

Course Expectations

BIENVENIDOS a la clase de AP Spanish Literature and Culture

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Course: AP Spanish Literature and Culture (2025-2026)

Prerequisite: AP Spanish Language and Culture or Teacher Recommendation

Textbook: "Azulejo: Anthology and Guide to the AP Spanish Literature Course"

Materials: Device: All assignments are posted in Canvas

District Regulation: The weighted grade point factors for Advanced Placement (AP) courses shall be incorporated only when a student participates in a cumulative examination. The exception for the aforementioned cumulative examination(s) requirement only exists if the course load for a student exceeds three courses per semester. A fourth or subsequent number of AP courses taken by a student in a semester does not require participation in the cumulative examination. Students may choose which three AP tests to take related to that semester/year-long course.

Course Scope: This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement *AP Spanish Literature and Culture* examination. This college-level curriculum prepares students to use the three modes of communication (interpersonal, interpretive, and presentational) in the intermediate to pre-advanced range as described in the American Council on the Teaching of Foreign Languages (ACTFL) Performance Guidelines for K-12 Learners. This course engages students in the study of literature through global, historical, and contemporary cultural contexts while making interdisciplinary connections and exploring linguistic and cultural connections. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.

Course Goals:

At the core of the AP Spanish Literature and Culture course are learning objectives, which outline the expectations for what students should know and be able to do. These expectations are in accordance with the five goal areas (the "five C's") of the *Standards for Foreign Language Learning for the 21st Century: Communication, Cultures, Connections, Comparisons, and Communities*.

For Communication, students continue to develop proficiency in the three modes of communication:

- Interpersonal Communication (the active negotiation of meaning among individuals)
- Interpretive Communication (the appropriate cultural interpretation of meanings that occur in written or spoken form with no active negotiation of meaning)
- Presentational Communication (the creation of written or spoken messages in a manner that facilitates interpretation by an audience with no active negotiation of meaning)

For Cultures, Connections, Comparisons, and Communities, students gain knowledge and understand the relationships between products, practices, and perspectives of the cultures studied in literary texts and through other media.

Additionally, students continue to develop language proficiency across a full range of language skills, with special attention focused on language used in critical reading and analytical writing.

The AP Spanish Literature and Culture Course:

***** This class requires some independent work. You are responsible for following the course pacing guide and handing in the assignments when due.**

The AP Spanish Literature and Culture course is the equivalent of a third-year college survey course, and one of its goals is to give students the opportunity to explore major works of literature in all the principal literary genres — short stories, drama, novels, essays, and poetry — by writers from around the Hispanic world. In my class, students read works from the Middle Ages to the 20th century and learn about the major literary movements throughout history. To help prepare students for those texts, we engage in pre reading activities such as examining the writers' biographical information and the social, historical, and literary contexts of the works. Students learn the vocabulary necessary to talk and write about literature, with special attention to the literary terms that they will see on the AP Spanish Literature and Culture Exam. A major focus of the course is to teach students to understand and analyze literary texts, and throughout the year we work on building composition skills. For each essay they write, students receive individual feedback from me on both the content and the language, and they are encouraged to rewrite essays that do not respond adequately to the questions posed.

The course is taught in Spanish, and students are expected to participate both orally and in writing on a regular basis. Frequent formative assessments allow me to see if they understand what they have read, and also give me insight into areas where we need to do more work. Students are also trained to understand and analyze audio sources — lectures, interviews with authors, etc. — since listening comprehension will be tested on the new AP Exam. To encourage interpersonal communication, students frequently work in small groups and then present their ideas to the class. To differentiate instruction (and also to give students the opportunity to be creative), projects usually involve a variety of tasks from which students may choose. This is also true for some of the more formal assessments.

