



AP[®]

AP[®]

AP[®] Spanish Language and Culture

2024-2025



Introduction

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the *World Readiness Standards for Learning Languages*, are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the *ACTFL Performance Descriptors for Language Learners*. As such, the course has been designed to provide high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world.

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary

usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed according to how they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course should be taught primarily in the target language.

About the AP Spanish Language and Culture Course

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

College Course Equivalent

The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture.

Prerequisites

There are no prerequisites; however, students are typically in their fourth year of high school-level Spanish language study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

Course Framework Components

Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit or placement.

The course framework includes the following essential components:

1 SKILLS

At the core of the AP Spanish Language and Culture course are course skills identifying what students should know and be able to do to succeed in the course. Students should develop and apply the described skills on a regular basis over the span of the course.

2 THEMES

The course is based on six required course themes that help teachers integrate language, content, and culture into a series of lessons and activities. Within each theme are recommended contexts and overarching essential questions that engage students, guide their classroom investigations, and promote the use of language in a variety of contexts.

3 MODES

Foundational to the course are the three modes of communication: Interpretive, Interpersonal, and Presentational, as defined in ACTFL's *World Readiness Standards for Learning Languages*. Throughout the course, students demonstrate their abilities in the interpretive mode by engaging with written, print, visual, audiovisual, and audio texts; in the interpersonal mode by speaking with and writing to others; and in the presentational mode by speaking to and writing for an audience.

4 TASK MODELS

Each unit in the course features several of the task models that students will encounter on the exam, which build in difficulty and complexity over time to the level that matches the exam's expectations. These task models include nine different types of stimuli with questions that address interpretive print and audio communication, and four free-response tasks that address the interpersonal and presentational modes.

Course Skills

The following table lays out the basic language and communication skills that students are expected to develop in the course. As shown later, each skill is further broken out into concrete learning objectives, which are described in the section on Unit Guides on p. 17.

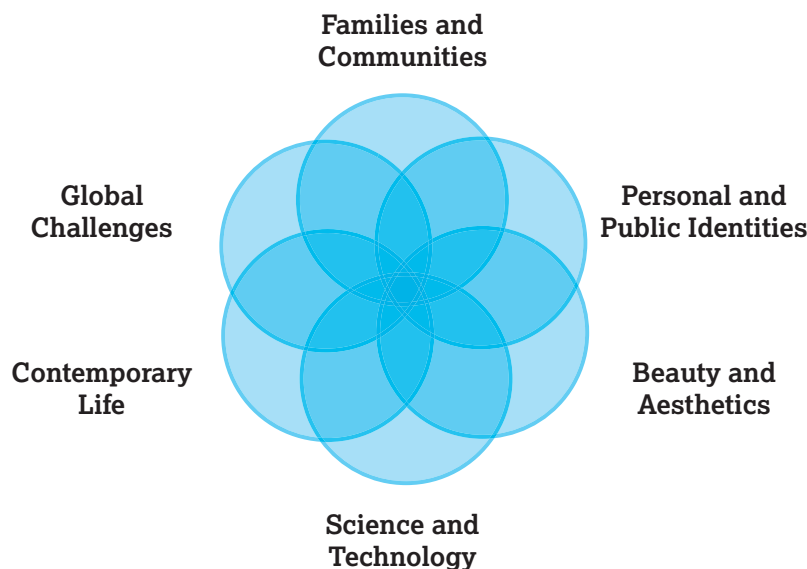


AP SPANISH LANGUAGE AND CULTURE Course Skills

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	Skill Category 6	Skill Category 7	Skill Category 8
Comprehend Text 1 Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	Make Connections 2 Make interdisciplinary and cultural connections.	Interpret Text 3 Interpret the content of written or audio text (words).	Make Meanings 4 Make meanings from words and expressions.	Speak to Others 5 Communicate interpersonally by speaking with others.	Write to Others 6 Communicate interpersonally by writing to others.	Present Orally 7 Communicate through spoken presentations.	Present in Writing 8 Communicate through written presentations.
SKILLS							
1.A Describe the literal meaning of the text. 1.B Describe data.	2.A Make cultural connections. 2.B Make connections in and across disciplines.	3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text.	4.A Determine the meaning of familiar and unfamiliar words. 4.B Use words appropriate for a given context.	5.A Understand and apply appropriate communication strategies in interpersonal speaking. 5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	6.A Understand and apply appropriate communication strategies in interpersonal writing. 6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	7.A Plan and research an issue or topic for presentational speaking. 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. 7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.	8.A Plan and research an issue or topic for presentational writing. 8.B Use appropriate writing strategies to communicate an idea in presentational writing. 8.C Understand and apply appropriate and varied syntactical expressions in presentational writing. 8.D Express a perspective with details and examples to illustrate an opinion or idea in presentational presentations.

