



Chandler Unified School District

SPA445A AP Spanish Literature and Culture [Year 6]
SY 2023-24



Course Overview

Course Description

This course is designed to refine, perfect, and enhance language skills: listening, speaking, reading, and writing. It emphasizes active communication in Spanish and broadens the student's understanding of Hispanic culture. There is a strong focus on applying language to real-life situations. The curriculum will prepare the student for the AP exam.

AP/IB/Dual Enrollment

AP, May be offered for Dual Credit

Prerequisite/Fee(s)

SPA405 or SPA408 or Equivalent study

Course Materials

Fully charged laptop, and writing utensils for daily work. A binder/folder is required for class materials.

Adopted Resource(s)

We will be using Azulejo: A Study Guide for the New AP Spanish Literature Exam from Wayside Publishing to prepare for the AP Examination. This text will provide us with all of the texts until the 20th century, when we will have to purchase additional books and/or readers to complete the reading list.

We will also be using the following 3 texts to help build writing proficiency and grammar concepts, review literary concepts and culture:

Literatura y Arte: Intermediate Spanish 9th Edition from HEINLE Cengage Learning & Hill

Civilización y Cultura: Intermediate Spanish 9th Edition from HEINLE Cengage Learning & Hill

Conversación y Repaso: Intermediate Spanish 9th Edition from HEINLE Cengage Learning & Hill

In addition, students will be using a variety of readers that correspond with our College Board Reading List, which includes but not limited to: Lazarillo de Tormes, El Conde Lucanor, El Cid Campeador, Casa en Mango Street, la Casa de Bernarda Alba, San Manuel martir, etc)

**An asterisk will indicate a resource containing sexually explicit materials per legislative definitions. CUSD has determined that all resources listed above are of exceptional educational value.*

Site and Faculty Information

School name and address:

Perry High School, 1919 E Queen Creek Rd, Gilbert, AZ 85297

Building principal:

Heather Patterson

patterson.heather@cusd80.com

Teacher:

Norma Rios MEd.

rios.norma@cusd80.com

Office hours: C406 - Monday to Thursday 2:30 to 3:00 pm

Course Access

This course is taught in-person at Perry High School. Students will have access to the curriculum and instruction in the classroom. Google Classroom is the primary location for students to access material when absent from classes taught in person.

Help

Academic Support

- Contact the teacher to schedule an appointment during office hours
- [Ed Tech](#) support for students, parents/guardians, and community link (cusd80.com/Page/45109)

Mental Health Support

- CUSD mental health support cusd80.com/Domain/10528 or 480-573-8808 (talk or text)
- Suicide & Crisis Lifeline: 9-8-8 hotline
- 24-hour Crisis Line Talk: 602-222-9444, Text: 741-741

Student Conduct, Success, and Responsibilities

Student Handbook

Students must follow the policies and procedures established in the Student Handbook. Copies of the handbook can be found at cusd80.com/handbooks. Printed copies will be provided upon request.

Student Responsibilities

The overarching objective of the AP Spanish Literature course is to prepare students to be successful on the AP Examination. In order to ensure that students are as successful as possible, we will be discussing the literature in a variety of methods that will also improve student proficiency in both the language and Hispanic culture as it is presented in the texts. In order to allow us to reach the goal of a successful examination, we will accomplish the following during the academic year in AP Spanish Literature:

1. Students will learn the major literary movements, writers, trends and ideas that have shaped Hispanic literature from the medieval to modern periods.
2. Students will learn the techniques necessary to analyze the content and form of literature, including works of prose, theater and poetry.
3. Students will learn the vocabulary and terms associated with literary criticism in order to connect their reading of the texts to its importance in literary movements.
4. Students will think logically and analytically about the texts for their individual value and for their appropriateness and importance in historical, social and cultural context
5. Students will improve confidence, proficiency and ability in both spoken and written expression of the Spanish language.

In addition, students will also,

- appreciate literature as a way to understand self, others and the universalities of the human condition.
- analyze literature for deeper meaning and an understanding of the literary resources employed to convey that meaning.
- connect literature to the context in which it was written and to its continuing importance in contemporary society.
- develop critical thinking skills and academic writing skills along with the reading, listening and speaking skills involved in foreign language study.
- develop autonomy in developing new vocabulary and learn to self-monitor for comprehension.

- obtain the academic vocabulary and communication skills to maintain discourse about literature in Spanish.