The course is organized chronologically, so that students learn how literature changes in response to changing contexts, but we also focus on the six major themes of the course throughout this chronological survey of the works on the required reading list. These themes are as follows: Las Sociedades en contacto, La construcción del género, El tiempo y el espacio, La creación literaria, Las relaciones interpersonales and La dualidad de ser. One of the objectives of the course is to help students see the connections between literary works produced in different times and in different places, as well as the connection between these works and students' own experiences. Students are encouraged to think critically about the readings in the broad context of the five major course themes, as well as in the specific historical, social, and cultural contexts they represent.

The course aims to be interdisciplinary in that it incorporates art, music, film, and other cultural products that students can relate to the literary works being studied. Rather than merely touching on the historical context in which a work was produced, students explore the issues that affected the writers and their work and reflect on the connections between experience and art. The following are the essential questions that apply to the AP Spanish Literature and Culture course:

1. *¿Cómo revelan las obras literarias las perspectivas y costumbres de una cultura en un período determinado? (How are the perspectives and customs of a culture in a specific time period revealed through these literary works?)*
2. *¿De qué manera afecta el contexto literario, histórico, sociocultural y geopolítico la creación de las obras literarias de determinada época? (In what manner do the historical, social culture and geopolitical themes affect literature in these determined literary epics?)*
3. *¿Qué preguntas y dilemas presentes en obras literarias de diferentes autores y en diferentes épocas y culturas, son relevantes aún en la actualidad? (What questions and dilemmas presented in these works by different authors in different times and cultures are still relevant today?)*
4. *¿Qué contribuye el estudio de la literatura escrita en español al estudio del idioma? (How does the study of written literature contribute to the study of the language?)*

5. ¿Qué preguntas plantea la literatura acerca de la literatura misma y las demás artes? (*What questions are posed about literature in respect to other literary works and the arts?*)

The Literature Exam: The AP Spanish Literature and Culture Exam assesses students' proficiencies across a range of modes of communication — with special attention to the interpretive and presentational modes of communication — and asks students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. The exam is 3 hours long and includes both an 80-minute multiple-choice section and a 100-minute free-response section. The multiple-choice section accounts for half of the student's exam grade, and the free-response section accounts for the other half.

Section I, the multiple-choice section, assesses students' understanding of the works, authors, genres, and periods included in the required reading list, as well as language proficiency in the interpretive mode of communication. Some questions require students to show understanding of cultural or interdisciplinary information contained in the text. Section I, Part A (Interpretive Listening) contains 15 questions in three sets that are based on authentic audio texts related to course content. The audio texts include an excerpt from an interview with an author, a recited poem that is not on the required reading list, and a brief presentation on a literary topic related to course content. Students will have time to skim the questions for each set before listening to the audio. The interview and presentation will be played once; the recited poem will be played twice. Section I, Part B (Reading Analysis) contains 50 questions in six sets that are based on literary readings representing a variety of genres, periods, and places in the Spanish-speaking world. The literary readings include works from the required reading list, works that are not on the list, and one passage of literary criticism regarding a work or author from the list. One set in Section I, Part B contains two passages that are related by theme — one of those passages is taken from the required reading list.

Section II, the free-response section, assesses students' ability to analyze structural and rhetorical features of literary texts as well as the significance of the contexts in which the texts were written. Students are also assessed in the presentational mode of communication by writing comprehensible text analyses that demonstrate their understanding of course content. In this section of the exam, students are given two short-answer questions and two essay questions to complete in 100 minutes. They may answer the questions in any order; recommended times are printed in the exam booklet (15 minutes for each of the short answers, 35 minutes for each of the essays).

The first short-answer question (Text Explanation) requires students to read an excerpt from a text on the required reading list, identify the author and period of the text, and explain the development of a particular theme found within the excerpt in relation to the whole work from which the excerpt is taken. The excerpt and the title of the whole work are printed in the exam booklet; students are given the theme in the question prompt. The second short-answer question (Text and Art Comparison) requires students to read an excerpt from a text on the required reading list and study an image of a work of art (e.g., a painting, photograph, sculpture, or drawing) related by theme to the text. Students are asked to compare how a particular theme is represented in both the text and the image, and then to connect that theme to the genre, period, or movement of the text. The text and the image are both printed in the exam booklet; students are given the theme and the genre, period, or movement of the text in the question prompt.

