



Phone: 713-688-1361

Website: www.houstonisd.org/waltrip

AP Spanish Literature Course Syllabus 2021-22

Instructor: Lucio Mera

Email: lmera@houstonisd.org

Room: 3211

Email: lmera@houstonisd.org

Ext #015276

Tutorial Hours: Monday -Fri (7:35am-8:05 am)

Bienvenidos! Parents and students, I look forward to a wonderful year of learning together. Please read thoroughly and keep for reference. Please sign the "Syllabus Contract" sheet and return to me as soon as possible.

Parents are encouraged to contact me regarding any questions or concerns regarding your child in my class. You can reach me at my email address or you can leave a message at 713-688-1361 Ext #015276. I will do my best to return emails and/or phone calls within 48 hours.

Important Date: AP Testing Date: Wednesday, May 11, 2022, from 8am to 12 noon at Waltrip High School

Course Content

The course content is organized into units of study that take a chronological approach to the study of the literary works. These units comprise the content that colleges and universities typically expect students to master to qualify for college credit and/or placement.

Text

The Website for the course is as follows:

- Collegeboard.org
- Text Azulejo

About the Teacher

Briefly, I was born and raised in Chiclayo Perú. After graduating from Peruvian Air Force University in 1990 with a bachelor's degree in Engineering System I came to Houston in 1998, gaining teacher certification at the University of Saint Thomas and master Degree at Salamanca University in Spain.

I.- COURSE OVERVIEW

The AP Spanish Literature and Culture course is designed to provide students with a learning experience equivalent to that of a college/university survey course in literature written in Spanish. This thematically based course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature, including short stories, novels, poetry, drama, and essays, ranging from the Medieval period to the present.

The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpretive, interpersonal, and presentational) at the Intermediate High to Advanced Mid range of performance of ACTFL's Proficiency Guidelines. It includes exploration of the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in ACTFL's World Readiness Standards for Learning Languages. The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across a range of language and analytical skills—with special attention to critical reading and analytical writing—and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

II.- COURSE OBJECTIVES

The course aims to help students progress beyond reading comprehension to read with critical, historical, and literary sensitivity. This is an ambitious goal, but it is the hope that when students apply the methods of literary analysis suggested in the course, and focus their attention on linguistic detail coupled with critical interpretation and analysis of texts, they will acquire skills that they will be able to apply to many other areas of learning and life.

II.-COURSE FRAMEWORK

The course framework includes two essential components:

1 COURSE SKILLS

The course skills are central to the study and practice of Spanish literature and culture. Students should develop and apply the described skills on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into units of study that take a chronological approach to the study of the literary works. These units comprise the content that colleges and universities typically expect students to master to qualify for college credit and/or placement

III. Scope and Sequence: AP themes to be covered include:

Curricular Requirements

CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.

CR2a Instructional materials include a variety of authentic audio and video recordings.

CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

CR2c Instructional materials include a variety of authentic literary texts.

CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6a The course explicitly addresses the Global Challenges theme.

CR6b The course explicitly addresses the Science and Technology theme.

CR6c The course explicitly addresses the Contemporary Life theme.

CR6d The course explicitly addresses the Personal and Public Identities theme.

CR6e The course explicitly addresses the Families and Communities theme.

CR6f The course explicitly addresses the Beauty and Aesthetics theme.

CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.

CR9 The course prepares students to use the target language in real-life settings.

THEMES

THEME 1: LAS SOCIEDADES EN CONTACTO

Organizing Concepts:

- § La asimilación y la marginación
- § La diversidad
- § Las divisiones socioeconómicas
- § El imperialismo
- § El nacionalismo y el regionalismo

Essential Questions:

- § ¿De qué manera las perspectivas de una cultura afectan la representación de eventos históricos?
- § ¿Cómo los miembros de una minoría cultural se resisten (o se asimilan) a las costumbres y las perspectivas de la mayoría dominante?
- § ¿Cómo se representan en obras literarias de distintos períodos y diversas culturas las relaciones entre grupos socioculturales (clases sociales, grupos étnicos, etc.)?

