West Windsor-Plainsboro Regional School District
AP Spanish Literature and Culture Curriculum

Unit 1: Las relaciones interpersonales
Interpersonal Relationships

Content Area: World Language	
Course & Grade Level: AP Spanish Literature, 9-12	

Summary and Rationale
How do society, culture, and history define literature?

Recommended Pacing
30 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard: Presentational Mode of Communication

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CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Craft and Structure	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.

New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
Standard: Global and Cultural Awareness	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving

New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience

Interdisciplinary Standards (Social Studies)	
CPI #	**Cumulative Progress Indicator (CPI)**
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
Instructional Focus	

Unit Enduring Understandings

- Relationships affect how one's identity is formed or transformed.

Unit Essential Questions

- How are individuals transformed through their relationships with others?

Objectives

Students will know how to:

- Recognize cognates when reading authentic materials
- Use transitional words to communicate effectively in their writing
- Identify nationalities of the various authors
- Recognize literary movements such as: the Golden Age, Romanticism, and Modernism
- Recognize literary genres such as: poetry, theater, and short stories
- Use literary terminology in their analysis such as: metaphors, hyperboles, irony, and assonance
- Use basic themes to compare and contrast works

Students will be able to:

- Describe background information about authors, including: nationality and literary movement
- Critically analyze the form and content of the literary works, using the terms and tools needed to engage in literary analysis
- Recognize the relevance of the human experience – universal themes as reflected in literature (focusing on love and passion)
- Expand their knowledge of the cultural values, traditions, achievements, and history of the Spanish speaking people and point out the sociocultural intersections between the works
- Discuss texts and contexts in a variety of interactive oral formats in the target language
- Discuss texts and contexts in a variety of interactive written formats in the target language
- Use a variety of literary and critical terminology in oral and written discussions of texts in the target language
- Read and comprehend literary and related written texts in the target language
- Listen to and comprehend spoken target language related to literary content
- Analyze literary and related texts in the target language
- Differentiate between personal and critical reactions in the target language
- Identify rhetorical figures used in target language texts
- Analyze the significance of rhetorical figures in target language texts
- Identify points of view in target language texts
- Analyze the significance of points of view in target language texts
- Identify stylistic features of target language texts
- Analyze the significance of stylistic features of target language texts
- Identify literary genres, periods, and movements and their characteristics in target language texts
- Relate target language texts to genres, periods and movements
- Identify sociocultural contexts in target language texts
- Relate target language texts to sociocultural contexts
- Situate textual language and registers within historical, social, and geopolitical contexts

- Relate artistic representations and audiovisual materials, including films and music, to literary course content
- Relate secondary texts to primary texts in support of textual analysis in the target language
- Use authorized reference tools for interpreting texts in the target language
- Organize information, concepts, and ideas in oral and written presentations in the target language
- Present information in a descriptive form in the target language
- Write analytical compositions related to literary texts in the target language
- Create and deliver oral presentations related to course content in a variety of formats in the target language
- Incorporate information from secondary sources related to texts in oral and written presentations in the target language
- Use authorized reference materials in oral and written presentations
- Acknowledge sources and cite them appropriately
- Analyze the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts
- Relate texts to products and perspectives found in a variety of media from the target cultures
- Analyze the relationships between practices and perspectives of target cultures as manifested in target language texts
- Relate texts to practices and perspectives found in a variety of media from the target cultures
- Analyze the role of personal assumptions and cultural beliefs in the interpretation of target language texts
- Situate texts within literary and artistic heritages of the target cultures
- Relate literary movements to cultural contexts
- Analyze how texts reinforce or challenge perceptions of a majority culture
- Relate texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language
- Make interdisciplinary connections to support analysis of literary and related texts
- Relate texts to contemporary global issues using the target language
- Use information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints
- Compare literary features of target language texts to those of other texts
- Compare textual language and registers in target language texts produced in different historical, social, and geopolitical contexts
- Compare cultural products, practices, or perspectives portrayed in texts to his or her own
- Compare representations of key events produced through a variety of cultural perspectives
- Deepen and reinforce understanding of literary texts through activities in the target language within and beyond the classroom setting
- Share knowledge of literature and culture with communities beyond the classroom setting
- Use a variety of vocabulary appropriate to literary analysis
- Use a variety of grammatical and syntactic structures
- Produce comprehensible written work by observing writing conventions of the target language
- Use pronunciation that is comprehensible to the audience in oral communications
- Self-monitor and adjust language production in oral and written communications