The first essay question (Analysis of Single Text) requires students to read an excerpt from a text on the required reading list (or the whole work, in the case of a short poem) and then analyze how the text represents the characteristics of a particular genre and also a particular historical, cultural, or social context. Both the genre and the context are provided in the question prompt. In the essay, students comment on relevant literary devices in the text and cite examples from the text that support their analysis.

The second essay question (Text Comparison) requires students to read two excerpts related by theme — one from a text on the required list, the other from a text not on the list. (Again, the whole work may be included in the case of a short poem.) Students are asked to analyze the effect of literary devices that the authors use in the texts to develop a particular theme that is provided in the question prompt. In the essay, students compare the presentation of the theme in the two texts and cite examples from both texts that support their analysis. In total, the free-response section contains four questions, lasts 100 minutes, and accounts for 50 percent of the student's overall AP Exam score. The two short-answer questions account for 15 percent, and the two

essay questions account for 35 percent of the score. Information is taken from The College Board. For more information go to:

www.collegeboard.com/apstudents

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 Ulibarri, "Mi caballo mago"

Clark County School District Required Grading Scale:

A: 90-100% Excellent
B: 80-89.99% Above Average
C: 70-79.99% Average
D: 60-69.99% Below Average
F: 50-59.99% Emergent

*All quarter/semester grades will receive a minimum of 50%

***** The World Language Department will round semester grades at .5% or higher.
For example: 59.5% will round to a 60%, 69.5% will round to a 70%, a 79.5%
will round to an 80%, and a 89.5% will round to a 90%.**

Individual Assignments/Assessments

- Individual Assignments/Assessments scores in the gradebook will reflect the students actual progress towards the mastery of the standards.
- For example, an assignment score less than 50% may be in the Grade Book; however, at the quarter if the grade to be posted is less than 50%, it must be overwritten to a 50% on the grading scale prior to posting final quarter/semester grades.

Semester Exams

- Semester exams are only required for high school credit-bearing courses.
- Semester exam scores below a 50% will be adjusted to the minimum score on the District grading scale (e.g., if a student earns a 32% on the semester exam, the score is adjusted to 50%).

School Wide Grading Categories:

Summative Assessments will account for 80% of overall quarter grade

- Tests, quizzes, major assignments and/or projects.

Formative Assessments will account for 20% of overall quarter grade

- Meaningful practice of skills required to master.
- Covers objectives of each unit.
- Tied to continued learning beyond the classroom.

Semester grades will be calculated as follows:

Quarter 1/3 - 40%

Quarter 2/4 - 40%

Semester Exam - 20%


Missing Work:

- Missing work procedures will be consistent school-wide.
- Missing work will be accepted until the end of each unit (plus one week).
 - Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where missing work will be accepted beyond this unit plan timeline.
- Points will not be deducted for missing work turned in past the original due date (plus one week).
- The mark "M" is a score of 0 percent in the Grade Book, communicating the lowest possible grade.
 - The "L" late flag is added to the assignment to monitor student behavior separate from the academic grade once the missing assignment is turned in and the earned score is entered.

Homework:

- Homework will be used for practice or an extension of learning.
- Homework expectations will be in accordance with Policy 6143 and Regulation 6143.
- Completion status of homework will carry no weight in the Grade Book; progress will be reported as a learner behavior/habit of work not as an academic grade.

Citizenship:

- Academic behaviors will be evaluated using the citizenship grading rubric.
 - o  Secondary Learner Behavior Matrix and Rubric
- Plagiarism/cheating will be considered "missing."
 - Students will receive an "M" with a score of 0% until the original work has been submitted. Student's academic score may increase when original work is submitted for grading.
 - The student will receive a "U" on the citizenship grading rubric for the quarter.