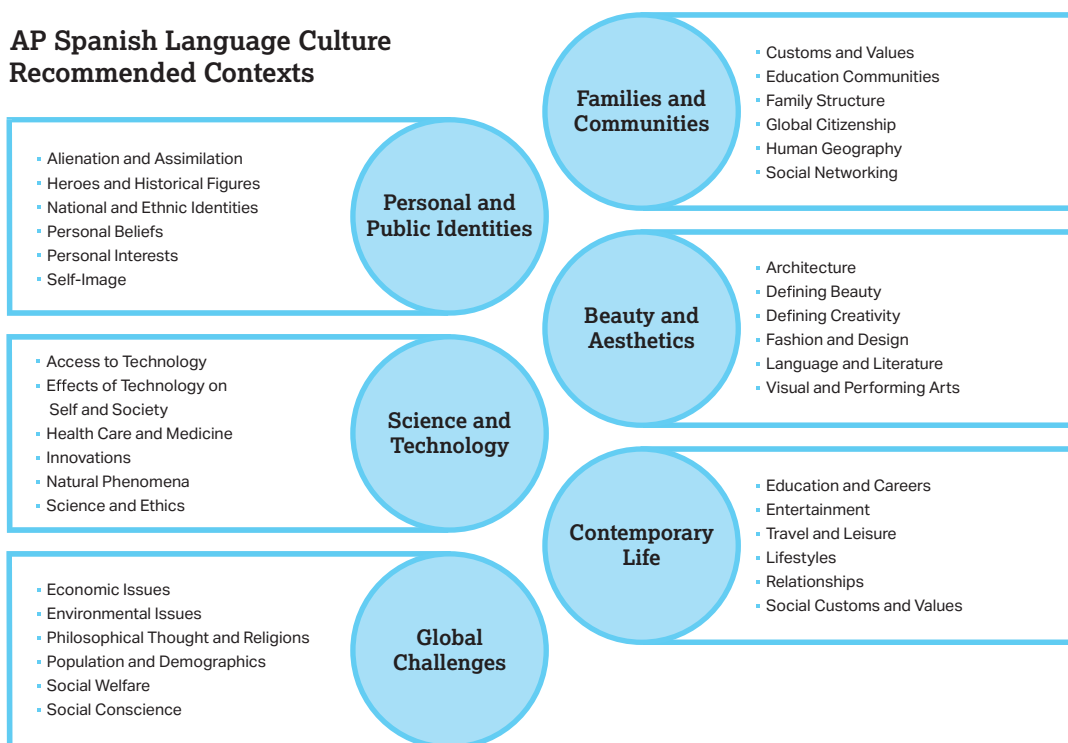
Course Themes

To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six required course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.



Within each of these themes, there are five to seven recommended contexts. The course is organized thematically into six units. Each unit targets a primary theme but also connects to additional recommended contexts for those themes. Teaching to multiple themes in every unit ensures a rich curriculum that will spiral, as the themes are revisited through a variety of lenses throughout the course. This allows students to experience the study of language and culture in a variety of authentic and engaging ways and allows teachers to consider the interests and needs of their students when designing instruction. While teachers may organize the course thematically in any way they choose, following the recommended course design provided by the unit guides that follow ensures that all the required courses themes are addressed multiple times in a scaffolded manner.

AP Spanish Language Culture Recommended Contexts



ESSENTIAL QUESTIONS

Related to the themes are essential questions designed to spark curiosity and encourage students to investigate and express different views on real-world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across interdisciplinary content areas while working with content from language, literature, and cultures of the Spanish-speaking world. Examples of essential questions appear in the Unit Guide openers.

Course Modes

As students work with course themes and consider essential questions, they do so while engaging in the three modes of communication—Interpretive, Interpersonal, and Presentational. The development of skills in each of these modes forms the core of the units, as students build skills in listening, reading, speaking, and writing tasks of increasing levels of complexity as they work through the course. Students are expected to build skills in the following areas:

- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Spoken Presentational Communication
- Written Presentational Communication

Course Task Models

As students work with the modes of communication listed above, they practice various task models that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies.

Task Model Type	Mode
<i>Promotional material</i>	Interpretive – print source
<i>Literary text</i>	Interpretive – print source
<i>Article and chart</i>	Interpretive – print sources
<i>Letter</i>	Interpretive – print source
<i>Audio report and article</i>	Interpretive – audio and print sources
<i>Conversation and chart</i>	Interpretive – audio and print sources
<i>Interview</i>	Interpretive – audio source
<i>Instructions</i>	Interpretive – audio source
<i>Presentation</i>	Interpretive – audio source
<i>Email reply</i>	Interpersonal – written
<i>Argumentative essay</i>	Presentational – written
<i>Conversation</i>	Interpersonal – spoken
<i>Cultural comparison</i>	Presentational – spoken

More complex tasks, such as the cultural comparison or the argumentative essay, are taught incrementally so that students develop skills over time and through practice before engaging with a full-task model.

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 1

Families in Different Societies



~19–21
CLASS PERIODS

Families in Different Societies



Developing Understanding

ESSENTIAL QUESTIONS

- What constitutes a family in Spanish-speaking societies? / *¿Qué compone una familia en una sociedad de habla hispana?*
- What are some important aspects of family values and family life in Spanish-speaking societies? / *¿Cuáles son algunos aspectos importantes de los valores y la vida familiar en las sociedades de habla hispana?*
- What challenges do families face in today's world? / *¿Qué retos enfrentan las familias de hoy?*

Unit 1 explores themes related to families in Spanish-speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of **Families and Communities**, teachers should interweave the themes of Personal and Public Identities, Contemporary Life, and Global Challenges by incorporating recommended contexts from these themes. For example, students could

- explore how families shape values and traditions, as well as personal beliefs and personal interests.
- examine the challenges faced by families, such as access to education and jobs.
- consider the evolving concept and role of families in contemporary societies.

Using a thematic approach helps teachers to integrate language, content, and culture into lessons that build skills in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of this and all subsequent units.