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

Resources

Core Resource:
https://apclassroom.collegeboard.org/

Core Text:
Abriendo puertas McDougal Littell, Inc. 2012

Required Readings:
Allende, Isabel, "Dos Palabras" 1989
Bécquer, Gustavo Adolfo, Rima LIII "Volverán las oscuras golondrinas" 1871
García Lorca, Federico, *La Casa de Bernarda Alba* 1936
García Márquez, Gabriel, "La siesta del martes" 1962
Montero, Rosa, "Como la vida misma" 1982
Pardo Bazán, Emilia, "Las Medias Rojas" 1914
Quiroga, Horacio "El Hijo" 1928
Rulfo, Juan, "No oyes ladrar los perros" 1953
Ulibarrí, Sabine, "Mi caballo mago" 1964

Suggested Resources:
Azulejo, Wayside publishing, 2012
Reflexiones: Introducción a la literatura hispánica, Pearson, 2013
Momentos cumbres de las literaturas hispánicas, Pearson Prentice Hall, 2004
AP Spanish Literature and Culture: Workshop Handbook and Resources 2012-2013, College Board, 2012
"Pasajera" (http://www.youtube.com/watch?v=ZAn-wAAWOq8) 8 minute "cortometraje" (Colección de cortometrajes mexicanos más que un instante, Volumen 1, Conaculta / IMCINE)
1987 Spanish film *La Casa de Bernarda Alba*, directed by Mario Camus
Short video on Lorca: http://ensenaconexito.blogspot.com/p/ap-spanish-literature-audio-sources.html
2005 song "Malo" by Spanish artist Bebe
"Volverán las oscuras golondrinas" Alberto Cortéz (Argentina) from *Mis mejores canciones: 17 súper éxitos* (1993)
Video on Rulfo (listening activity): http://ensenaconexito.blogspot.com/p/ap-spanish-literature-audiosources.html

Unit 2: La construcción del género
The Construction of Gender

Content Area: World Language
Course & Grade Level: AP Spanish Literature, 9-12

Summary and Rationale
How do society, culture, and history define literature?

Recommended Pacing
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Instructional Focus

Unit Enduring Understandings
- Historical and socio-cultural factors play a part in determining gender roles.

Unit Essential Questions
- How have historical and socio-cultural factors influenced gender roles?

Objectives

Students will know how to:
- Recognize cognates when reading authentic materials
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- Identify nationalities of the various authors
- Recognize literary movements such as: the Golden Age, Romanticism, and Modernism
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Evidence of Learning

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Resources

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Cruz, Sor Juana Inés de la, "Hombres necios que acusáis" fines del siglo XVII
Manuel, Don Juan, "De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava," El Conde Lucanor siglo XIV
Morejón, Nancy "Mujer negra" 1944
Storni, Alfonsina, "Peso ancestral" 1919
Tirso de Molina, *El burlador de Sevilla y convidado de piedra* 1630

Suggested Resources:
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Act I of Rosario Castellano's play *El eterno femenino*
Pedro Fernández "Dicen que los hombres no deben llorar"
Don Juan's character in world literature, music, etc: Molière's play Don Juan ou le Festin de Pierre (1665)
Byron's epic poem "Don Juan" (1821)
José de Espronceda's poem "El estudiante de Salamanca" (1840)
José Zorrilla's play *Don Juan Tenorio* (1844)
Don Giovanni, the opera composed by Wolfgang Amadeus Mozart (1787)

Unit 3: Las sociedades en contacto
Societies in Contact

Content Area: World Language

Course & Grade Level: AP Spanish Literature, 9-12

Summary and Rationale

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Recommended Pacing

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Instructional Focus

Unit Enduring Understandings
- The relationship between different socio-cultural groups is reflected in the literature of each time period.