Sample Groupings of Required Readings:

- § Anónimo, Lazarillo de Tormes; Dragún, El hombre que se convirtió en perro (Las divisiones socioeconómicas)
- § Cortés, "Segunda carta de relación"; León-Portilla, Visión de los vencidos; Martí, "Nuestra América"; Darío, "A Roosevelt" (El imperialismo)

THEME 2: LA CONSTRUCCIÓN DEL GÉNERO

Organizing Concepts:

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

Essential Questions:

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

Sample Groupings of Required Readings:

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

THEME 3: EL TIEMPO Y EL ESPACIO

Organizing Concepts:

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

§ La trayectoria y la transformación

Essential Questions:

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

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

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

Sample Groupings of Required Readings:

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

§ Garcilaso, Soneto XXIII (“En tanto que de rosa y azucena”); Góngora, Soneto CLXVI (“Mientras por competir con tu cabello”); Bécquer, Rima LIII

(“Volverán las oscuras golondrinas”) (El carpe diem y el memento mori; La trayectoria y la transformación)

THEME 4: LAS RELACIONES INTERPERSONALES

Organizing Concepts:

§ La amistad y la hostilidad

§ El amor y el desprecio

§ La comunicación o falta de comunicación

§ El individuo y la comunidad

§ Las relaciones de poder

§ Las relaciones familiares

Essential Questions:

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

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

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

Sample Groupings of Required Readings:

§ Quiroga, “El hijo”; Rulfo, “No oyes ladrar los perros” (Las relaciones familiares)

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

THEME 5: LA DUALIDAD DEL SER

Organizing Concepts:

§ La construcción de la realidad

§ La espiritualidad y la religión

§ La imagen pública y la imagen privada

§ La introspección

§ El ser y la creación literaria

Essential Questions:

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

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

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

Sample Groupings of Required Readings:

§ Borges, “Borges y yo”; Unamuno, San Manuel Bueno, mártir (La imagen pública y la imagen privada)
§ Cervantes, Don Quijote; Cortázar, “La noche boca arriba”; García Márquez, “El ahogado más hermoso del mundo” (La construcción de la realidad)

THEME 6: LA CREACIÓN LITERARIA

Organizing Concepts:

§ La intertextualidad
§ La literatura autoconsciente
§ El proceso creativo
§ El texto y sus contextos

Essential Questions:

§ ¿Qué factores motivan a los escritores a crear sus obras literarias?
§ ¿De qué manera la intertextualidad contribuye al significado de una obra literaria?
§ ¿Cómo influye en la experiencia de los lectores la presencia de la literatura misma como tema de una obra literaria?

Sample Groupings of Required Readings:

§ Don Juan Manuel, Conde Lucanor, Exemplo XXXV (“De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava”); Anónimo, Lazarillo de Tormes (La literatura autoconsciente)
§ Borges, “Borges y yo”; Cervantes, Don Quijote (El proceso creativo)

Student Evaluation:

The final grade is calculated based in the following grading scale:

Classwork	40%
Quiz	20%
Project	10%
Test	20%
Daily assignments	10%

GRADING POLICIES:

-Quizzes will be given bi-weekly. Almost all quizzes will be announced. They will often consist of vocabulary, reading assignments or any work covered in class.

-NO LATE HOMEWORK WILL BE ACCEPTED! The only acceptable excuse is an excused absence from the office. Homework must be TURNED IN before the class period begins. There is no partial credit offered so make sure it is done on time.

-Classwork will be graded based on the following: notes taken in class, class participation and work assigned in class. Classwork must be completed upon the ending of the period to receive credit.

-Homework and Quizzes will be posted on Power Teacher Pro website.

-Projects and Tests will be posted on the board as well as on my website. It is the student responsibility to make a note of them.

-Extra Credit will be offered according to student effort, good behavior, and class participation.

- MAKE-UP WORK: When a student is absent, it is the student's responsibility to make arrangements with me to complete the work. Students have the number of days absent plus one class day to complete the work. The student must make up missed tests, quizzes, listening and speaking activities during my tutorials since these are often a disruption to the class in progress. Please make an appointment with me. *** If a test or project is assigned and material covered before the absence, then the test or project is due on the day the student returns.

-TO IMPROVE YOUR TEST or PROJECT GRADES= RE-ASSESS: FULL Credit!

- 1) Attend a minimum of 1 Tutorial with Mr. Mera. (Every Tuesday from 2:40-3:40pm)
- 2) Complete all Missing Formative and Summative Assignments in person at Tutorials that Mrs. Mera requires of you to demonstrate that additional learning has taken place.
- 3) Re-Assessments must be completed within 10 days of the end of the Unit being tested. Re-assessment will cover the same material- but may be in a different format to demonstrate mastery.

-PROGRESS REPORTS:

Dear Parent/Guardian- Your student will receive his/her average grade every four weeks throughout the year...so please ask about it and stay informed of your teenager's progress! Please see Parental Portal on the website for student grades and missing assignments. Please feel free to contact me at any time with questions or suggestions for your student's Spanish class learning experience. We all want this class to be a positive and successful experience for your student.