Suggested Themes

Recommended Contexts

Families and Communities / *Las familias y las comunidades*

Customs and Values / *Las tradiciones y los valores*
Family Structure / *La estructura de la familia*
Social Networking / *Las redes sociales*

Personal and Public Identities / *Las identidades personales y públicas*

Personal Beliefs / *Las creencias personales*
Personal Interests / *Los intereses personales*
Self-Image / *La autoestima*

Contemporary Life / *La vida contemporánea*

Relationships / *Relaciones personales*
Social Customs and Values / *Las tradiciones y los valores sociales*
Education and Careers / *La educación y las carreras profesionales*

Global Challenges / *Los desafíos mundiales*

Economic Issues / *Los temas económicos*
Social Welfare / *El bienestar social*

Building Course Skills

Students build skills in interpreting written and print texts by reading promotional materials and letters. In this unit, students practice:

- identifying main ideas and relevant details
- identifying audience, purpose, and point of view
- identifying and describing content and connections among cultural topics
- explaining how data from a graph or table illustrate cultural topics or phenomena
- explaining how information from a text connects or relates to the target culture's topics or phenomena

In this unit, students develop visual literacy by comprehending and interpreting data from a chart, table, graph, or infographic. They also learn to comprehend and interpret information through audio and audiovisual sources. Through the authentic sources in this unit, students acquire a variety of vocabulary related to the unit's topics and themes.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes:

- Listening to and deconstructing recorded conversations prepare students to initiate, maintain, and close spontaneous conversations in the appropriate register.
- Reading and deconstructing letters helps students develop skills needed to write and respond to email.
- Using cultural information acquired in Unit 1 through charts and other sources, students deliver a one-minute presentation discussing an aspect of a target community's culture. This presentation prepares them to use appropriate vocal and visual strategies to communicate ideas in presentational speaking.

Preparing for the AP Exam

The course requires students to apply their knowledge and demonstrate their skills in a variety of real-world scenarios. Throughout the course, students build vocabulary in contexts related to course themes. Instead of relying on isolated vocabulary lists, teachers do better to focus on students' acquisition of contextualized vocabulary through authentic sources. To improve students' success in interpreting charts and visuals, teachers can actively teach the vocabulary found in such visuals and should help students to understand how numerical concepts are presented in Spanish (for example: 0,7%).

In this unit, students encounter practice multiple-choice questions associated with promotional materials, letters, conversations, and charts; tasks presented in the format

students will see on the AP Exam. Consistent exposure to these will build students' skills and helps them to prepare for the exam. A consistent exposure to the exam's format in this and in subsequent units helps prepare students for the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students sometimes struggle to understand the cultural nuances in promotional materials, so teachers can explicitly point out and explain cultural references within the sources.
- Early in the course, students often struggle to interpret information in charts and graphs because they don't know the vocabulary. Teachers should present vocabulary that frequently appears in charts and graphs, such as percentage, rate, increase, decrease, trends, amounts, etc.

In this unit and in those following, students also engage with some free-response tasks that will help build their understanding and skills for the AP Exam. Students practice conversation and email tasks and build skills toward the cultural comparison task by completing a short cultural presentation about a Spanish-speaking community.

AREAS OF CHALLENGE – FREE RESPONSE

- Students find it challenging to complete the conversation task if they are not familiar with the format and have not practiced and received feedback throughout the school year. To build students' skills and confidence in this task, teachers can provide frequent in-class practice that:
 - ♦ familiarizes students with the conversation outline.
 - ♦ encourages students to brainstorm possible ways to address each prompt.
- For the email task, students may not complete all the required elements given in the instructions. Teachers should make sure that students address all the following elements:
 - ♦ Provide a greeting and closing.
 - ♦ Use the formal register.
 - ♦ Answer two questions.
 - ♦ Request more information.
- Early in the course, students find it challenging to complete a cultural comparison, so students need to build up to this task. Students often find it difficult to make comparisons, so in this unit they focus on presenting cultural information about a Spanish-speaking community, to gain confidence in presenting in Spanish. Throughout the unit, teachers should ensure students make note of new cultural information they encounter.

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 2

The Influence of Language and Culture on Identity



~19–21
CLASS PERIODS

The Influence of Language and Culture on Identity



Developing Understanding

ESSENTIAL QUESTIONS

- How does one's identity evolve over time? / *¿Cómo se desarrolla nuestra identidad a lo largo del tiempo?*
- How does language shape our cultural identity? / *¿Cómo moldea la lengua nuestra identidad cultural?*
- How does technology influence the development of personal and public identity? / *¿Cómo influye la tecnología en el desarrollo de la identidad pública y personal?*
- How does the art of a community reflect its public identity? / *¿Cómo refleja el arte de una comunidad su identidad pública?*

Unit 2 looks at how language and culture influence identity in Spanish-speaking societies. This relevant and engaging theme provides a meaningful context in which students can acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of **Personal and Public Identities**, teachers are encouraged to interweave the themes of Beauty and Aesthetics, Contemporary Life, and Science and Technology. For example, students could

- explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- examine how social media affects personal image and identity.
- consider the role of advertising in shaping personal and public identity.
- explore how a community's identity is reflected in its art.

Suggested Themes

Recommended Contexts

Personal and Public Identities / *Las identidades personales y públicas*

Personal Beliefs / *Las creencias personales*
Personal Interests / *Los intereses personales*
Self-Image / *La autoestima*

Beauty and Aesthetics / *La belleza y la estética*

Defining Beauty / *Definiciones de la belleza*
Defining Creativity / *Definiciones de la creatividad*
Language and Literature / *El lenguaje y la literatura*

Contemporary Life / *La vida contemporánea*

Social Customs and Values / *Las tradiciones y los valores sociales*
Lifestyles / *Los estilos de vida*
Relationships / *Las relaciones personales*

Science and Technology / *La ciencia y la tecnología*

Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
Access to Technology / *El acceso a la tecnología*
Science and Ethics / *La ciencia y la ética*

Building Course Skills

Students continue to build interpretive skills through engaging with literary texts, articles, charts, and audio reports. Building on skills developed in Unit 1, students enhance their skills in:

- identifying perspectives
- comprehending vocabulary in context
- summarizing content in narrative form
- making interdisciplinary and cultural connections

Practice in the interpretive mode prepares students to engage in the presentational mode:

- Students build skills in understanding content and building academic vocabulary needed for writing an argumentative essay by listening to and discussing audio reports, interpreting data and cultural trends from a visual text, and reading and discussing articles.
- Students demonstrate their ability to express their own viewpoints and support them with textual evidence by writing a thesis statement and selecting relevant evidence.
- By interacting with sources provided in this unit, students acquire cultural information to present a one-minute oral cultural comparison between their own community and a target community.