Unit Essential Questions
- How does literature represent the relationships between the socio-cultural groups (e.g. social classes, ethnic groups, social groups, groups possessing distinct political rights) in different periods and cultures?

Objectives

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- Relate secondary texts to primary texts in support of textual analysis in the target language
- Use authorized reference tools for interpreting texts in the target language
- Organize information, concepts, and ideas in oral and written presentations in the target language
- Present information in a descriptive form in the target language
- Write analytical compositions related to literary texts in the target language
- Create and deliver oral presentations related to course content in a variety of formats in the target language
- Incorporate information from secondary sources related to texts in oral and written presentations in the target language
- Use authorized reference materials in oral and written presentations
- Acknowledge sources and cite them appropriately
- Analyze the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts
- Relate texts to products and perspectives found in a variety of media from the target cultures
- Analyze the relationships between practices and perspectives of target cultures as manifested in target language texts
- Relate texts to practices and perspectives found in a variety of media from the target cultures
- Analyze the role of personal assumptions and cultural beliefs in the interpretation of target language texts
- Situate texts within literary and artistic heritages of the target cultures
- Relate literary movements to cultural contexts
- Analyze how texts reinforce or challenge perceptions of a majority culture
- Relate texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language
- Make interdisciplinary connections to support analysis of literary and related texts
- Relate texts to contemporary global issues using the target language
- Use information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints
- Compare literary features of target language texts to those of other texts
- Compare textual language and registers in target language texts produced in different historical, social, and geopolitical contexts
- Compare cultural products, practices, or perspectives portrayed in texts to his or her own

- Compare representations of key events produced through a variety of cultural perspectives
- Deepen and reinforce understanding of literary texts through activities in the target language within and beyond the classroom setting
- Share knowledge of literature and culture with communities beyond the classroom setting
- Use a variety of vocabulary appropriate to literary analysis
- Use a variety of grammatical and syntactic structures
- Produce comprehensible written work by observing writing conventions of the target language
- Use pronunciation that is comprehensible to the audience in oral communications
- Self-monitor and adjust language production in oral and written communications

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

Resources

Core Resource:

https://apclassroom.collegeboard.org/

Core Text:

Abriendo puertas McDougal Littell, Inc. 2012

Required Readings:

Anónimo, *Lazarillo de Tormes* (Prólogo; Tratados 1, 2, 3, 7) 1554

Anónimo, "Romance de la pérdida de Alhama" siglo XV

Cortés, Hernán, "Segunda carta de la relación" (selecciones) 1520

Darío, Rubén "A Roosevelt" 1905

Dragún, Osvaldo, *El hombre que se convirtió en perro* 1956

García Lorca, Federico, "Prendimiento de Antoñito el Camborio en el camino de Sevilla" 1928

León-Portilla, Miguel, *Visión de los vencidos* "Los presagios, según los informantes de Sahagún" 1959

León-Portilla, Miguel, *Visión de los vencidos* "Se ha perdido el pueblo mexicatl" 1959

Martí, José, "Nuestra América" 1891

Rivera, Tomás,…*y no se lo tragó la tierra* (dos capítulos "…y no se lo tragó la tierra" y " La noche buena") 1971

Suggested Resources:

Azulejo, Wayside publishing, 2012

Reflexiones: Introducción a la literatura hispánica, Pearson, 2013

Momentos cumbres de las literaturas hispánicas, Pearson Prentice Hall, 2004

AP Spanish Literature and Culture: Workshop Handbook and Resources 2012-2013, College Board, 2012

Goya's "El dos de mayo de 1808 en Madrid," " Los fusilamientos del tres de mayo" 1814, "Coloso" 1808-1810

"De América yo soy" by Los Tigres del Norte

Goya's "El Lazarillo y el ciego"

