all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student's ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction throughout the course.

Two categories of learning objectives apply only to the AP course and will not be assessed on the AP Exam: Interpersonal Communication and Communities. Achievement level descriptions are not provided for Communities; however, they are provided for Interpersonal Communication so that teachers may use them as a guide to assess student participation in class discussions.

Interpersonal Communication

Interpersonal Communication is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly. Students in the AP Spanish Literature and Culture course discuss texts and contexts in a variety of interactive oral and written formats in Spanish. Whether in an online discussion group or an in-class debate, students formulate and respond to questions, connect personal observations to those of their classmates and teacher, and state and support their opinions. They also apply a variety of literary and analytical terms in Spanish to the oral and written discussion of texts and contexts.

Learning Objectives for Interpersonal Communication

> ➤ The student discusses texts and contexts in a variety of interactive oral formats in the target language.
>
> ➤ The student discusses texts and contexts in a variety of interactive written formats in the target language.
>
> ➤ The student uses a variety of literary and critical terminology in oral and written discussions of texts in the target language.

Achievement Level Descriptions for Interpersonal Communication

Achievement Level 5

Students at Achievement Level 5 engage fully in oral and written discussions of texts and contexts, connecting personal observations to those of their classmates and providing insightful comments and questions. They formulate and respond appropriately to critical and analytical questions about texts and contexts. In oral and written discussions they are able to interpret and analyze texts and contexts, supporting their opinions with textual evidence.

Achievement Level 4

Students at Achievement Level 4 participate in oral and written discussions on texts and contexts by asking probing or follow-up questions and providing answers that elaborate on main points. They formulate interpretive questions about textual details and respond appropriately, though perhaps not fully, to critical and analytical questions about texts and contexts. Their participation in oral and

written discussions goes beyond providing information about texts; they are able to interpret texts and contexts, and state and support their opinions with some textual details.

Achievement Level 3

Students at Achievement Level 3 participate in oral and written discussions by asking and answering questions about texts and some contexts. They formulate factual questions and respond to interpretive questions about textual details. Their participation in oral and written discussions consists mainly of providing information about texts. While they are able to state their opinions related to texts, they may struggle to support them with textual details.

Achievement Level 2

Students at Achievement Level 2 participate in oral and written discussions by answering direct, factual questions about texts. They are generally not able to sustain discussions by elaborating on main points or providing information about contexts. They may commit errors in using basic literary terms to discuss texts.

Achievement Level 1

Students at Achievement Level 1 participate at a level not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Interpretive Communication

Interpretive communication is characterized by the appropriate cultural interpretation of meanings that occur in written or spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Students in the AP Spanish Literature and Culture course use their interpretive communication skills to demonstrate understanding of both texts and contexts.

Students demonstrate their understanding of texts by analyzing main ideas and supporting details, the relationship between the structure of a text and its content, and the significance of rhetorical figures, points of view, and stylistic features. They also analyze themes and features of artistic representations, audiovisual materials, and audio sources in Spanish that are related to texts.

Students demonstrate their understanding of contexts by explaining how the content of texts relates to issues of politics, economics, religion, gender, social class and ethnicity in both historical and contemporary time frames. They associate language usage found in texts to age, gender, and social class, and associate features of individual texts with broader literary genres, periods, and movements.

Learning Objectives for Interpretive Communication

> ▷ The student reads and comprehends literary and related written texts in the target language.

> ▷ The student listens to and comprehends spoken target language related to literary content.

> ▷ The student analyzes literary and related texts in the target language.

> ▷ The student differentiates between personal and critical reactions in the target language.

> ▷ The student identifies rhetorical figures used in target language texts.

> ▷ The student analyzes the significance of rhetorical figures in target language texts.

> ▷ The student identifies points of view in target language texts.

> ▷ The student analyzes the significance of points of view in target language texts.

> ▷ The student identifies stylistic features of target language texts.

> ▷ The student analyzes the significance of stylistic features of target language texts.

> ▷ The student identifies literary genres, periods, and movements and their characteristics in target language texts.

> ▷ The student relates target language texts to genres, periods and movements.

> ▷ The student identifies sociocultural contexts in target language texts.

> ▷ The student relates target language texts to sociocultural contexts.

> ▷ The student situates textual language and registers within historical, social, and geopolitical contexts.

> ▷ The student relates artistic representations and audiovisual materials, including films and music, to literary course content.

> ▷ The student relates secondary texts to primary texts in support of textual analysis in the target language.

> ▷ The student uses authorized reference tools for interpreting texts in the target language.

Achievement Level Descriptions for Interpretive Communication

Achievement Level 5

Students at Achievement Level 5 demonstrate an understanding of oral and written texts by analyzing main ideas and supporting details, the relationship between the structure of a text and its content, and the effect of word choice, symbolism and imagery in texts. They analyze stylistic features and make distinctions between narrative voices and the author's perspective in order to establish differences in meaning. They explain how the content and stylistic features of texts relate to genres and major cultural movements. They analyze themes and features of artistic representations, audiovisual materials, and spoken target language sources in relation to literary texts. They accurately use a wide variety of relevant literary terms to analyze texts, with very few errors that do not detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 4

Students at Achievement Level 4 demonstrate an understanding of oral and written texts by interpreting main ideas and supporting details, and by explaining the relationship between the structure of a text and its content. They explain how a text's content relates to sociocultural contexts, and how features of texts are characteristic of particular literary periods or movements. They make distinctions between stylistic features and between narrative voices in texts in order to establish differences in meaning. They identify the movement(s) to which a text belongs. They connect themes and features of artistic representations, audiovisual materials, and spoken target language sources to literary texts. They accurately use a variety of relevant literary terms to analyze texts, with occasional errors that generally do not detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 3