Preparing for the AP Exam

In this unit, students encounter some multiple-choice tasks similar to what they will see on the AP Exam and presented in the same format, but not yet at the level they will see on the exam. These include literary texts, articles and charts, and audio reports and articles.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Literary texts often prove challenging to students, particularly in regard to understanding vocabulary that make inferences based on tone, attitude, or perspective. Teachers should anticipate which vocabulary words may be challenging to students and help them define them. Presenting some background on the literary text, including its context, may also help students with comprehension. After students read a little of the text, teachers should stop and ask them to predict what may happen next or how the story may finish. This will enhance their ability to make inferences.

- Multiple-choice task models containing two sources, such as an audio report and an article, can be challenging for students; they may need specific help from the teacher identifying how the two sources are related and also in what ways they are similar and different. Teachers could introduce the use of graphic organizers to assist students in organizing information found in the two sources.

Because students find the argumentative essay and the cultural comparison tasks challenging, in this unit they complete a modified version to build skills needed to complete the full versions of these tasks in later units.

AREAS OF CHALLENGE – FREE RESPONSE

- Students find writing an argumentative essay based on three sources to be challenging. To build skills toward this task in this unit, students write an essay based on just two sources, focusing on creating their thesis/argument and on including relevant evidence from the sources to support their argument. Teacher feedback is most helpful if it focuses solely on the essay's argument and how it is supported by evidence from the sources.
- Exam performance data indicate that students struggle to create effective cultural comparisons, so a gradual building of skills for success on this task is needed. For this unit, students develop a one-minute spoken presentation that compares a cultural aspect of a Spanish-speaking community that they have learned about in this unit to the same cultural aspect in their own community. Students may benefit from the use of a graphic organizer such as a T-note chart or a Venn diagram to organize their thoughts for this task. Successful responses will:
 - ♦ contain an effective introduction.
 - ♦ define the two communities.
 - ♦ be well organized.
 - ♦ include a clear comparison.
 - ♦ provide details and elaboration.

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 3

Influences of Beauty and Art



~19–21
CLASS PERIODS

Influences of Beauty and Art



Developing Understanding

ESSENTIAL QUESTIONS

- How do ideals of beauty and aesthetics influence daily life? / *¿Cómo influyen los ideales/ modelos de belleza y estética en la vida diaria?*
- How does art both challenge and reflect cultural perspectives? / *¿Cómo el arte desafía y a la vez refleja las perspectivas culturales?*
- How do communities value beauty and art? / *¿Cómo valoran las comunidades la belleza y el arte?*
- How is art used to record history? / *¿Cómo se usa el arte para documentar la historia?*

This unit explores themes related to the influences of beauty and art in Spanish-speaking communities, which provides a meaningful context for students in which to acquire and develop a variety of linguistic and cultural concepts. The primary focus will be on the theme of **Beauty and Aesthetics**, however, teachers should incorporate the themes of Personal and Public Identities, Contemporary Life, and Families and Communities by integrating recommended contexts from these themes. For example, students could

- explore how art influences the quality of life and values in a community.
- consider the role/importance of art in Spanish-speaking communities.
- discover how the arts capture and reflect the history of a community.
- investigate how the concept of beauty is defined within a culture.
- explore how art challenges and reflects cultural perspectives.

Suggested Themes

Recommended Contexts

Beauty and Aesthetics /
La belleza y la estética

Architecture / *La arquitectura*
Defining Beauty / *Definiciones de la belleza*
Visual and Performing Arts / *Las artes visuales y escénicas*

Personal and Public
Identities / *Las identidades
personales y públicas*

National and Ethnic Identities / *La identidad nacional y la identidad étnica*
Alienation and Assimilation / *La enajenación y la asimilación*
Heroes and Historical Figures / *Los héroes y los personajes históricos*

Contemporary Life / *La vida contemporánea*

Entertainment / *El entretenimiento y la diversión*
Lifestyles / *Los estilos de vida*
Social Customs and Values / *Las tradiciones y los valores sociales*

Families and Communities /
Las familias y las comunidades

Customs and Values / *Las tradiciones y los valores*
Human Geography / *La geografía humana*
Global Citizenship / *La ciudadanía global*

Building Course Skills

Students continue to build interpretive communication skills by engaging with promotional materials, literary texts, and letters of increasing complexity. Students also practice interpreting audio and visual sources by listening to conversations and viewing charts. Building on skills from previous units, students:

- identify point of view and purpose.
- infer meanings.
- summarize content.
- identify themes or morals.
- explain and compare cultural products, practices, and perspectives.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes.

- Reading and deconstructing letters informs students about the features of written interpersonal communication, building skills in reading and responding to emails.
- Sources provide cultural perspectives for students to incorporate in cultural comparisons.
- To prepare students to present a two-minute comparison between their community and a Spanish-speaking community, students practice delivering an organized presentation with a thesis statement and supporting evidence.
- Students build their repertoire of transitional and cohesive expressions to make more effective comparisons.

Preparing for the AP Exam

In this unit, students practice and receive feedback on multiple-choice questions based on promotional materials, letters, literary texts, and conversations and charts. The questions in this unit begin to approach the complexity of the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students sometimes struggle to understand vocabulary in context, especially idiomatic expressions. Teachers can provide opportunities for students to identify and explain vocabulary based on the context of a source, adding cultural background as appropriate.
- Students also struggle to identify distinguishing features of a text such as purpose, point of view, and/or intended audience. During instruction, teachers can guide students to discover these features by actively deconstructing a text in class.

- Students may also struggle when asked to explain how data from a graph, chart, or table relate to a cultural topic. They may need support in interpreting information presented graphically.
- Students may find it difficult to understand details and nuance while listening to audio and audiovisual sources. It's a good idea to frequently check students' comprehension during a listening activity. One way to do this is to pause a recording at several key points to ask students to identify specific details and inferences.