Class preparation: It is each student's responsibility to make sure they are prepared for class each day. Any out of class assignments (reading, culture, writing, etc.) that are completed at home are due at the beginning of class. Any homework assignments are to be completed prior to class time to enable each student to participate equally in our class discussions and reviews. (i.e. Class Discussions can take the place of an 'open forum', whereby I select a literary piece, a THEME, and a discussion question; students will write down a response, and then partner share, followed by class share)

Maintaining the target language: It is an expectation and highly encouraged to communicate in the target language during all class meetings. The AP Spanish Literature course is intended to prepare you for the examination and to foster a high level of proficiency in Spanish. In order to achieve this goal it is necessary for you to appreciate the value of the near immersion experience in the classroom. All students are expected to promote each other's learning through a constant awareness of the need to maintain a learning environment where communication in the target language is both respected and crucial to the success of ALL learners.

Unit plans: I will provide you with a plan/calendar for each unit of study. These outlines will highlight important dates of assignments and their due dates, as well as any test, essay or project due dates. Due dates are subject to change, and these will be announced in class throughout each quarter. I will also communicate with you through email about assignments or to give announcements.

Late work

CLASSWORK

Students will be expected to complete the following tasks within the week: Reading and Writing prompts , Speaking activities that promote fluency and Listening podcasts and audios, amongst others. The weekly goals are AP oriented, and give students the opportunity to complete tasks in a timely manner, while providing them with context relevant to our Literature Liste as directed by College Board.

Late assignments will be accepted in a reasonable time frame for a 10% deduction per day.

Absent Work:

It is the student's responsibility to make-up the work with-in 48 hours of returning to class. GOOGLE CLASSROOM is updated daily by 3:15pm.

Classroom behavior/conduct: During the first week of our academic school year we will work together to develop a social contract as a guideline for how we will treat each other in the classroom. It is an expectation to treat everyone in our classroom with respect at all times.

Tardies: School policy will be followed.

Assessments and Assignments

Students will complete assessments during each unit of study to assess their understanding. Students will complete the CUSD Common Final at the end of the first and second semesters. The Common Final will count for 20% of the student's final semester grade in grades 9-12 and 10% in grades 7-8 (some exceptions may apply at the Junior High level). Common finals will be in ELA, Math, Science, Social Science, and World Language.

Final exams will be given during the CUSD Jr High/High School Early Dismissal days in December and May, as identified on the [District Calendar](#).

If students are requested to participate in a survey, the survey questions will be provided to parents/guardians seven days before student contact.

Grading

Grade Percentage

| | | | | |
|------------|-----------|-----------|-----------|------|
| A | B | C | D | F |
| 90% - 100% | 80% - 89% | 70% - 79% | 60% - 69% | <60% |

Quarter grades

Grading Procedures: Grades will be broken down into the following FOUR categories

Tests (25%): This category includes formal assessments and project based assessments. There will generally be a multiple choice or short/long answer test (similar to the format of the AP literature test) for each unit of study and/or literature piece. Our in class "Presentaciones Verbales" will also be included in this category. These will be 'open forum', where a THEME will be selected, with a prompted question. Students will be asked to write a response, and then share the response with the class.

Essays (25%): This category includes the writing assignments that we will do in preparation for the AP Exam. Written assignments include both formal and informal essays, both in and out of class.

REVIEW/TEXT Assignments (25%): This category will cover assignments from our 3-set texts to review grammar, literary concepts and/or culture.

Reading Assignments (25%): A large part of our preparation for the AP Exam involves building our reading comprehension. Quizzes will be given based on your work with reading materials and listening exercises. Some reading assignments will be completed at home; it is your responsibility to make sure you complete the reading assignment prior to our class discussions.

Semester grades

Semester grades are calculated using 40/40/20: Each quarter accounts for 40% of the semester grade and the final exam accounts for the remaining 20%.