The Virtual Diego Rivera Web Museum "(La Gran Tenochtitlán" 1945 and "Historia de México, de la conquista al futuro" 1929-1935)

" Los presagios funestos" video: http://vimeo.com/21125022

A virtual walking tour: The Alhambra by visiting https://www.aramcoworld.com/Home

Unit 4: El tiempo y el espacio
Time and Space

Content Area: World Language
Course & Grade Level: AP Spanish Literature, 9-12
Summary and Rationale
How do society, culture, and history define literature?
Recommended Pacing
30 days
New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard: Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Instructional Focus

Unit Enduring Understandings
- Literature can be used to imitate reality or be used as an escape from it.
- Authors want to challenge the readers and have them play an active role.
- Literature connects the readers through universal concepts such as "memento mori" and "carpe diem."
- Prose allows the author to use different literary voices that relate to both reality and the imaginary.

Unit Essential Questions
- How are cultural concepts of time and space represented in literature?

Objectives

Students will know how to:
- Recognize cognates when reading authentic materials
- Use transitional words to communicate effectively in their writing
- Identify nationalities of the various authors
- Recognize literary movements such as: the Golden Age, Romanticism, and Modernism
- Recognize literary genres such as: poetry, theater, and short stories
- Use literary terminology in their analysis such as: metaphors, hyperboles, irony, and assonance
- Use basic themes to compare and contrast works

Students will be able to:
- Describe background information about authors, including: nationality and literary movement
- Critically analyze the form and content of the literary works, using the terms and tools needed to engage in literary analysis
- Recognize the relevance of the human experience – universal themes as reflected in literature (focusing on love and passion)

- Expand their knowledge of the cultural values, traditions, achievements, and history of the Spanish speaking people and point out the sociocultural intersections between the works
- Discuss texts and contexts in a variety of interactive oral formats in the target language
- Discuss texts and contexts in a variety of interactive written formats in the target language
- Use a variety of literary and critical terminology in oral and written discussions of texts in the target language
- Read and comprehend literary and related written texts in the target language
- Listen to and comprehend spoken target language related to literary content
- Analyze literary and related texts in the target language
- Differentiate between personal and critical reactions in the target language
- Identify rhetorical figures used in target language texts
- Analyze the significance of rhetorical figures in target language texts
- Identify points of view in target language texts
- Analyze the significance of points of view in target language texts
- Identify stylistic features of target language texts
- Analyze the significance of stylistic features of target language texts
- Identify literary genres, periods, and movements and their characteristics in target language texts
- Relate target language texts to genres, periods and movements
- Identify sociocultural contexts in target language texts
- Relate target language texts to sociocultural contexts
- Situate textual language and registers within historical, social, and geopolitical contexts
- Relate artistic representations and audiovisual materials, including films and music, to literary course content
- Relate secondary texts to primary texts in support of textual analysis in the target language
- Use authorized reference tools for interpreting texts in the target language
- Organize information, concepts, and ideas in oral and written presentations in the target language
- Present information in a descriptive form in the target language
- Write analytical compositions related to literary texts in the target language
- Create and deliver oral presentations related to course content in a variety of formats in the target language
- Incorporate information from secondary sources related to texts in oral and written presentations in the target language
- Use authorized reference materials in oral and written presentations
- Acknowledge sources and cite them appropriately
- Analyze the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts
- Relate texts to products and perspectives found in a variety of media from the target cultures
- Analyze the relationships between practices and perspectives of target cultures as manifested in target language texts
- Relate texts to practices and perspectives found in a variety of media from the target cultures
- Analyze the role of personal assumptions and cultural beliefs in the interpretation of target language texts
- Situate texts within literary and artistic heritages of the target cultures
- Relate literary movements to cultural contexts
- Analyze how texts reinforce or challenge perceptions of a majority culture
- Relate texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language
- Make interdisciplinary connections to support analysis of literary and related texts
- Relate texts to contemporary global issues using the target language
- Use information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints
- Compare literary features of target language texts to those of other texts