In this unit, students practice three free-response task models: email reply, conversation, and cultural comparison to develop their skills.

AREAS OF CHALLENGE – FREE RESPONSE

- Successful responses to all free-response tasks are well organized and provide significant detail and elaboration. Teachers can support students in building these skills by providing and reviewing examples of well-organized responses from AP Central that contain robust details and elaboration.
- Students often do not effectively use cohesive devices and transitional expressions when writing or speaking. Across all free-response tasks, teachers should work with students to develop a robust variety of transitional expressions and cohesive devices that go beyond the commonly used "and," "but," and "because." Students can build a list of these expressions throughout the course, and teachers can check for their use in student work. In this unit, students complete a full, two-minute cultural comparison, so teachers can look for opportunities to help students make comparisons between Spanish-speaking communities and their own. Teachers can remind students to connect their ideas with effective transitional expressions.
- Students often use sweeping generalizations and stereotypes when completing the cultural comparison, which can sometimes lead to ineffective and inaccurate comparisons. Teachers should guide their students to set up equal comparisons as much as possible. For example, students should compare communities of similar scope (e.g., a city to a city, a nation to a nation, a continent to a continent).

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 4

How Science and Technology Affect Our Lives



~19–21
CLASS PERIODS

How Science and Technology Affect Our Lives



Developing Understanding

ESSENTIAL QUESTIONS

- What factors drive innovation and discovery in the fields of science and technology? / *¿Qué factores impulsan la innovación y los descubrimientos en los campos de la ciencia y la tecnología?*
- What role do ethics play in scientific advancement? / *¿Qué papel juega la ética en los avances científicos?*
- What are the social consequences of scientific or technological advancements? / *¿Cuáles son las consecuencias sociales de los avances científicos y tecnológicos?*

Unit 4 explores the effects of science and technology on people's lives in Spanish-speaking communities. This theme encourages students to work with more complex academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units. While **Science and Technology** is the primary thematic focus of the unit, it is possible to integrate the additional themes of Global Challenges, Contemporary Life, and Personal and Public Identities. For example, students could

- explore how developments in science can both create and resolve challenges in contemporary society.
- investigate how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- consider ways access to technology affects society and the quality of life.
- examine how science and technology affect the values and ethics of a community.

Suggested Themes

Recommended Contexts

Science and Technology /
La ciencia y la tecnología

Access to Technology / *El acceso a la tecnología*
Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la Sociedad*
Science and Ethics / *La ciencia y la ética*

Global Challenges /
Los desafíos mundiales

Economic Issues / *Los temas económicos*
Environmental Issues / *Los temas del medio ambiente*
Population and Demographics / *La población y la demografía*
Social Welfare / *El bienestar social*

Contemporary Life /
La vida contemporánea

Lifestyles / *Los estilos de vida*
Social Customs and Values / *Las tradiciones y los valores sociales*
Volunteerism / *El trabajo voluntario*

Personal and Public Identities / *Las identidades personales y públicas*

National and Ethnic Identities / *La identidad nacional y la identidad étnica*
Alienation and Assimilation / *La enajenación y la asimilación*

Building Course Skills

In this unit, students comprehend and interpret information of increasing complexity as they read articles and charts and listen to audio sources. Building on skills developed in previous units, students:

- identify purpose, perspectives, and point of view.
- relate a source to another stimulus.
- make connections within and across disciplines.
- identify and explain cultural products, practices, and perspectives.
- continue to develop visual literacy by identifying and describing patterns and trends in data.

Practice in the interpretive mode prepares students to engage in the presentational mode:

- Identifying main ideas, supporting details, and points of view in written and audio sources builds skills in selecting evidence for writing an argumentative essay.
- Reading and discussing articles and interpreting data from charts related to articles build students' skills in selecting evidence for writing an argumentative essay.
- Applying their cultural understanding by explaining cultural products, practices, and perspectives builds students' skills in making comparisons.

Preparing for the AP Exam

In this unit, students complete multiple-choice questions based on instructions, articles, charts, and presentations, giving them the opportunity to practice working with varied texts and to receive feedback on their comprehension of items of increasing complexity.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students find listening to authentic instructions and presentations challenging: the speed of delivery by native speakers, the speaker's presentational style or dialect, and background sounds may interfere with understanding. The content itself may also be challenging. Teachers can prepare students by providing numerous opportunities to listen to a wide variety of audio sources from the Spanish-speaking world, ideally providing key interdisciplinary vocabulary ahead of time. Teachers should teach strategies for taking notes while listening and encourage students to identify main ideas and supporting details. Students can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding.
- As previously stated in Unit 2, students find tasks with two sources challenging. Students can continue to make connections between sources using graphic organizers.

Students also complete cultural comparison and argumentative essay free-response questions. In Unit 2, students developed a thesis statement for their written argument. In Unit 4, the essay task is further scaffolded to the complexity students can expect on the AP Exam. Students are given 40 minutes to write an organized essay in response to a prompt. In their essay, students should:

- provide their own viewpoint.
- support their viewpoint by integrating evidence from all three sources.
- cite the sources appropriately.
- apply their knowledge of academic vocabulary.
- write paragraph-length discourse.
- guide the reader by using effective transitions.