Students at Achievement Level 3 demonstrate an understanding of oral and written texts by summarizing main ideas and supporting details, and distinguishing arguments (based on textual examples) from opinions (based on personal beliefs). They connect ideas and themes to characters and describe some stylistic features related to literary content. They identify features of literary periods, movements, and sociocultural contexts related to course content, as well as the use of language registers to reflect social relationships in texts. They identify themes and features of artistic representations, audiovisual materials, and spoken target language sources related to literary texts. Though the identifications and connections they

make are at times too superficial to support textual analysis, students at this level are able to use that information to answer interpretive questions about texts. They accurately use some relevant literary terms to analyze texts, though with more frequent errors that occasionally detract from the quality of their written and oral work (see Literary Terminology section).

Achievement Level 2

Students at Achievement Level 2 demonstrate an understanding of oral and written texts by summarizing and paraphrasing main ideas. They describe basic elements of literary texts such as setting, main characters, and plot. They identify features associated with broad literary genres and examples of formal and informal language used in texts. Students at this level generally do not interpret or analyze texts, but rather describe and summarize them. They use only a limited range of relevant literary terms with accuracy; errors in using terminology are more pervasive and often detract from the quality of their written and oral work.

Achievement Level 1

Students at Achievement Level 1 demonstrate an understanding of oral and written texts that is not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Presentational Communication

Presentational Communication is characterized by the creation of messages in a manner that facilitates interpretation by the audience where no direct opportunity exists for the active negotiation of meaning. Students in the AP Spanish Literature and Culture course create and deliver oral presentations related to course content in a variety of formats in Spanish. They also write analytical compositions in Spanish that are organized around a topic and an explicit statement of purpose (thesis), and have a coherent structure and a cohesive, logical progression of ideas. Students incorporate information from secondary sources related to texts into their oral and written work, and use authorized reference materials and cite them appropriately.

Learning Objectives for Presentational Communication

- ▷ The student organizes information, concepts, and ideas in oral and written presentations in the target language.

- ▷ The student presents information in a descriptive form in the target language.

- ▷ The student writes analytical compositions related to literary texts in the target language.

- ▷ The student creates and delivers oral presentations related to course content in a variety of formats in the target language.

- ▷ The student incorporates information from secondary sources related to texts in oral and written presentations in the target language.

- ▷ The student uses authorized reference materials in oral and written presentations.

- ▷ The student acknowledges sources and cites them appropriately.

Achievement Level Descriptions for Presentational Communication

Achievement Level 5

Students at Achievement Level 5 produce and deliver oral and written presentations that are analytical in nature. Oral and written presentations have an explicit statement of purpose (thesis), a coherent structure, a cohesive and logical progression, and insight into the topic. Students support literary analysis by making interdisciplinary connections or cultural comparisons that demonstrate understanding of contexts. They integrate specific, well-chosen textual examples into their presentations, including references to secondary texts and brief discussions of historical and cultural contexts.

Achievement Level 4

Students at Achievement Level 4 produce and deliver oral and written presentations that are fundamentally analytical in nature; description and narration are present but do not outweigh analysis. Oral and written presentations have an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas. Students support literary analysis by citing and discussing appropriate textual examples. They facilitate comprehension of their oral and written work by using rhetorical markers, transitions, and/or visual materials. At this level, students are

able to refer to selected secondary texts and place texts in their historical and cultural contexts in oral and written presentations.

Achievement Level 3

Students at Achievement Level 3 produce and deliver oral and written presentations that feature conscious efforts to analyze texts; however, these attempts may not be successful. In general, description and narration outweigh analysis. Oral and written presentations have a statement of purpose, evidence of organization (i.e., a stated topic, an introduction and a conclusion), and a logical progression of ideas. Students can elaborate on their main points and support their observations by citing examples, but these examples may not always be clear and relevant.

Achievement Level 2

Students at Achievement Level 2 produce and deliver oral and written presentations that are descriptive or narrative in nature by summarizing or paraphrasing texts. They do not clearly state a purpose or organize presentations around a topic. Oral and written work is supported by describing basic elements of texts. Students at this level present main points and some details about a topic, but mostly produce plot summary and do not support an argument with textual examples.

Achievement Level 1

Students at Achievement Level 1 produce and deliver oral and written presentations that are not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Cultures, Connections, Comparisons, and Communities

The Cultures goal area of the *Standards* focuses on students gaining knowledge and understanding of the relationships between products, practices, and perspectives of the cultures studied. Students in the AP Spanish Literature and Culture course relate texts to products, practices and perspectives found in a variety of media from the target cultures. Cultural *products* may be tangible artifacts created by humans (e.g., a monument, a garment) or they may be intangible results of human work or thought (e.g., an oral tale, a law). Cultural *practices* are patterns of behavior accepted by a society (e.g., rites of passage, child rearing, use of linguistic register, and forms of address in a conversation). Cultural *perspectives* are the underlying beliefs and values of a society. These ideas and attitudes serve as a base from which cultural practices are derived; they also justify the presence of cultural products.

Students analyze the roles of personal assumptions and cultural beliefs in the interpretation of texts. They situate texts within literary and artistic heritages of the target cultures and relate literary movements to cultural contexts. They also analyze how texts reinforce or challenge perceptions of a majority culture.