- Compare textual language and registers in target language texts produced in different historical, social, and geopolitical contexts
- Compare cultural products, practices, or perspectives portrayed in texts to his or her own
- Compare representations of key events produced through a variety of cultural perspectives
- Deepen and reinforce understanding of literary texts through activities in the target language within and beyond the classroom setting
- Share knowledge of literature and culture with communities beyond the classroom setting
- Use a variety of vocabulary appropriate to literary analysis
- Use a variety of grammatical and syntactic structures
- Produce comprehensible written work by observing writing conventions of the target language
- Use pronunciation that is comprehensible to the audience in oral communications
- Self-monitor and adjust language production in oral and written communications

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

Resources

Core Resource:
https://apclassroom.collegeboard.org/

Core Text:
Abriendo puertas McDougal Littell, Inc. 2012
Required Readings:
Garcilaso de la Vega, "En tanto de que rosa y azucena" 1543
Góngora y Argote, Luis de, "Mientras por competir con tu cabello" 1612
Heredia, José María, "En una tempestad" 1820 o 1824
Machado, Antonio, "He andado muchos caminos" 1903
Neruda, Pablo, "Walking Around" 1935
Quevedo, Francisco de, "Miré los muros de la patria mía" 1613

Suggested Resources:
Azulejo, Wayside publishing, 2012
Reflexiones: Introducción a la literatura hispánica, Pearson, 2013
Momentos cumbres de las literaturas hispánicas, Pearson Prentice Hall, 2004
AP Spanish Literature and Culture: Workshop Handbook and Resources 2012-2013, College Board, 2012
Salvador Dalí's 1931 painting "La persistencia de la memoria"
Miguel Bosé in *Neruda en el Corazón and Miserables in Marinero en Tierra: Tributo a Neruda*
Song for "He andado muchos caminos"
David Alfaro Siqueiro's 1937 painting "Eco de un grito"
Philippe-Jacques de Loutherbourg's 1796 painting "Defeat of the Spanish Armada"
Song by Estirpe Imperial "Mire los muros de la patria mía"
Sandro Botticelli's 1486 painting "The Birth of Venus"

Unit 5: La dualidad de ser
The Duality of Being

Content Area: World Language
Course & Grade Level: AP Spanish Literature, 9-12

Summary and Rationale
How do society, culture, and history define literature?

Recommended Pacing
30 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPRET.1:	Identify main ideas and significant details in a range of oral, viewed, and written texts.
7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard: Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Instructional Focus

Unit Enduring Understandings
- Historical and socio-cultural factors play a part in determining one's identity.

Unit Essential Questions
- How do cultural and historical contexts affect how one expresses identity?

Objectives

Students will know how to:
- Recognize cognates when reading authentic materials
- Use transitional words to communicate effectively in their writing
- Identify nationalities of the various authors
- Recognize literary movements such as: the Golden Age, Romanticism, and Modernism
- Recognize literary genres such as: poetry, theater, and short stories
- Use literary terminology in their analysis such as: metaphors, hyperboles, irony, and assonance
- Use basic themes to compare and contrast works

Students will be able to:
- Describe background information about authors, including: nationality and literary movement
- Critically analyze the form and content of the literary works, using the terms and tools needed to engage in literary analysis
- Recognize the relevance of the human experience – universal themes as reflected in literature (focusing on love and passion)
- Expand their knowledge of the cultural values, traditions, achievements, and history of the Spanish speaking people and point out the sociocultural intersections between the works
- Discuss texts and contexts in a variety of interactive oral formats in the target language
- Discuss texts and contexts in a variety of interactive written formats in the target language