AREAS OF CHALLENGE – FREE RESPONSE

Argumentative Essay:

- Students sometimes focus on summarizing the sources instead of integrating evidence from all the sources to support their argument. Teachers can show examples from AP Central of effective essays that successfully integrate the sources. Teachers can show ineffective sample essays to demonstrate how not integrating evidence detracts from the argument.
- Students often struggle to effectively organize their ideas. Teachers can guide students to
 - ♦ clearly state their argument in the opening paragraph.
 - ♦ develop their argument in subsequent paragraphs by integrating evidence from the sources.
 - ♦ enhance the reader's understanding by using effective transitions and cohesive devices.
 - ♦ bring the essay to an appropriate conclusion in which they do not simply restate their argument.
- Students sometimes forget to cite sources used in their essays. While using formal style guidelines is not expected on the AP Exam, students should acknowledge a source each time it is referenced, by giving the source name, author, or number (Source 1, Source 2, Source 3), or by stating the type of source (article, chart, audio).
- Students don't always proofread and revise their work, so teachers should remind students that reviewing their work for spelling, grammar, and mechanics is part of the writing process.

Cultural Comparison:

- Students tend to focus too much on discussing one community or the other instead of making an effective comparison. It's important that students demonstrate what they have learned about the target culture. A good strategy to ensure that students discuss and compare the two communities is to have them start their presentation by talking about the target language community and then transition to their own.

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 5

Factors That Impact the Quality of Life



~19–21
CLASS PERIODS

Factors That Impact the Quality of Life



Developing Understanding

ESSENTIAL QUESTIONS

- How do aspects of everyday life influence and relate to the quality of life? / *¿Cómo influyen y se relacionan los aspectos de la vida diaria con la calidad de vida?*
- How does where one live impact the quality of life? / *¿Cómo impacta la calidad de vida el lugar donde se vive?*
- What influences one's interpretation and perceptions of the quality of life? / *¿Qué influye en nuestra interpretación y en nuestras percepciones de la calidad de vida?*

This unit explores themes related to the quality of life in Spanish-speaking communities, which provides a meaningful context for students in which to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit's primary thematic focus is **Contemporary Life**, the themes of Global Challenges, Science and Technology, and Beauty and Aesthetics may also be incorporated. For example, students could

- explore how one's social status influences one's quality of life.
- investigate how cultural perspectives and traditions relate to the quality of life.
- consider how access to education, health care, justice, food, and water impact the quality of life.
- explore how geography influences the quality of life.

Suggested Themes

Recommended Contexts

Contemporary Life / *La vida contemporánea*

Education and Careers / *La educación y las carreras profesionales*
Lifestyles / *Los estilos de vida*
Volunteerism / *El trabajo voluntario*
Relationships / *Las relaciones personales*

Global Challenges / *Los desafíos mundiales*

Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
Social Conscience / *La conciencia social*
Population and Demographics / *La población y la demografía*

Science and Technology / *La ciencia y la tecnología*

Health Care and Medicine / *El cuidado de la salud y la medicina*
Natural Phenomena / *Los fenómenos naturales*

Beauty and Aesthetics / *La belleza y la estética*

Defining Beauty / *Definiciones de la belleza*
Defining Creativity / *Definiciones de la creatividad*
Fashion and Design / *La moda y el diseño*

Building Course Skills

Students read literary texts and interpret information in interviews, instructions, and conversations. Building on skills developed in previous units, students

- identify point of view, purpose, perspectives, and intended audience.
- summarize content.
- identify theme or moral.
- infer meanings based on context.
- connect content to interdisciplinary themes.

Students engage in the interpersonal and presentational modes in the following ways:

- They apply appropriate register, elaboration, and communication strategies to interpersonal speaking and writing.
- They apply skills and vocabulary gained from reading and deconstructing authentic sources while writing and speaking.
- They continue to build their repertoire of transitions and cohesive devices to enhance their presentational speaking.
- They deliver organized spoken presentations with a thesis statement and supporting evidence.

Preparing for the AP Exam

In this unit, students complete multiple-choice questions with literary texts, interviews, instructions, and conversations and charts. These questions closely align to the level of complexity students can expect on the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students may have difficulty differentiating among speakers while listening to interviews. Therefore, it is important for teachers to offer many examples of recorded interviews. Students should listen to sources with interviews multiple times in order to clearly distinguish the different speakers. After listening, teachers can provide excerpts and ask students to identify each speaker.
- Students often neglect to read the advance organizers that precede each source. These organizers provide context and essential information about the sources that follow, so teachers need to encourage their students to read them.

Students also complete the conversation, email, and cultural comparison free-response questions, which align to the format students will see on the AP Exam.

AREAS OF CHALLENGE – FREE RESPONSE

- In the conversation task, students do not always follow what they are directed to do in the provided outline. When they do not follow directions, they are in danger of going off task and will not be able to receive a high score. Teachers need to make sure students read and adhere to the outline.
- During the conversation, students should not stop if they realize they misunderstood one of the turns, but rather continue to do their best and listen carefully to the next prompt from the interlocutor.
- Students should not overuse memorized stock phrases. For example, “What a good question,” “Let me think for a minute,” and “Just a second” may be appropriate to use occasionally, but such phrases should not be relied on for each turn in the conversation. Students should be encouraged to use the full 20 seconds to respond.
- In both the conversation and the email tasks, students need to pay attention to register and avoid shifting registers during their responses.
- For both speaking tasks, students should monitor their language production and be encouraged to self-correct if they realize that they have made a mistake. They are not penalized for doing so on the exam.
- For all tasks in this unit, students need to continue to focus on providing details and elaboration.
- Teachers should provide examples of effective student responses to conversations, emails, and cultural comparisons from AP Central as models for students.

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 6

Environmental, Political, and Societal Challenges



~19–21
CLASS PERIODS

Environmental, Political, and Societal Challenges



Developing Understanding

ESSENTIAL QUESTIONS

- How do environmental, political, and societal challenges positively and negatively impact communities? / *¿Cómo los desafíos medioambientales, políticos y sociales impactan, positiva—o negativamente—nuestras comunidades?*
- What role do individuals play in addressing complex societal issues? / *¿Qué papel juegan los individuos a la hora de abordar asuntos sociales complicados?*
- How do challenging issues affect a society's culture? / *¿Cómo los asuntos desafiantes afectan la cultura de una sociedad?*

This final unit explores themes related to how complex issues and phenomena affect people's lives in Spanish-speaking communities. Engaging with the primary theme of **Global Challenges** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities. For example, students could

- investigate how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- explore how individuals can positively or negatively influence the world around them.
- suggest possible solutions that address contemporary global challenges.

