

AP[®] Spanish Literature Curriculum 2007

Course Description

The AP[®] Spanish Literature course is conducted completely in Spanish. Lecture is limited to introductions to authors and/or background information. Students are expected to contribute to and participate in class discussions. Group activities and presentations are also expected of the students and will be in Spanish. The Spanish A[®] P Literature course covers the entire AP[®] Spanish Literature reading list in one year. Biographical and historical backgrounds are addressed; however, the course will focus on structure, tone, vocabulary, literary and rhetorical devices, and themes. The objectives of the course are to cultivate appreciation of Spanish language, literature and culture, and to prepare the students to take the AP[®] Spanish Literature Exam at the end of the year.

WORLD LANGUAGE CORE CURRICULUM CONTENT STANDARDS:

STANDARD 7.1

(COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO ENGAGE IN CONVERSATION, UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE, PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES, AND COMPARE THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

CUMULATIVE PROGRESS INDICATORS:

7.1 Pre-Advanced Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions.
 - Persuading, negotiating, offering advice
3. Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
4. Synthesize information from oral and written discourse dealing with a variety of topics.
 - Television and cinema presentations

- Teen and adult social interactions
5. Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.
 - Grade level appropriate social studies topics and career education and consumer, family and life skills (e.g., drawing conclusions about political, economic and societal patterns in the target culture country through the use of technological data obtained using authentic sources in the target language)
 6. Analyze and critique readings from authentic texts and/or from a variety of art genres.
 - Main ideas, theme and supportive details
 - Roles and significance of main characters
 - Use of figurative language (e.g., symbolism, connotation and denotation)
 7. Analyze elements of the target language and comparable linguistic elements in English.
 - Influence of languages on each other
 - Syntax and morphology

B. Interpersonal Mode (direct spoken and written communication)

1. Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
2. Interact in a variety of situations using culturally appropriate verbal and nonverbal communication strategies.
3. Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
 - Grade level appropriate health topics (e.g., social issues: dating, behavior at school and non-school events)
 - Grade level appropriate social studies topics (e.g., analysis of the economic, scientific and political factors that led to the age of European exploration and the commercial revolution)
5. Analyze and critique a variety of culturally authentic selections.
 - Reflection of target culture in text
 - Purpose, message and style of the author
 - Use of figurative language
 - Political or social impact and relevance to self
6. Use language in a variety of settings to further personal and/or career goals.
 - Grade level appropriate career education and consumer, family, and life skills activities (e.g., participation in career exploration, competitive events in the target language, community service, or school-to-work projects that use the target language and knowledge of its culture)

C. Presentational Mode (spoken and written communication for an audience)

1. Create and perform stories, poems, short plays, or oral reports based on

personal experiences and/or exposure to perspectives from the target culture.

- Grade level appropriate language arts literacy topics (e.g., themes found in fiction and nonfiction such as hope, death, love, loyalty, honor, courage)

- Grade level appropriate career education and consumer, family, and life skills activities (e.g., media presentation to “teach a class” about a specific topic related to other core content areas and/or the target culture)

2. Use language creatively in writing for a variety of purposes.

- Grade level appropriate language arts literacy activities (e.g., writing a letter to the editor, an editorial or an op-ed piece in the target language for a newspaper or magazine; writing a research paper using target language sources)

3. Explain the structural elements and/or cultural perspectives of authentic selections.

- Grade level appropriate language arts literacy activities (e.g., summary or retelling the selection with substantive description and detail; analysis of character, theme and setting and how it reflects the target culture)

4. Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.

- Grade level appropriate social studies topics (e.g., attitudes and beliefs of the culture that influenced the development of its products or practices: esthetics, concept of time, sex roles, rights and duties, etc.; how a particular product or practice of the target culture compares with a similar product or practice in the U.S.)

- Grade level appropriate science topics (e.g., impact of the environment and natural resources on the development of the products and practices of the target culture)

7.2 Pre-Advanced Learner Range

A. Interpretive Mode (understanding and interpretation of spoken or written communication)

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.

3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.

B. Interpersonal Mode (direct spoken and written communication)

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.

2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).

3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.

4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

C. Presentational Mode (spoken and written communication for an audience)

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.
2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture.

TECHNOLOGICAL LITERACY CORE CURRICULUM STANDARDS

Standard 8.1 (Computer and information literacy) All students will use computer applications to gather and organize information and solve problems.

- A. Basic Computer Skills and Tools
 - Strands 1,5,9
- B. Information Access and Research
 - Strands 5,6,7,8
- B. Problem Solving and Decision Making
 - Strand 12

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

Read required texts

Listen to poetry online and/or on CD

Peer editing activities

Discussions outside of class with Spanish-speaking students to encourage students to use Spanish in natural settings

Research historical and cultural aspects of works

Create maps to visualize routes of characters and/or writers

Write newspaper articles about events in a work or the author of the work

Rewrite endings or acts

Debate pros and cons of a work

Compare contemporary works of literature or poems with older works

Write dialogs between characters from different works

Write an email with an attachment about a reading assignment to a friend using colloquial language

Internet activity researching authors and/or poets in Spanish-speaking countries.

Create, print and present a multi-page report with citations about two or more works of literature read in class

Create a PowerPoint Jeopardy game (include text, graphics, moving images and sound) about themes in works of literature and poetry

Create a PowerPoint demonstrating topics from reading assignments by merging information from two or more sources.
Compare information on a variety of websites to evaluate sources for accuracy and appropriateness
Identify new technology that can be used in class or at home and o present to class
Research Hopatcong High School specialized subscription databases for any of the above presentations or writing activities

INSTRUCTIONAL STRATEGIES:

Think-pair-share
KWL
Cooperative learning activities
Individual work
Teacher presentations
Team games
Assessments
Research projects
Role-plays
Cloze activities
Password language ladders
TPR
Interviews
Presentations
Problem solving
Brainstorming
Reflective thinking
Cultural awareness activities

EVALUATION/ASSESSMENT OF STUDENTS:

Evaluation/Assessment of Students:
Written responses to simulate the AP[®] Spanish Literature test
Presentations with/or visuals (PowerPoint, posters, etc.)
Final exam
Essays
Debates
Paper and pencil tests
End of unit, teacher made tests and quizzes
Performance
Drawings, projects, writings, presentations
Teacher observations
Rubrics
Classroom interaction, student participation/involvement
Personal communication
Individual conferences, small group discussions, interviews
Rubrics to evaluate use and understanding of technology

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

Technology (Internet resources, CD ROMs, videos, audio CDs, etc.

Authentic realia

Newspapers, Internet, Spanish music CD's.

NJ World Languages Curriculum Framework

National Standards Document: Standards for Foreign Language Learning in the 21st Century

Cultural readings from a variety of Spanish novels, short stories, articles and other authentic literature.

Bianco, Paola and SobejanoMorán, Antonio, eds. *Introducción a la literatura española*.

Newburyport, MA,:Focus Publishing/R. Pullins Company, 2006.

-----*Introducción a la literatura latinoamericana*. Newburyport, MA,:Focus Publishing/R.

Pullins Company, 2006.

de Molina, Tirso *El burlador de Sevilla y convidado de piedra*. Newburyport, MA,:Focus Publishing/R. Pullins Company, 2006.

de Unamuno, Miguel. *San Manuel Bueno, Mártir*. Newburyport, MA,:Focus Publishing/R. Pullins Company, 2006.

García Lorca. *La casa de Bernarda Alba*. Newburyport, MA,:Focus Publishing/R. Pullins Company, 2006.