- Use a variety of literary and critical terminology in oral and written discussions of texts in the target language
- Read and comprehend literary and related written texts in the target language
- Listen to and comprehend spoken target language related to literary content
- Analyze literary and related texts in the target language
- Differentiate between personal and critical reactions in the target language
- Identify rhetorical figures used in target language texts
- Analyze the significance of rhetorical figures in target language texts
- Identify points of view in target language texts
- Analyze the significance of points of view in target language texts
- Identify stylistic features of target language texts
- Analyze the significance of stylistic features of target language texts
- Identify literary genres, periods, and movements and their characteristics in target language texts
- Relate target language texts to genres, periods and movements
- Identify sociocultural contexts in target language texts
- Relate target language texts to sociocultural contexts
- Situate textual language and registers within historical, social, and geopolitical contexts
- Relate artistic representations and audiovisual materials, including films and music, to literary course content
- Relate secondary texts to primary texts in support of textual analysis in the target language
- Use authorized reference tools for interpreting texts in the target language
- Organize information, concepts, and ideas in oral and written presentations in the target language
- Present information in a descriptive form in the target language
- Write analytical compositions related to literary texts in the target language
- Create and deliver oral presentations related to course content in a variety of formats in the target language
- Incorporate information from secondary sources related to texts in oral and written presentations in the target language
- Use authorized reference materials in oral and written presentations
- Acknowledge sources and cite them appropriately
- Analyze the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts
- Relate texts to products and perspectives found in a variety of media from the target cultures
- Analyze the relationships between practices and perspectives of target cultures as manifested in target language texts
- Relate texts to practices and perspectives found in a variety of media from the target cultures
- Analyze the role of personal assumptions and cultural beliefs in the interpretation of target language texts
- Situate texts within literary and artistic heritages of the target cultures
- Relate literary movements to cultural contexts
- Analyze how texts reinforce or challenge perceptions of a majority culture
- Relate texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language
- Make interdisciplinary connections to support analysis of literary and related texts
- Relate texts to contemporary global issues using the target language
- Use information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints
- Compare literary features of target language texts to those of other texts
- Compare textual language and registers in target language texts produced in different historical, social, and geopolitical contexts
- Compare cultural products, practices, or perspectives portrayed in texts to his or her own
- Compare representations of key events produced through a variety of cultural perspectives

- Deepen and reinforce understanding of literary texts through activities in the target language within and beyond the classroom setting
- Share knowledge of literature and culture with communities beyond the classroom setting
- Use a variety of vocabulary appropriate to literary analysis
- Use a variety of grammatical and syntactic structures
- Produce comprehensible written work by observing writing conventions of the target language
- Use pronunciation that is comprehensible to the audience in oral communications
- Self-monitor and adjust language production in oral and written communications

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and Supportive assessments in class to monitor student progress

Resources

Core Resource:
https://apclassroom.collegeboard.org/

Core Text:
Abriendo puertas McDougal Littell, Inc. 2012
Required Readings:
Borges, Jorge Luis, "Borges y yo" 1957
Borges, Jorge Luis, "El Sur" 1956
Burgos, Julia, "A Julia de Burgos" 1938
Cortázar, Julio "La noche boca arriba" 1956
García Márquez, Gabriel, "El ahogado más hermoso del mundo" 1968
Guillén, Nicolás, "Balada de los dos abuelos" 1934
Unamuno, Miguel de, *San Manuel Bueno, mártir* 1933

Suggested Resources:
Azulejo, Wayside publishing, 2012
Reflexiones: Introducción a la literatura hispánica, Pearson, 2013
Momentos cumbres de las literaturas hispánicas, Pearson Prentice Hall, 2004
AP Spanish Literature and Culture: Workshop Handbook and Resources 2012-2013, College Board, 2012
Frida Kahlo's 1939 painting "Las Dos Fridas"
Joaquín Soler Serrano entrevista a Jorge Luis Borges / Videoteca de la memoria literaria -Radiotelevisión española (1976)
Chapter 1 of El Gaucho Martín Fierro by José Hernández
"El Sur" short film (Parte I:http://www.youtube.com/watch?v=8oIWBW1L61M and Parte II:
http://www.youtube.com/watch?v=dF1VDp65VAc&feature=relmfu) 2010
 "La noche boca arriba" film adaptations: http://www.youtube.com/watch?v=Y9wmgeRC0qk and
http://www.youtube.com/watch?v=I_Iy-0PMCSI
"Soldaderas" mural featuring Julia de Burgos and Frida Kahlo by Yasmin Hernandez
Enrique Morente's song "Balada de los 2 abuelos"
Videos on Cortazar and Borges (listening activities):
http://ensenaconexito.blogspot.com/p/ap-spanishliterature-audio-sources.html