The Connections goal area of the *Standards* focuses on students reinforcing and furthering their knowledge of other disciplines and their awareness of distinctive viewpoints by acquiring information available in the target language. Students in the AP Spanish Literature and Culture course make interdisciplinary connections to support textual analysis. They relate texts to literary, historical, and cultural contexts, and to contemporary global issues. They use information available in Spanish to support the interpretation of texts and to compare distinctive cultural viewpoints.

The Comparisons goal area of the *Standards* focuses on students developing insight into the nature of language and culture. Students in the AP Spanish Literature and Culture course compare textual language and literary features of target language texts produced in different historical, social, and geopolitical contexts. They compare representations of key events produced through a variety of cultural perspectives. They also compare cultural products, practices, and perspectives found in texts to their own cultures.

The Communities goal area of the *Standards* focuses on students participating in multilingual communities at home and around the world. Students in the AP Spanish Literature and Culture course deepen and reinforce their understanding of literary texts through activities in the target language within and beyond the classroom setting. They also share their knowledge of literature and culture with communities beyond the classroom setting.

Learning Objectives for Cultures, Connections, Comparisons, and Communities

> The student analyzes the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts.

> The student relates texts to products and perspectives found in a variety of media from the target cultures.

> The student analyzes the relationships between practices and perspectives of target cultures as manifested in target language texts.

> The student relates texts to practices and perspectives found in a variety of media from the target cultures.

> The student analyzes the role of personal assumptions and cultural beliefs in the interpretation of target language texts.

> The student situates texts within literary and artistic heritages of the target cultures.

> The student relates literary movements to cultural contexts.

> The student analyzes how texts reinforce or challenge perceptions of a majority culture.

> The student relates texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language.

> The student makes interdisciplinary connections to support analysis of literary and related texts.

> The student relates texts to contemporary global issues using the target language.

> The student uses information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints.

> The student compares literary features of target language texts to those of other texts.

> The student compares textual language and registers in target language texts produced in different historical, social, and geopolitical contexts.

> The student compares cultural products, practices, or perspectives portrayed in texts to his or her own.

> The student compares representations of key events produced through a variety of cultural perspectives.

> The student deepens and reinforces understanding of literary texts through activities in the target language within and beyond the classroom setting.

> The student shares knowledge of literature and culture with communities beyond the classroom setting.

Achievement Level Descriptions for Cultures, Connections, and Comparisons

Achievement Level 5

Students at Achievement Level 5 analyze how cultural beliefs and attitudes affect textual interpretation. They explain the role of cultural stereotypes in texts, and how behavior and attitudes present in texts reflect sociocultural contexts. They explain how literary movements reflect cultural change. They make connections between primary and secondary texts and apply information from other disciplines to support textual analysis. They analyze the functions of structural features and the effects of rhetorical features in texts related by period, genre or theme. They analyze representations of key events in different texts and how representations of cultural products, practices, and perspectives in literary texts compare to their own culture.

Achievement Level 4

Students at Achievement Level 4 explain how personal beliefs and attitudes affect textual interpretation. They connect literary movements to cultural perspectives and can describe cultural products and practices that relate to cultural perspectives present in texts. They explain the relationship between themes found in texts and contemporary or global issues in order to enhance understanding of the texts. They apply information from other disciplines to the analysis of texts. They connect textual information to sociocultural contexts, and linguistic changes to historical and geopolitical contexts. They compare representations of key events in different texts and compare distinct points of view from target texts and cultures to points of view from their own culture.

Achievement Level 3

Students at Achievement Level 3 identify cultural practices and perspectives found in oral and written texts, songs, visuals, or other artifacts. They apply information from other disciplines to aid their comprehension of texts. They identify themes found in target texts that are relevant to contemporary society. They identify structural and rhetorical features in texts of the same period or genre, as well as linguistic features representative of the time and place in which texts were written.

Achievement Level 2

Students at Achievement Level 2 identify cultural products in oral and written texts, and songs, visuals, or other artifacts. They identify some cultural practices found in written texts or visuals. They identify information from other disciplines that relates to course content, as well as main themes or events found in different texts, but they generally do

not apply that information to the interpretation of texts or to making interdisciplinary connections and cultural comparisons

Achievement Level 1

Students at Achievement Level 1 demonstrate an understanding of cultural and interdisciplinary information in texts at a level not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Language Usage in Support of Literary Analysis

The AP Spanish Literature and Culture course does not represent an endpoint of students' study of the Spanish language. On the contrary, course work in literary analysis reinforces the continued emphasis on developing proficiency across the full range of language skills, with special attention to critical reading and analytical writing. Students learn and use a variety of vocabulary appropriate to literary analysis, and they continue to develop a sophisticated array of grammatical and syntactic structures. They produce comprehensible oral and written presentations that show attention to pronunciation and pace, as well as standard writing conventions of the Spanish language.

Learning Objectives for Language Usage in Support of Literary Analysis

> ▷ The student uses a variety of vocabulary appropriate to literary analysis.
>
> ▷ The student uses a variety of grammatical and syntactic structures.
>
> ▷ The student produces comprehensible written work by observing writing conventions of the target language.
>
> ▷ The student uses pronunciation that is comprehensible to the audience in oral communications.
>
> ▷ The student self-monitors and adjusts language production in oral and written communications.