Suggested Themes

Recommended Contexts

Global Challenges / *Los desafíos mundiales*

Economic Issues / *Los temas económicos*
Environmental Issues / *Los temas del medio ambiente*
Population and Demographics / *La población y la demografía*
Social Conscience / *La conciencia social*

Contemporary Life / *La vida contemporánea*

Lifestyles / *Los estilos de vida*
Relationships / *Las relaciones personales*
Travel and Leisure / *El viaje y el ocio*
Social Customs and Values / *Las tradiciones y los valores sociales*
Volunteerism / *El trabajo voluntario*

Science and Technology / *La ciencia y la tecnología*

Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la Sociedad*
Innovations / *Las innovaciones tecnológicas*
Natural Phenomena / *Los fenómenos naturales*

Families and Communities / *Las familias y las comunidades*

Customs and Values / *Las tradiciones y los valores*
Global Citizenship / *La ciudadanía global*
Education Communities / *Las comunidades educativas*

Building Course Skills

At this point in the course, students are preparing for the exam in earnest; reading articles, viewing charts, and listening to audio reports and presentations of increasing length and complexity, and building on skills from previous units. During the unit, students engage with all four skill categories in the interpretive mode to comprehend text, make connections, interpret text, and make meanings.

In Units 2 and 4, students developed skills for creating effective argumentative essays, and in Unit 6 they will write an essay using three sources, similar to the one that they will be asked to complete on the exam. Writing the essay is supported by the work students perform in this unit's interpretive mode activities, such as:

- listening to and discussing audio reports and presentations, which prepares students to engage with the audio source associated with the argumentative essay.
- identifying main ideas, supporting details, and other distinguishing features in articles, which builds skills for students in selecting evidence for an argumentative essay.
- viewing charts related to articles, which builds students' skills in interpreting data and cultural trends related to the visuals associated with the argumentative essay.

Students continue to refine their skills in presenting effective cultural comparisons. They will demonstrate their understanding of culture as learned in this unit by comparing one cultural aspect of Spanish-speaking communities with that aspect in their own community.

Preparing for the AP Exam

In this final unit, students complete multiple-choice questions in the interpretive mode, using articles and charts, audio reports and articles, and presentations. Many skills acquired through the multiple-choice questions are transferrable to other interpretive-mode exam task models.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- The article and chart task model has the most multiple-choice items on the exam, and students find working with two sources challenging. Students need to deeply engage with the content of both sources, so teachers can help by working with students to unpack all the information provided in the two sources and guide students' understanding with leading questions. Students

could also engage with the sources by using a think-pair-share activity.

- Students also find both the audio report and article task model difficult because there are two sources. Teachers should guide students in making connections and understanding the content of both sources and also remind students to take good notes as they listen to the audio report.

Students demonstrate presentational writing and speaking skills by completing full argumentative essay and cultural comparison free-response questions. They apply their understanding of academic vocabulary in both written and oral presentations and enhance clarity by using effective transitions. Many skills developed in the presentational mode are transferrable to the interpersonal communication tasks on the AP Exam.

AREAS OF CHALLENGE – FREE RESPONSE

For the essay task, students need to remember to:

- provide a thesis statement that clearly defines their argument.
- integrate relevant evidence from all three sources in support of their argument.
- leave time to review and revise their work, paying careful attention to mechanics. Teachers can provide a checklist of basic punctuation, spelling, and grammatical issues.
- write legibly so that the reader does not have to interpret their handwriting.

For the cultural comparison task:

- students sometimes do not state a clear thesis as a basis for their presentation. Students need to establish a strong thesis for their cultural comparison and ensure that they address a cultural aspect in both their community and a Spanish-speaking community.
- many students do not respond fully to the prompt of the cultural comparison but rather give generalities about the topic. Teachers can remind students to read the prompt carefully and make sure to address the role, influence, attitude, perspective, or significance of the topic.
- Students need to pay careful attention to the pace of their delivery, so that they can deliver a maximum amount of information in two minutes.
- Students should resist the temptation to write out their cultural comparison before delivering it. Instead, teachers can encourage students to write down key words or ideas that they want to include in their presentation.

Exam Overview

The AP Spanish Language and Culture Exam assesses student understanding of the skills and course learning objectives outlined in the course framework. The exam is just over 3 hours long and includes 65 multiple-choice questions and 4 free-response questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	30	23%	40 minutes
	Interpretive Communication: Print texts			
	Part B: Multiple-choice questions	35	27%	55 minutes
II	Interpretive Communication: Print and audio texts combined and audio texts			
	Free-response questions	4	50%	88 minutes
	Question 1: Email Reply		12.5%	15 minutes
	Question 2: Argumentative Essay		12.5%	55 minutes
	Question 3: Conversation		12.5%	18 minutes
	Question 4: Cultural Comparison		12.5%	

The exam assesses themes and skills developed in each of the six units:
1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors That Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

AP STUDENTS

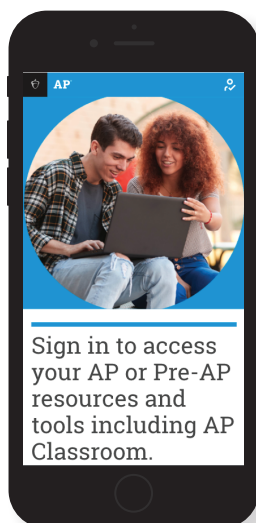
Joining Your AP Class Section

Use a phone, tablet, or computer to join your AP[®] courses online, so you can get feedback on your progress and register for AP Exams.