Unit 6: La creación literaria
Literary Creation

Content Area: World Language

Course & Grade Level: AP Spanish Literature, 9-12

Summary and Rationale

How do society, culture, and history define literature?

Recommended Pacing

30 days

New Jersey Student Learning Standards for World Language

Standard: Standards for Interpretive Mode

Advanced Low learners understand main ideas and supporting details on some new, concrete topics from a variety of more complex texts that have a clear, organized structure. These texts include narrative, descriptive and straightforward persuasive materials. They can make inferences and derive meaning from context and linguistic features. Advanced Low learners comprehend texts pertaining to real-world topics of general interest to the target language communities and those that represent national and international issues. They can comprehend paragraph discourse found in stories, literary works, personal and work-related correspondence, oral presentations, news reports, and other concrete topics.

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7.1.AL.IPRET.2:	Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.
7.1.AL.IPRET.3:	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
7.1.AL.IPRET.4:	Demonstrate an understanding of most content of other academic disciplines.
7.1.AL.IPRET.5:	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
7.1.AL.IPRET.6:	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
7.1.AL.IPRET.7:	Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.
7.1.AL.IPRET.8:	Analyze elements of the target language that do not have a comparable linguistic element in English.
7.1.AL.IPRET.9:	Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.
7.1.AL.IPRET.10:	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.IPERS.1:	Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.2:	Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.
7.1.AL.IPERS.3:	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4:	Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.
7.1.AL.IPERS.5:	Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.AL.IPERS.6:	Converse with members of the target culture with understanding about contemporary global issues, including climate change.

Standard: Presentational Mode of Communication

Advanced Low learners participate actively and fluently in conversations about a range of topics both autobiographical and those that concern concrete events. They tell stories in the past, summarize information, compare and contrast ideas and facts, and narrate with detail. Advanced Low learners can talk about present, past, and future events with increasing accuracy and fluency.

CPI #	Cumulative Progress Indicator (CPI)
7.1.AL.PRSNT.1:	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
7.1.AL.PRSNT.2:	Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.
7.1.AL.PRSNT.3:	Offer and support opinions and use persuasive language when presenting ideas and information.
7.1.AL.PRSNT.4:	Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.
7.1.AL.PRSNT.5:	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.
7.1.AL.PRSNT.6:	Analyze how cultural perspectives about climate change over time, and compare with changing perspectives in one's own culture.

Instructional Focus

Unit Enduring Understandings
- Authors can be influenced by literary movements.
- Authors can use metaliterature as a literary device.

Unit Essential Questions
- How is the meaning of a literary text shaped by other texts?

Objectives

Students will know how to:
- Recognize cognates when reading authentic materials
- Use transitional words to communicate effectively in their writing
- Identify nationalities of the various authors
- Recognize literary movements such as: the Golden Age, Romanticism, and Modernism
- Recognize literary genres such as: poetry, theater, and short stories
- Use literary terminology in their analysis such as: metaphors, hyperboles, irony, and assonance
- Use basic themes to compare and contrast works

Students will be able to:
- Describe background information about authors, including: nationality and literary movement
- Critically analyze the form and content of the literary works, using the terms and tools needed to engage in literary analysis
- Recognize the relevance of the human experience – universal themes as reflected in literature (focusing on love and passion)
- Expand their knowledge of the cultural values, traditions, achievements, and history of the Spanish speaking people and point out the sociocultural intersections between the works
- Discuss texts and contexts in a variety of interactive oral formats in the target language