Achievement Level Descriptions for Language Usage in Support of Literary Analysis

Achievement Level 5

Students at Achievement Level 5 use language that is varied and appropriate to the text(s) being analyzed. They use language that presents main ideas and supporting details, and communicates some nuances of meaning. Students at this level demonstrate very good control of grammatical and syntactic structures. Their use of verb tenses and moods is generally accurate, word order and formation are accurate, and their use of cohesive devices or transitional elements is appropriate to guide the reader's understanding. Students at this level are accurate in their spelling, placement of accents, punctuation and paragraphing, with only sporadic errors. They show grouping and progression of ideas through paragraphing.

Achievement Level 4

Students at Achievement Level 4 use language that is appropriate to the text(s) being analyzed. They use language that presents main ideas and supporting details. Students at this level demonstrate good control of grammatical and syntactic structures; occasional errors in the use of verb tenses and moods do not detract from understanding, and word order and formation are mostly accurate. Students at this level are generally accurate in their spelling, placement of accents, punctuation and paragraphing. They may commit patterned errors, but these are infrequent and do not detract from the reader's understanding. They show grouping and progression of ideas through paragraphing.

Achievement Level 3

Students at Achievement Level 3 use language that is appropriate to the text(s) being analyzed, but their vocabulary may be limited to presenting main ideas. Students at this level demonstrate adequate control of grammatical and syntactic structures; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding, and word order and formation are generally accurate. Students at this level are sometimes accurate in their spelling, accents, punctuation, and paragraphing. They commit patterned errors that may become frequent but do not detract from the reader's overall understanding. They show grouping of ideas through paragraphing.

Achievement Level 2

Students at Achievement Level 2 use language that at times is inapplicable to the text(s) being analyzed, and that forces the reader to supply inferences. Students at this level demonstrate inadequate control of grammatical and syntactic structures; errors in verb forms, word order and formation are frequent and serious enough to impede comprehension at times. Students at this level are generally inaccurate in their spelling, placement of accents, punctuation, and paragraphing. They commit numerous errors that impede comprehension at times, and they do not show grouping of ideas through paragraphing.

Achievement Level 1

Students at Achievement Level 1 use language in a manner not consistent with the criteria outlined for Level 2, or produce no measurable performance at all (i.e., off-task).

Required Reading List

The required reading list for the course has been reduced to 38 titles in order to promote depth of student understanding and contextual knowledge. In revising the reading list, it was considered highly desirable to retain as many works as possible from the existing AP Spanish Literature required reading list while keeping the overall length manageable so that teachers would not feel that their efforts to prepare the current course had been wasted, or feel overtaxed in having so many new texts to prepare. Thus, in total this required reading list has been reduced by more than 30 percent, with just 15 percent of the titles being new additions.

Study of the AP Spanish Literature and Culture curriculum requires that only unabridged, full text, Spanish language versions of the required readings be used.

The new works and chapter additions are in **boldface**.

Isabel Allende, "Dos palabras"

Anónimo, "Romance de la pérdida de Alhama"

Anónimo, *Lazarillo de Tormes* (**Prólogo**; Tratados 1, 2, 3, 7)

Gustavo Adolfo Bécquer, Rima LIII ("Volverán las oscuras golondrinas")

Jorge Luis Borges, "Borges y yo"

Jorge Luis Borges, "El Sur"

Julia de Burgos, "A Julia de Burgos"

Miguel de Cervantes, *Don Quijote* (Primera parte, capítulos 1–5, 8 y 9; **Segunda parte, capítulo 74**)

Julio Cortázar, "La noche boca arriba"

Hernán Cortés, "Segunda carta de relación" (selecciones)

Sor Juana Inés de la Cruz, "Hombres necios que acusáis"

Rubén Darío, "A Roosevelt"

Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava")

Osvaldo Dragún, *El hombre que se convirtió en perro*

Carlos Fuentes, "Chac Mool"

Federico García Lorca, *La casa de Bernarda Alba*

Federico García Lorca, "Prendimiento de Antoñito el Camborio en el camino de Sevilla"

Gabriel García Márquez, "El ahogado más hermoso del mundo"

Gabriel García Márquez, "La siesta del martes"

Garcilaso de la Vega, Soneto XXIII ("En tanto que de rosa y azucena")

Luis de Góngora, Soneto CLXVI ("Mientras por competir con tu cabello")

Nicolás Guillén, "Balada de los dos abuelos"

José María Heredia, "En una tempestad"

Miguel León-Portilla, *Visión de los vencidos* (dos secciones: "Los presagios, según los informantes de Sahagún" y "Se ha perdido el pueblo mexica")

Antonio Machado, "He andado muchos caminos"

José Martí, "Nuestra América"

Rosa Montero, "Como la vida misma"

Nancy Morejón, "Mujer negra"

Pablo Neruda, "Walking around"

Emilia Pardo Bazán, "Las medias rojas"

Francisco de Quevedo, Salmo XVII ("Miré los muros de la patria mía")

Horacio Quiroga, "El hijo"

Tomás Rivera, … *y no se lo tragó la tierra* (dos capítulos: "…y no se lo tragó la tierra" y "La noche buena")

Juan Rulfo, "No oyes ladrar los perros"

Alfonsina Storni, "Peso ancestral"

Tirso de Molina, *El burlador de Sevilla y convidado de piedra*

Sabine Ulibarrí, "Mi caballo mago"

Miguel de Unamuno, *San Manuel Bueno, mártir*

Literary Terminology

This section of the curriculum framework is designed to show the range of literary terms used in the course. The lists provided contain a representative selection of terms that are used both in AP classes at the secondary level, and in college and university courses in Introduction to Literary Analysis and surveys of Peninsular and Latin American literatures. The list is neither prescriptive nor exhaustive; teachers are welcome to supplement the list as they wish for their own classroom instruction. Rather, the list is intended to set a baseline expectation with regard to the terms that students should learn and apply to their study of the texts on the required reading list.