Reassessments:

- Reassessments of summative assessments will be accepted until the end of each unit (plus one week).
 - Unit Plan timelines will be determined by common course planning.
- Teachers will have the discretion to determine timelines where reassessment will be completed beyond this unit plan timeline. Summative reassessment procedures will be consistent school-wide.
- Summative reassessments will not be given during the last week of the quarter. Teachers will have the latitude to allow reassessments during this time period, if they choose.
- Students can request and participate in **ONE** reassessment opportunity per each summative assessment regardless of original grade.
 - After receiving assessment results, students have up to five school days to communicate with their classroom teacher.
 - Students must not be excluded from reassessment due to limited transportation nor commitments outside of school. Student's must be given time during the school day if they cannot attend before or after school.
 - Students must complete a reassessment reflection to develop a plan for new learning.
- An alternate or abbreviated assessment at the same rigor can be administered to elicit evidence of new learning.
- A student's grade should accurately reflect new learning. The higher proficiency level of the student must be reflected in the gradebook.
- Reassessment opportunities will **not** be offered for final exams/semester exams nor AP end of course exams.

***** *The World Language Department will require that missing formative assignments within a lesson/unit be completed before a student is allowed to reassess.**

Communication to Students and Families:

- Communication of grades via the Infinite Campus Grade Book will be done in accordance with Regulation 5122.
- Scores and grades entered in the Grade Book will be current, allowing students time to reflect on and improve their grade prior to the end of the marking period.

State Honor Code:

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in

the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process or compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way. Examples of this specialized for this course includes, but are not limited to: looking at someone else's paper during any form of assessment, using **an online translator on written assignments** or copying another classmate's assignment.

School-Wide Progressive Discipline Policy:

- 1st Violation = Conference with Student, Warning (before/after class)
- 2nd Violation = Conference with Student, Warning, Call home (before/after class)
- 3rd Violation = Conference with Student, Warning, Call home, Teacher Detention
- 4th Violation = Parent Teacher Conference (online or in person)
- Future Violations - Discipline Referral to The Den (Discipline Office)

School-Wide Tardy Policy (resets every quarter):

- 1st - 2nd Tardy = Warning/Parentlink Notification
- 3rd - 4th Tardy = After School Detention/Parentlink Notification
- 5th Tardy = After School Detention/Virtual RPC (Request for Parent Conference)
- 6th Tardy = Class Disruption/ Parentlink Notification/1-day IHS
- 7th Tardy = Class Disruption/ Parentlink Notification/3-day IHS
- 8th Tardy = Class Disruption/ Parentlink Notification/5-day IHS
- 9th Tardy = Insubordination/ Parentlink Notification/10 Day Hope 2

CCSD Cell Phone Policy: Per CCSD Policy, cell phones MUST be put away during instruction time. My classroom policy is students must either put their phone in the pocket number that corresponds with their desk number or keep it in their back pack. This policy also includes smart watches and ear phones. The district has provided each school with the signal blocking cell phone pouches to utilize. My current classroom policy has been successful and I plan to continue in this manner. If students are unable to follow the policy, the cell phone pouches will be used. Failure to comply with the cell phone policy will result in confiscation of the phone and it will be turned into the DEN.

What can parents do to help? I understand that cell phones, at times, do have instructional value, but can also be a distraction during class time. Parents can help by putting screentime on apps that are not needed during the school day. Below are links that can assist you:

iPhone:

<https://support.apple.com/en-us/HT208982#>

<https://www.youtube.com/watch?v=qIBa9gxgMsw>

Android:

<https://support.google.com/families/answer/7103340?hl=en>

<https://www.youtube.com/watch?v=9BGH2AKUs9s>

The teachers, administrators, and faculty of Coronado High School care deeply about each and every one of our students. We understand that at

times the culmination of academics, athletics, and after school activities can be challenging or even overwhelming. It is our hope to ensure that both academic/social progress AND student mental health and well-being are top considerations in all we do at Coronado. Accordingly, if you have any concerns regarding your student's progress or emotional well-being, please call our school at 702-799-6800 so we can work with your family to find resolution and create the optimal learning environment for both achievement and happiness. This is a goal we strive for every day.