- Discuss texts and contexts in a variety of interactive written formats in the target language
- Use a variety of literary and critical terminology in oral and written discussions of texts in the target language
- Read and comprehend literary and related written texts in the target language
- Listen to and comprehend spoken target language related to literary content
- Analyze literary and related texts in the target language
- Differentiate between personal and critical reactions in the target language
- Identify rhetorical figures used in target language texts
- Analyze the significance of rhetorical figures in target language texts
- Identify points of view in target language texts
- Analyze the significance of points of view in target language texts
- Identify stylistic features of target language texts
- Analyze the significance of stylistic features of target language texts
- Identify literary genres, periods, and movements and their characteristics in target language texts
- Relate target language texts to genres, periods and movements
- Identify sociocultural contexts in target language texts
- Relate target language texts to sociocultural contexts
- Situate textual language and registers within historical, social, and geopolitical contexts
- Relate artistic representations and audiovisual materials, including films and music, to literary course content
- Relate secondary texts to primary texts in support of textual analysis in the target language
- Use authorized reference tools for interpreting texts in the target language
- Organize information, concepts, and ideas in oral and written presentations in the target language
- Present information in a descriptive form in the target language
- Write analytical compositions related to literary texts in the target language
- Create and deliver oral presentations related to course content in a variety of formats in the target language
- Incorporate information from secondary sources related to texts in oral and written presentations in the target language
- Use authorized reference materials in oral and written presentations
- Acknowledge sources and cite them appropriately
- Analyze the relationship between products (both tangible and intangible) and perspectives of target cultures as manifested in target language texts
- Relate texts to products and perspectives found in a variety of media from the target cultures
- Analyze the relationships between practices and perspectives of target cultures as manifested in target language texts
- Relate texts to practices and perspectives found in a variety of media from the target cultures
- Analyze the role of personal assumptions and cultural beliefs in the interpretation of target language texts
- Situate texts within literary and artistic heritages of the target cultures
- Relate literary movements to cultural contexts
- Analyze how texts reinforce or challenge perceptions of a majority culture
- Relate texts to their contexts (literary, historical, sociocultural, geopolitical) in the target language
- Make interdisciplinary connections to support analysis of literary and related texts
- Relate texts to contemporary global issues using the target language
- Use information available in the target language and culture to support the interpretation of texts and compare distinctive viewpoints
- Compare literary features of target language texts to those of other texts
- Compare textual language and registers in target language texts produced in different historical, social, and geopolitical contexts
- Compare cultural products, practices, or perspectives portrayed in texts to his or her own

- Compare representations of key events produced through a variety of cultural perspectives
- Deepen and reinforce understanding of literary texts through activities in the target language within and beyond the classroom setting
- Share knowledge of literature and culture with communities beyond the classroom setting
- Use a variety of vocabulary appropriate to literary analysis
- Use a variety of grammatical and syntactic structures
- Produce comprehensible written work by observing writing conventions of the target language
- Use pronunciation that is comprehensible to the audience in oral communications
- Self-monitor and adjust language production in oral and written communications

Evidence of Learning

Assessment: Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

Resources

Core Resource:

https://apclassroom.collegeboard.org/

Core Text:

Abriendo puertas McDougal Littell, Inc. 2012

Required Readings:

Cervantes, Miguel de, *Don Quijote* (Primera parte, capítulos 1-5, 8 y 9; Segunda parte, capítulo 74) 1605

Fuentes, Carlos, "Chac Mool" 1954

Suggested Resources:

Azulejo, Wayside publishing, 2012

Reflexiones: Introducción a la literatura hispánica, Pearson, 2013

Momentos cumbres de las literaturas hispánicas, Pearson Prentice Hall, 2004

AP Spanish Literature and Culture: Workshop Handbook and Resources 2012-2013, College Board, 2012

Carlos Fuentes' "La Batalla de los Dioses" from his series *El espejo enterrado* (1992)

Don Quixote video from Discovery's Great Books series

Don Quijote series: http://www.rtve.es/television/el-quijote/

Don Quijote animated series: http://www.youtube.com/watch?v=_WyO7yDvaJk