Three groups of literary terms represent a general progression in ability to interpret and analyze literary texts. Within each group of terms, six categories are outlined: (1) general terms, (2) terms that relate to narrative genres, (3) terms that relate to poetic genres, (4) terms that relate to dramatic genres, (5) rhetorical figures, and (6) literary historical terms.

Throughout the AP course, students at Achievement Level 5 would accurately use a wide variety of these literary terms, as relevant to the texts being analyzed, though with occasional errors. However, those errors would not detract from the quality of their work, and it is not expected that students would memorize and use without error every term on the list in order to demonstrate performance at Achievement Level 5. Similarly, students at Achievement Level 4 would accurately use a variety of these terms, perhaps with a few more errors, but again those errors generally would not detract from the quality of their oral or written work in the AP course. Students at Achievement Level 3 would accurately use some of these terms in their work; errors would be more frequent and occasionally would detract from the quality of the work. Students at Achievement Levels 2 and 1 would use only a limited range of terms with accuracy; errors would be more pervasive and more often than not would detract from the quality of their work.

Progression of Literary Terms (from basic to advanced)

General: género: narrativa, poesía, drama, ensayo; ambiente, argumento, ficción, figura retórica, héroe, imagen, lector, personaje, protagonista, público, suspenso, tema

Narrativa: autor, narrador; cuento, novela; prosa

Poesía: poema, poeta, voz poética; verso, estrofa; ritmo, métrica: rima consonante, rima asonante

Drama: acto, escena, escenario; comedia, tragedia; diálogo, monólogo; teatro

Figuras retóricas: metáfora, símil; aliteración, hipérbole, onomatopeya, personificación

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General: ambigüedad, analogía, antagonista, antihéroe, arquetipo, atmósfera, *carpe diem*, desenlace, fábula, *in medias res*, ironía, *memento mori*, símbolo, tono, trama

Narrativa: crónica, *flashback*, fluir de conciencia, narrador omnisciente, narrador limitado o narrativa en primera persona, prefiguración, punto de vista o perspectiva

Poesía: heptasílabo, octosílabo, endecasílabo, alejandrino; arte menor, arte mayor; encabalgamiento, estribillo, lírica, poema épico, redondilla, romance, sinalefa, soneto, verso agudo, verso esdrújulo, verso llano

Drama: acción dramática: exposición, nudo o clímax, desenlace; acotaciones, aparte, comedia del Siglo de Oro, dramaturgo, teatro del absurdo

Figuras retóricas: anáfora, antítesis, apóstrofe, circunlocución o perífrasis, elipsis, enumeración, eufemismo, gradación, hipérbaton

Historia literaria: Barroco, Boom, colonial, Edad Media (medieval), Generación del 98, libro de caballerías, modernismo, naturalismo, novela picaresca, pícaro, realismo, realismo mágico, Renacimiento, romanticismo, Siglo de Oro

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General: alegoría, apología, caricatura, cromatismo o simbolismo cromático, desdoblamiento, leitmotivo, meta- (e.g., metaficción, metateatro), parodia, sátira

Narrativa: narrativa epistolar, narrador fidedigno, narrador no fidedigno, narrador testigo, narratario, parábola

Poesía: diéresis, hiato, sinéresis; verso blanco o suelto, verso libre; cesura, hemistiquio; polifonía, polimetría; silva

Drama: anagnórisis, catarsis, falla trágica, ironía dramática, pathos, tres unidades

Figuras retóricas: asíndeton, cacofonía, epíteto, metonimia, paradoja, polisíndeton, sinécdoque, sinestesia, retruécano
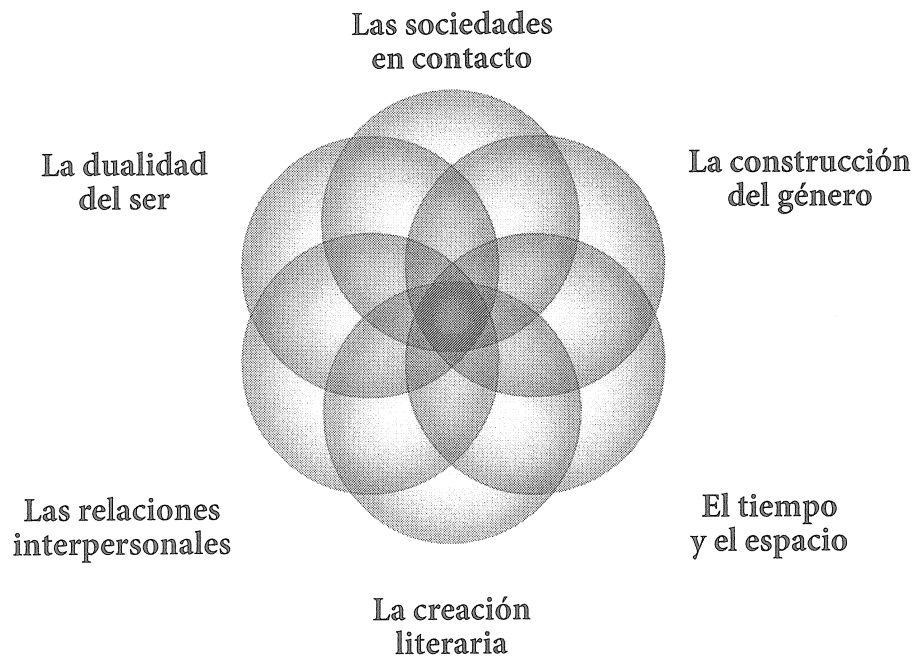
Historia literaria: conceptismo, culteranismo, costumbrismo, existencialismo, neoclasicismo, postmodernismo, surrealismo, vanguardia