1. RESOURCES

The AP® Spanish Literature course will be taught using a multitude of resources to cover all aspects of the Spanish language. All resources can be found in College Board website.

Websites for Grammar Practice: cplosangeles.es

1. CLASSROOM RULES

- The goal is 100% use of Spanish.

RESPECT

- All students must respect one another. Absolutely no words or actions that are unkind will be tolerated.
- Be silent and listen when someone else is speaking and raise your hand when you want to speak. You must also respect our learning environment and stay on task.
- Treat the classroom with respect. Sticking gum under desks, writing in class textbooks or any other form of disrespect will result in disciplinary action.

BE READY

Make sure to bring all materials to class and be ready to begin when the bell rings. The door will be locked at that moment and you will need to get a late pass to be able to come in. All homework must be finished and completed before the bell to receive credit.

- Absolutely no cheating will be tolerated! You must be ready and prepared for every test, quiz and/or assignment. If any cheating occurs the student will receive an automatic zero on the assignment and parents will be contacted immediately along with disciplinary action (see below).

-Chewing gum, eating or drinking in class is not allowed

•All policies in the Student Handbook, Student Code of Conduct and Academic Integrity Policy will be followed.

***Cell phones, iPods, and other distractions must be turned off and not used in this classroom unless permission is given by Mrs. Mera.

***If caught cheating (or with phone) during a TEST- immediate referral to AP and “Academic Dishonesty” on your permanent record! Be smart! Don’t mess up your chances for honors and scholarships due to dishonesty!

State law requires attendance 90% of class time. If a student fails to attend the required number of classes, credit cannot be given without making up time missed and approval from the Attendance Committee. One of the easiest things you can do to obtain your goal of graduation is to COME TO CLASS EVERY SCHOOL DAY!

Note to Parents/Guardians:

I am looking forward to working with your child. I strongly encourage parent/teacher conferences. If needed, a conference may be set through the counselor’s office. The more you know about your child’s school performance, achievement, and behavior, the more we will be able to assist him/her to obtain his/her achievement and success. Please feel free to call or email me if you have any questions about this class. I wish you and your child much happiness and success this school year! Thanks.

¡Saludos! Estoy contento de poder trabajar con su hijo/hija. Para asegurarnos de que sea exitoso y alcance todos los objetivos propuestos en esta clase. Creo fielmente que usted y yo debemos trabajar juntos. Le invito a pasar por mi salón de clase para poderle conocer y así juntos afianzar esfuerzos. También, se puede comunicar conmigo vía correo electrónico o por teléfono. De necesitar una cita o hablar conmigo llame a la oficina y gustosamente nos pondremos de acuerdo para tener una conferencia. Estaré dando tutorías algunas mañanas, y les pido que anime a su hijo/hija a aprovechar esta oportunidad. Muchas Gracias.

AP Spanish
Prof. Mera

Please print this page, sign and return to Mr. Mera.

This signed form is due by Friday September 20th, 2021 and it will be counted as a homework grade.

I have read Prof. Mera Syllabus posted on the class website and the rules/procedures have been explained to me in class. I realize and understand my responsibilities and the class procedures listed. I also realize that no late homework will be accepted, all my electronic devices must be turned off and away from me, and there is no use of electronic devices without permission, or the device will be sent to the office.

I understand that it is my responsibility to turn in my work on time, check my grades every week, and be aware of any missing grade.

I accept responsibility for my work and actions in the classroom and will not revert to excuses. I will work hard and strive for excellence at all times! I know that if I want to learn Spanish, I will need to study, work hard, participate in class, and have fun learning!

Signing as a parent/guardian, I am aware that I can see all of my child’s grades online at any time on School Website and that directions for using the online grade book are available on Waltrip website. I am also aware that my child is not able to use electronic devices in class and upon use, they will be confiscated and only I am permitted to pick up the electronic device(s) at the end of the school day.

Parent Signature

Student Signature

Print Name (Parent)

Print Name (Student)

PLEASE PRINT CLEARLY!!!

Parent Home Phone Number: _____

Parent Cell Phone Number: _____

Parent Email Address: _____
send you a welcome email to this address, please respond).

(Mr. Mera will

We do have access to a computer: yes_____ no_____

We do have access to internet: yes_____ no_____

We do have access to a printer: yes_____ no_____

Parent Initials

Student Initials