

**Teacher: Vanessa Ramos**

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**Office: 266**

Department Chair: Lisa Dinon; [ldinon@naperville203.org](mailto:ldinon@naperville203.org) (North)

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<b>District Mission</b>	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.
<b>Department Mission</b>	To enable students to communicate effectively in the target language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to be college-, career-, and world-ready.
<b>Course Description</b>	The course is structured to allow students to complete the entire required reading list published in the AP® Spanish Literature and Culture Curriculum Framework. You will learn and apply literary terminology to the analysis of a variety of texts representing different genres and time periods. You will discuss literary texts in a variety of interactive formats, including debates, class discussions, and group discussions. You will also analyze the relevance of literary texts to historical, sociocultural, and geopolitical contexts. In this course, you will communicate within thematic contexts using advanced academic vocabulary and linguistic structures. You will write short responses and analytical essays related to literary texts, using language appropriate for literary analysis..
<b>Course Textbook</b>	Colbert, Maria et al. <i>Azulejo: Anthology and Guide to the AP Spanish Literature Course</i> . Wayside Publishing, 2012. Second edition.
<b>Course Standards &amp; Weights</b>	<p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>• <u>Interpretive Communication* (Listening, reading, viewing)</u> Interpret and/or comprehend written or spoken language.</li> <li>• <u>Interpersonal Communication*(Listening, speaking, reading, and writing)</u> Interact and/or respond in the target language.</li> <li>• <u>Presentational Communication*(Speaking, writing, showing)</u> Present information, ideas, or concepts in the target language.</li> </ul> <p><b>SEL Standards:</b></p> <ul style="list-style-type: none"> <li>• Recognize the feelings and perspectives of others</li> <li>• Recognize individual and group similarities and differences</li> <li>• Use communication and social skills to interact effectively with others</li> <li>• Recognize personal qualities and external supports</li> <li>• Demonstrate skills related to achieving personal and academic goals</li> </ul>
<b>Units of Study:</b>	<p>The course explicitly addresses each of the six <b>course themes</b> of the multiple units of study:</p> <ul style="list-style-type: none"> <li>• Las sociedades en contacto</li> <li>• La construcción del género</li> <li>• El tiempo y el espacio</li> <li>• Las relaciones interpersonales</li> <li>• La dualidad del ser</li> <li>• La creación literaria</li> </ul> <p><b>Units of Study:</b></p> <p>Unit 1: La época medieval  Unit 2: El siglo XVI  Unit 3: El siglo XVII  Unit 4: La literatura romántica, realista y naturalista  Unit 5: La Generación del 98 y el Modernismo  Unit 6: Teatro y poesía del siglo XX  Unit 7: El Boom latinoamericano  Unit 8: Escritores contemporáneos de Estados Unidos y España</p>

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## Grade Calculation Definitions

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning/Summative:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances.
- **Practice/Formative:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process.

## Grading Disbursement

Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade.

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0%

Semester Grade:

- Coursework = 85% (Evidence of Learning/Summative = 90%, Practice/Formative= 10%)
- Final Exam = 15% *Final Exam Format: Practice AP Exam*

## Grading Practices

Grades communicate each student's progress toward mastery of goals/standards for the course.

- Infinite Campus Symbols/Comments:
  - A score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
  - Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
  - A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 80% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.
- Late Work:
  - Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
  - Practice Work is not accepted for credit after the due date.
- Other:
  - No extra credit will be issued.

## D203 AI Belief Statement

In District 203, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

## Academic Integrity Code

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect, and trust. The integrity of our district's academic programs is built upon these principles.

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Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

**The use of translating devices and/or direct translation from a native speaker or tutor is strictly forbidden.** You must do your own work. Remember: There is a significant difference between getting help and having something or someone else do your work for you. There are consequences both academic and non-academic for students who do not adhere to this policy. All District and school academic integrity policies apply to this course. Violations will be tracked and added during your time at NNHS.

## Reassessment Policy

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Reassessment Parameters:

- The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher.
- Reassessments **MUST** be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
- The final reassessment score will be capped at 85%.

## Student Communication

- You are encouraged to speak directly with your teacher regarding questions.
- Teachers make every effort to respond to emails within 24 hours during the workweek.

## Additional Resources for Support

- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can attend peer tutoring in the Lit Center during lunch periods to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

## Parents or Guardians Partnership

District 203 believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

Some ways parents/guardians can support their student's learning are:

- Actively check Infinite Campus for their student's grades.
  - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.



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- Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.
- Teachers make every effort to respond to parent emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered.



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## Required Reading List

Study of the AP Spanish Literature and Culture curriculum requires that only unabridged, full text, Spanish language versions of the required readings be used.

- 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"
- Miguel de Unamuno, *San Manuel Bueno, mártir*



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