Course Themes

Incorporating themes into the design of the AP Spanish Literature and Culture course makes the literature of both distant and nearby places, and of the past and present, relevant to the interests and experiences of students taking their first literature course. Themes provide a meaningful basis for making contextual connections among works of different genres, periods and movements, and allow for interdisciplinary teaching methods through the introduction of theories from different subject areas. In addition, themes facilitate the incorporation of other art forms such as painting, photography, cinema, and music into the teaching of literature. And, perhaps most important, the use of themes in instructional design stimulates students to appreciate the potential of literature to comment on and enlighten their own life experiences, thus increasing their interest not only in reading but also in writing and speaking about literature in the target language.

The AP Spanish Literature and Culture course features six themes. Teachers who organize their current AP course syllabi by genres or by chronology are encouraged to see the themes as opportunities to make connections between works, rather than a mandate to teach the works on the required reading list strictly in thematic units.

Temas del curso

Las sociedades
en contacto

La dualidad
del ser

La construcción
del género

Las relaciones
interpersonales

El tiempo
y el espacio

La creación
literaria

Organizing Concepts and Essential Questions

Each theme is supplemented by a number of *organizing concepts* for making contextual connections among works on the required reading list. The organizing concepts are not intended to be prescriptive or required; they merely serve as suggestions for working with the themes and the required readings.

One way to design instruction with themes is to identify *essential questions* to motivate learners and guide classroom investigations, learning activities and assessments. Essential questions are designed to spark curiosity and encourage students to consider how the content of the course relates to larger questions and issues in the study of literature and the humanities in general. Essential questions allow students to investigate and express different views on issues, make connections to other disciplines, and compare products, practices, and perspectives of target cultures to their own.

Here are the essential questions that apply to the AP Spanish Literature and Culture course as a whole:

> ➤ ¿Cómo revelan las obras literarias las perspectivas y costumbres de una cultura en un período determinado?
>
> ➤ ¿De qué manera afecta el contexto literario, histórico, sociocultural y geopolítico la creación de las obras literarias de determinada época?
>
> ➤ ¿Qué preguntas y dilemas presentes en obras literarias de diferentes autores y en diferentes épocas y culturas, son relevantes aún en la actualidad?
>
> ➤ ¿Qué contribuye el estudio de la literatura escrita en español al estudio del idioma?
>
> ➤ ¿Qué preguntas plantea la literatura acerca de la literatura misma y las demás artes?

Integrating Themes, Organizing Concepts, Essential Questions, and Required Readings

In order to promote an integrated approach to exploring the themes, lists of organizing concepts, essential questions, and sample groupings of works from the required reading list are provided below for each of the six course themes.

Teachers are especially encouraged to consider the interrelatedness of the themes, which, with the reduction of the required reading list, will present opportunities to study texts more than once in the AP course, bringing out different thematic connections and contexts for analysis each time. For example, one can work with Julia de Burgos' poem "A Julia de Burgos" to address the theme of **La construcción del género** and then take it up again to consider theme of **La dualidad del ser** — perhaps in relation to Borges' "Borges y yo." García Márquez's "La siesta del martes" can be read with attention to **Las sociedades en contacto** or **Las relaciones interpersonales.** Cortázar's "La noche boca arriba" can be studied in a unit on **El tiempo y el espacio**, and then again in relation to **La dualidad del ser.** And so it is with many of the required readings: the themes, organizing concepts, and essential questions afford teachers considerable flexibility to combine readings and design instructional units in ways that suit their interests and the needs of their students.

Theme: *Las sociedades en contacto*

Organizing Concepts:

- La asimilación y la marginación

- La diversidad

- Las divisiones socioeconómicas

- El imperialismo

- El nacionalismo y el regionalismo

Essential Questions:

- ¿De qué manera las perspectivas de una cultura afectan la representación de eventos históricos?

- ¿Cómo los miembros de una minoría cultural se resisten (o se asimilan) a las costumbres y las perspectivas de la mayoría dominante?

- ¿Cómo se representan en obras literarias de distintos períodos y diversas culturas las relaciones entre grupos socioculturales (clases sociales, grupos étnicos, etc.)?

Sample Groupings of Required Readings:

- Anónimo, *Lazarillo de Tormes*; Dragún, *El hombre que se convirtió en perro* (Las divisiones socioeconómicas)

- Cortés, "Segunda carta de relación"; León-Portilla, *Visión de los vencidos*; Martí, "Nuestra América"; Darío, "A Roosevelt" (El imperialismo)

Theme: *La construcción del género*

Organizing Concepts:

- El machismo
- Las relaciones sociales El sistema patriarcal
- La sexualidad
- La tradición y la ruptura

Essential Questions:

- ¿Cómo revela la literatura los cambios en la percepción de los géneros masculino y femenino?
- ¿De qué manera han servido los factores socioculturales como instrumentos de cambios (o no) en la representación de los géneros?
- ¿Cómo ha cambiado la representación de lo femenino (voces femeninas, personajes femeninos) a lo largo de la historia de la literatura?

