

Course at a Glance

Plan

The Course at a Glance provides a useful visual organization of the AP Spanish Literature and Culture curricular components, including:

- Sequence of units, along with suggested pacing. Please note, pacing is based on 45-minute class periods, meeting five days each week for a full academic year.
- Course skills across units.

Teach

SKILL CATEGORIES

1 Analysis	5 Argumentation
2 Cultural Context and Connections	6 Language and Conventions
3 Comparing Literary Texts	7 Literary Discussions and Presentations
4 Comparing Texts and Art	

The required 38 texts are organized chronologically across the course's eight units.

Assess

Assign the Personal Progress Checks—either as homework or in class—for each unit. Each Personal Progress Check contains formative multiple-choice and free-response questions. The feedback from the Personal Progress Checks shows students the areas where they need to focus.

UNIT
1

La época medieval

~7–8 Class Periods

1

Analysis

2

Cultural Context and Connections

5

Argumentation

6

Language and Conventions

7

Literary Discussions and Presentations

Conde Lucanor

Exemplo XXXV (“De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava”)

Don Juan Manuel

“Romance de la pérdida de Alhama”

Anónimo

UNIT
2

El siglo XVI

~19–20 Class Periods

1

Analysis

2

Cultural Context and Connections

5

Argumentation

6

Language and Conventions

7

Literary Discussions and Presentations

Lazarillo de Tormes

Anónimo

Visión de los vencidos: “Los presagios, según los informantes de Sahagún”

Miguel León-Portilla

“Segunda carta de relación”

Hernán Cortés

Visión de los vencidos: “Se ha perdido el pueblo mexicana”

Miguel León-Portilla

Soneto XXIII

(“En tanto que de rosa y azucena”)

Garcilaso de la Vega

Personal Progress Check 1

Multiple-choice: ~10 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Analysis of a Single Text

Personal Progress Check 2

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Analysis of a Single Text

UNIT
3

El siglo XVII

~25–26 Class Periods

1	Analysis
2	Cultural Context and Connections
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

Soneto CLXVI
("Mientras por competir con tu cabello")

Luis de Góngora

Salmo XVII
("Miré los muros de la patria mía")

Francisco de Quevedo

"Hombres necios que acusáis"

Sor Juana Inés de la Cruz

Don Quijote

Miguel de Cervantes

El burlador de Sevilla y convidado de piedra

Tirso de Molina

UNIT
4

La literatura romántica, realista y naturalista

~9–10 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

"En una tempestad"

José María Heredia

Rima LIII
("Volverán las oscuras golondrinas")

Gustavo Adolfo Bécquer

"Las medias rojas"

Emilia Pardo Bazán

UNIT
5

La generación del 98 y el Modernismo

~14–15 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

San Manuel Bueno, mártir

Miguel de Unamuno

"He andado muchos caminos"

Antonio Machado

"Nuestra América"

José Martí

"A Roosevelt"

Rubén Darío

"El hijo"

Horacio Quiroga

Personal Progress Check 3

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

Personal Progress Check 4

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Text Comparison

Personal Progress Check 5

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

UNIT
6

Teatro y poesía
del siglo XX

~18–19 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

La casa de Bernarda Alba
Federico García Lorca

El hombre que se convirtió en perro
Osvaldo Dragún

“Prendimiento de Antoñito el Camborio en el camino de Sevilla”
Federico García Lorca

“Walking around”
Pablo Neruda

“Balada de los dos abuelos”
Nicolás Guillén

“Mujer negra”
Nancy Morejón

“A Julia de Burgos”
Julia de Burgos

“Peso ancestral”
Alfonsina Storni

Personal Progress Check 6

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Analysis of a Single Text

UNIT
7

El Boom
latinoamericano

~16–17 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

“Borges y yo”
Jorge Luis Borges

“El Sur”
Jorge Luis Borges

“No oyes ladrar los perros”
Juan Rulfo

“Chac Mool”
Carlos Fuentes

“La noche boca arriba”
Julio Cortázar

“La siesta del martes”
Gabriel García Márquez

“El ahogado más hermoso del mundo”
Gabriel García Márquez

“Dos palabras”
Isabel Allende

Personal Progress Check 7

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text Explanation
- Essay: Text Comparison

UNIT
8

Escritores
contemporáneos
de Estados Unidos
y España

~8–9 Class Periods

1	Analysis
2	Cultural Context and Connections
3	Comparing Literary Texts
4	Comparing Texts and Art
5	Argumentation
6	Language and Conventions
7	Literary Discussions and Presentations

“Mi caballo mago”
Sabine Ulibarri

... y no se lo tragó la tierra: “... y no se lo tragó la tierra”
Tomás Rivera

... y no se lo tragó la tierra: “La noche buena”
Tomás Rivera

“Como la vida misma”
Rosa Montero

Personal Progress Check 8

Multiple-choice: ~20 questions

Free-response: 2 questions

- Short-answer: Text and Art Comparison
- Essay: Text Comparison