Write your join code(s) here:

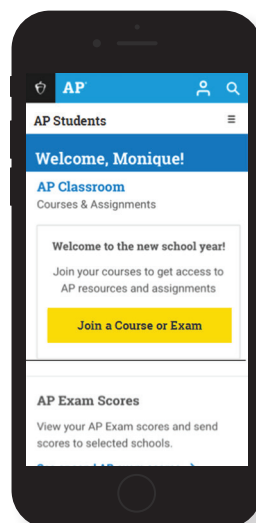
Course _____ Course _____ Course _____ Course _____

Code _ _ _ _ _ Code _ _ _ _ _ Code _ _ _ _ _ Code _ _ _ _ _



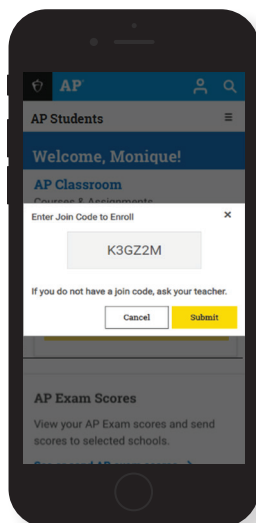
1 SIGN IN

Sign in to myap.collegeboard.org using your College Board login. This is the same login you use to access your AP scores, PSAT/NMSQT[®] scores, or register for the SAT[®] —or that you used to access My AP last year. If you don't have a student account, click the [Sign up](#) link.



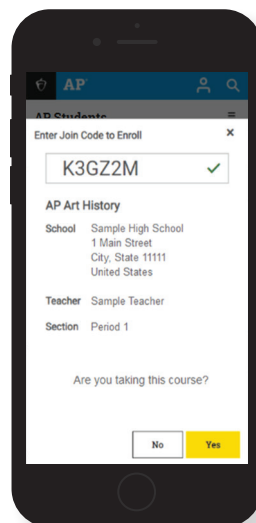
2 JOIN A COURSE

Click the **Join a Course or Exam** button. Before you do this, make sure you have the six-character join code from your teacher. You'll need it to join a class section.



3 SUBMIT YOUR JOIN CODE

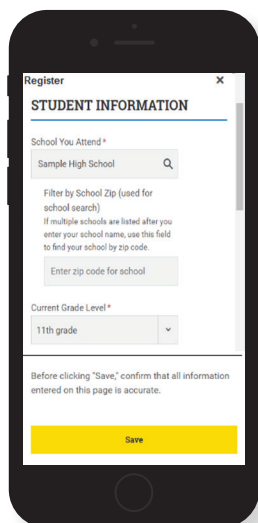
Enter the join code your teacher gave you and click **Submit**.



4 VERIFY COURSE INFORMATION

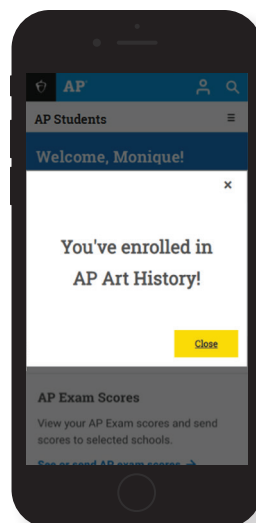
Make sure the information that comes up is for the course you're taking. If it is, click **Yes**.

(continued on other side)



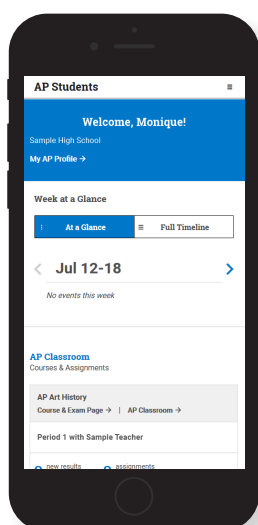
5 FILL OUT REGISTRATION INFORMATION

The first time you enroll in an AP course in My AP, you'll need to fill out some registration information. It's important to provide accurate information. You only have to do this once.



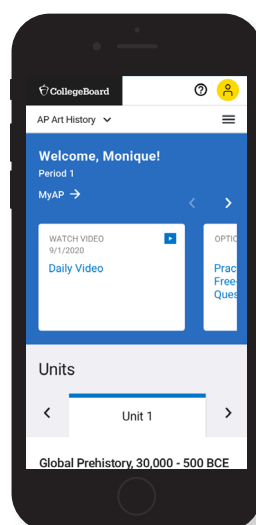
6 CONGRATULATIONS!

You're enrolled in your AP course. If you're taking multiple AP courses, repeat steps 2-4 for each course you're taking this year, using the unique join code for each course.



7 ACCESS AP CLASSROOM RESOURCES

Now that you're enrolled, click the **AP Classroom** link to access resources for your course. You'll see assignments from your teacher here.



8 WATCH AP DAILY VIDEOS

Starting September 1, you'll see AP Daily videos for your course topics. Watch on your own or as assigned by your teacher.

College Board Account Tips

You need a College Board account to join your AP class section, receive AP assignments from your teacher, and register for AP Exams. If you don't already have an account, please sign up at collegeboard.org/register. Your parents shouldn't create an account for you. Keep your account information in a safe place only you can access.

DO YOU ALREADY HAVE AN ACCOUNT?

All College Board programs are connected through one account, so if you created one for AP, PSAT/NMSQT, SAT, or College Board Opportunity Scholarships, you're all set. You'll just need your username and password to sign in.

IF YOU HAVE TROUBLE SIGNING IN TO YOUR ACCOUNT

- If you can't remember your username or password, follow the "Forgot username or password?" links at myap.collegeboard.org to reset them.
- If a family member set up your account, ask them for the login information. You may want them to sit with you while you sign in.
- If you can't remember the answers to your security questions, see if a family member has them.