Sample Groupings of Required Readings:

- Pardo Bazán, "Las medias rojas"; Burgos, "A Julia de Burgos"; Morejón, "Mujer negra"; Allende, "Dos palabras" (La tradición y la ruptura)
- Sor Juana, "Hombres necios que acusáis"; Storni, "Peso ancestral" (El sistema patriarcal)

Theme: *El tiempo y el espacio*

Organizing Concepts:

- El *carpe diem* y el *memento mori*
- El individuo en su entorno
- La naturaleza y el ambiente
- La relación entre el tiempo y el espacio
- El tiempo lineal y el tiempo circular

- La trayectoria y la transformación

Essential Questions:

- ¿Cómo presentan las literaturas de distintas culturas los conceptos del tiempo y el espacio?

- ¿De qué manera los autores se valen del tiempo y el espacio para construir una variedad de estados de ánimos o sentimientos (p. ej. la desorientación, la nostalgia, el remordimiento)?

- ¿Cómo se relacionan la representación del espacio y el manejo del tiempo en una obra literaria?

Sample Groupings of Required Readings:

- Quevedo, "Miré los muros de la patria mía"; Machado, "He andado muchos caminos"; Neruda, "Walking around" (El individuo en su entorno)

- Garcilaso, Soneto XXIII ("En tanto que de rosa y azucena"); Góngora, Soneto CLXVI ("Mientras por competir con tu cabello"); Bécquer, Rima LIII ("Volverán las oscuras golondrinas") (El *carpe diem* y el *memento mori*; La trayectoria y la transformación)

Theme: *Las relaciones interpersonales*

Organizing Concepts:

- La amistad y la hostilidad

- El amor y el desprecio

- La comunicación o falta de comunicación

- El individuo y la comunidad

- Las relaciones de poder

- Las relaciones familiares

Essential Questions:

- ¿De qué manera se transforma el/la protagonista de una obra a consecuencia de sus relaciones con otros personajes?

- ¿De qué manera los individuos contribuyen o perjudican al bienestar de la familia o la comunidad?

- ¿Cómo influye el contexto sociocultural en el desarrollo de las relaciones interpersonales?

Sample Groupings of Required Readings:

- Quiroga, "El hijo"; Rulfo, "No oyes ladrar los perros" (Las relaciones familiares)

- García Lorca, *La casa de Bernarda Alba*; Rivera, ... *y no se lo tragó la tierra* (Las relaciones de poder; La comunicación o la falta de comunicación)

Theme: *La dualidad del ser*

Organizing Concepts:

- La construcción de la realidad

- La espiritualidad y la religión

- La imagen pública y la imagen privada

- La introspección

- El ser y la creación literaria

Essential Questions:

- ¿Qué preguntas plantea la literatura acerca de la realidad y la fantasía?

- ¿Cómo influye el contexto sociocultural o histórico en la expresión de la identidad?

- ¿Cuál es el significado de la vida (para un personaje, para un autor) y cómo se relaciona esto con las creencias o ideas en cuanto a la muerte?

Sample Groupings of Required Readings:

- Borges, "Borges y yo"; Unamuno, *San Manuel Bueno, mártir* (La imagen pública y la imagen privada)

- Cervantes, *Don Quijote*; Cortázar, "La noche boca arriba"; García Márquez, "El ahogado más hermoso del mundo" (La construcción de la realidad)

Theme: *La creación literaria*

Organizing Concepts:

- La intertextualidad

- La literatura autoconsciente

- El proceso creativo

- El texto y sus contextos

Essential Questions:

- ¿Qué factores motivan a los escritores a crear sus obras literarias?

- ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?

- ¿Cómo influye en la experiencia de los lectores la presencia de la literatura misma como tema de una obra literaria?

Sample Groupings of Required Readings:

- Don Juan Manuel, *Conde Lucanor*, Exemplo XXXV ("De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava"); Anónimo, *Lazarillo de Tormes* (La literatura autoconsciente)

- Borges, "Borges y yo"; Cervantes, *Don Quijote* (El proceso creativo)

Glossary of Key Terms

The following definitions are offered in order to facilitate understanding of key concepts in the curriculum framework.

Achievement level descriptions: The *achievement level descriptions* provide detailed explanations of student performance at AP score points 5, 4, 3, 2 and 1. AP teachers can use this information to develop better insight into individual student performance and make appropriate adjustments to curriculum and instruction.

Analytical compositions: Students in the AP course write *analytical compositions* related to course content (e.g., textual analyses, brief research reports) that have an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression. In these written presentations, students elaborate on their main points and support their arguments by citing and discussing specific, well-chosen textual examples. In order to write analytical compositions, students must go beyond summarizing what a text says; rather, they are to explain the significance of specific features of the text and the significance of the historical and cultural contexts in which the text was written.

Communities: The communities goal area of the *Standards for Foreign Language Learning in the 21st Century* focuses on students participating in multilingual communities at home and around the world. Students deepen and reinforce their understanding of literary texts through activities in the target language within and beyond the classroom setting. They share their knowledge of literature and culture with communities beyond the classroom setting.

Comparisons: The *comparisons* goal area of the *Standards* focuses on students developing insight into the nature of language and culture. Students compare linguistic and literary features of texts produced in different historical, social, and geopolitical contexts. They compare representations of key events produced through a variety of cultural perspectives. They also compare cultural products, practices, and perspectives found in texts to their own cultures.