Units of study

Units for SPA445A AP Spanish Literature and Culture [Year 6]

Familia y sociedad: Hispanoamérica El hijo Quiroga Uruguay Mi caballo Mago Ulibarrí NM, EU No oyes ladrar los perros Rulfo México La siesta del martes García Márquez Colombia Familia y sociedad: España ¡Adiós, Cordera! "Clarín" España Las medias rojas Pardo Bazán España Como la vida misma Montero España

Lo maravilloso y lo fantástico: Hispanoamérica, Siglos XIX y XX Borges y yo Borges Argentina El sur Borges Argentina El hombre que se convirtió en perro Dragún Argentina *Continuidad de los parques* Cortázar Argentina La noche boca arriba Cortázar Argentina Chac Mool Fuentes México *Un señor muy viejo con unas alas enormes* García Márquez Colombia El ahogado más hermoso del mundo García Márquez Colombia Dos palabras Allende Chile

Sociopolítico: Hispanoamérica, Siglo XX Segunda Carta de relacion Cortes España Vision de los vencidos ~ 2 selecciones Leon-Portilla, Miguel México Los presagios, según los informantes de Sahagún Se ha perdido el pueblo mexicana El teatro El burlador de Sevilla y convidado de piedra Tirso de Molina España

La prosa peninsular: del Medioevo hasta al Siglo XX El conde Lucanor (Ejemplo XXXV) El infante don Juan Manuel España Lazarillo de Tormes (Prólogo) ~Tratados 1,2,3,7 Anónimo España San Manuel Bueno, mártir Unamuno España El ingenioso don Quijote de la Mancha (Primera parte, cap. 1-5, 8 & 9) (Segunda parte, cap. 74) Cervantes España ...y no se lo trago la tierra" (2 capítulos) Rivera TX /EU (.yo no se lo trago" & "La noche buena)

**An asterisk will indicate a unit of study containing sexually explicit materials per legislative definitions.*



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Site: Perry High School

Building Principal: Heather Patterson, patterson.heather@cusd80.com

Teacher: Norma Rios, rios.norma@cusd80.com

Parent/Guardian

Acknowledgment

Parents/Guardians should indicate if they "Acknowledge" or have a "Potential Conflict" with their student's participation in the following units by checking the appropriate box for each unit of study listed. Students cannot opt out of a standards-based unit. Marking "Potential Conflict" will prompt the teacher to make contact regarding assignment alternatives.

| Unit of study | Acknowledge | Potential Conflict |
|---|--------------------------|--------------------------|
| Familia y sociedad: Hispanoamérica El hijo Quiroga Uruguay Mi caballo Mago Ulibarrí NM, EU No oyes ladrar los perros Rulfo México La siesta del martes García Márquez Colombia Familia y sociedad: España ¡Adiós, Cordera! "Clarín" España Las medias rojas Pardo Bazán España Como la vida misma Montero España | | |
| Lo maravilloso y lo fantástico: Hispanoamérica, Siglos XIX y XX Borges y yo Borges Argentina El sur Borges Argentina El hombre que se convirtió en perro Dragún Argentina *Continuidad de los parques* Cortázar Argentina La noche boca arriba Cortázar Argentina Chac Mool Fuentes México *Un señor muy viejo con unas alas enormes* García Márquez Colombia El ahogado más hermoso del mundo García Márquez Colombia Dos palabras Allende Chile | <input type="checkbox"/> | <input type="checkbox"/> |
| Sociopolítico: Hispanoamérica, Siglo XX Segunda Carta de relacion Cortes España Vision de los vencidos ~ 2 selecciones Leon-Portilla, Miguel México Los presagios, según los informantes de Sahagún Se ha perdido el pueblo mexicana El teatro El burlador de Sevilla y convidado de piedra Tirso de Molina España | <input type="checkbox"/> | <input type="checkbox"/> |
| La prosa peninsular: del Medioevo hasta al Siglo XX El conde Lucanor (Ejemplo XXXV) El infante don Juan Manuel España Lazarillo de Tormes (Prólogo) ~Tratados 1,2,3,7 Anónimo España San Manuel Bueno, mártir Unamuno España El ingenioso don Quijote de la Mancha (Primera parte, cap. 1-5, 8 & 9) (Segunda parte, cap. 74) Cervantes España ...y no se lo trago la tierra" (2 capítulos) Rivera TX /EU (..yo no se lo trago" & "La noche buena) | <input type="checkbox"/> | <input type="checkbox"/> |

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By signing and returning this form, the parent/guardian acknowledges they have reviewed the resources and units of the study included in the syllabus.

- As the parent/guardian, I understand that I may contact the teacher if I have questions about the resources, content, or units of study.

As the parent/guardian, I understand I can check my student's grades in Infinite Campus anytime during the school year.

Student name (printed)

Student signature

Parent/Guardian name (printed)

Parent Signature

Date

Please return this page to your student's teacher.