Connections: The *connections* goal area of the *Standards* focuses on students reinforcing and furthering their knowledge of other disciplines and awareness of distinctive viewpoints by acquiring information available in the target language. Students make interdisciplinary connections between literature and history, literature and the arts, or literature and politics in order to support textual analysis. They use information available in Spanish to support the interpretation of texts and to compare distinctive cultural viewpoints.

Context: A *context* of a literary work or historical event is a set of circumstances or facts surrounding it that influences its meaning or effect. Students demonstrate their understanding of contexts by explaining how texts relate to issues of politics, economics, religion, gender, social class, and ethnicity (to name a few possibilities) in both historical and contemporary time frames.

Critical reading: Students in the AP course read a literary text not just to comprehend what it says but also to understand how the text portrays its subject matter, and to consider how that portrayal can lead to a particular interpretation of the text. Goals of *critical reading* in the AP course (e.g., understanding the purpose of a text, recognizing bias, understanding the effects of rhetorical figures, and stylistic elements in conveying a message) are accomplished by sustained efforts to develop students' abilities to make inferences based on textual evidence.

Cultures: The *cultures* goal area of the *Standards* focuses on students gaining knowledge and understanding of the relationships between products, practices, and perspectives of the cultures studied. Students relate texts to products, practices and perspectives found in a variety of media from the target cultures. They situate texts within literary and artistic heritages of the target cultures and relate literary movements to cultural contexts. They also analyze how texts reinforce or challenge perceptions of a majority culture.

> **Products:** Cultural *products* may be tangible artifacts created by humans (e.g., a monument, a garment) or they may be intangible results of human work or thought (e.g., an oral tale, a law). Products reflect the beliefs and values (*perspectives*) of a culture.

> **Practices:** Cultural *practices* are patterns of behavior accepted by a society (e.g., rites of passage, child rearing, use of linguistic register and forms of address in a conversation). They represent the knowledge of "what to do, when, and where" in a society.

> **Perspectives:** Cultural *perspectives* are the underlying beliefs and values of a society. These ideas and attitudes serve as a base from which cultural practices are derived; they also justify the presence of cultural products.

> Example: The beliefs and values of a culture concerning interpretations of death (*perspectives*) influence how members of that culture mourn the loss of a loved one (*practices*) and the artifacts (e.g., an obituary) that are created to mark the passing or commemorate the life of that person (*products*).

Essential questions: One way to approach instructional design with course themes is to identify *essential questions* that guide classroom investigations, learning activities and performance assessments. Essential questions allow students to investigate and express different views on issues, make connections to other disciplines, and compare products, practices, and perspectives of target cultures to their own. In this document, essential questions are provided for the course as a whole (e.g., "¿Qué preguntas y dilemas presentes en obras literarias de diferentes autores y en diferentes épocas y culturas, son relevantes aún en la actualidad?") and for each of the course themes (e.g., "¿Cómo revela la literatura los cambios en la percepción de los géneros masculino y femenino?" for the theme **La construcción del género**). AP teachers are welcome to use the essential questions presented in this document, and they may design their own as well.

Interpersonal communication: Communication in the *interpersonal* mode is characterized by active negotiation of meaning among individuals. Students develop their Interpersonal Communication skills by discussing texts and contexts in a variety of interactive oral formats (e.g. in-class discussions, debates) and interactive written formats (online discussion boards and blogs, emails to classmates and the instructor) in Spanish.

Interpretive communication: Communication in the *interpretive* mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Students use their Interpretive Communication skills to demonstrate understanding of texts (by analyzing themes, main ideas and supporting details, structural and stylistic features) and contexts (by relating the content of texts to issues of politics, economics, religion, gender, social class, and ethnicity, and by associating features of texts with broader genres, periods, or movements).

Learning objective: A *learning objective* is a specific statement about what students should know and be able to do as a result of taking the AP course. "The student" is the subject of each objective, e.g., "The student analyzes the significance of rhetorical figures in target language texts," "The student relates target language texts to sociocultural contexts."

Organizing concepts: Each of the course themes is supplemented by approximately a half-dozen recommended *organizing concepts* for addressing the theme and grouping literary works into thematic units. The organizing concepts can be thought of as "sub-themes" that provide different approaches to a course theme. For example, in order to address the course theme **Las sociedades en contacto**, an AP teacher may choose one or more of the organizing concepts to build a thematic unit: "La asimilación y la marginación," "La diversidad," "Las divisiones socioeconómicas," "El imperialismo," "El nacionalismo y el regionalismo."

The organizing concepts are not intended as prescriptive or required; they merely serve as suggestions for working with the course themes and the required readings.

Personal and critical reactions. As students develop their critical thinking skills in the course, they become more able to distinguish between *personal reactions* based on their own attitudes and beliefs, and *critical reactions* expressed in arguments and justified with textual evidence. A key objective of the course is to develop the students' own abilities to create and present evidence-based arguments about texts and contexts.

Presentational communication. Communication in the *presentational* mode is characterized by the creation of messages in a manner that facilitates interpretation by the audience where no direct opportunity for the active negotiation of meaning exists. Students create and deliver oral presentations that are related to course content in a variety of formats in Spanish. They also write analytical compositions in Spanish that are organized around a topic and an explicit statement of purpose (thesis), and have a coherent structure, and a cohesive, logical progression of ideas.