

 CollegeBoard

AP[®]

INCLUDES

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP[®] Spanish Language and Culture

COURSE AND EXAM DESCRIPTION

**Effective
Fall 2020**

AP[®] Spanish Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
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AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

About College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

AP Equity and Access Policy

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Designers: Sonny Mui and Bill Tully

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About AP

College Board’s Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 38 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher’s syllabus is evaluated and approved by faculty from some of the nation’s leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers’ time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative

assessments—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Equity and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course “Advanced Placement” or “AP.” Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers’ course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked “AP” on students’ transcripts. This process ensures that AP teachers’ courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit collegeboard.org/apcourseaudit for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges), and a range of gender, racial/ethnic, and regional groups. A list of each subject’s current AP Test Development Committee members is available on apcentral.collegeboard.org.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response

questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- The number of points successful college students earn when their professors administer AP Exam questions to them.
- The number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent, higher-level college course.
- Achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students’ achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

| AP Score | Credit Recommendation | College Grade Equivalent |
|----------|--------------------------|--------------------------|
| 5 | Extremely well qualified | A |
| 4 | Well qualified | A–, B+, B |
| 3 | Qualified | B–, C+, C |
| 2 | Possibly qualified | n/a |
| 1 | No recommendation | n/a |

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, a search engine is available at apstudent.org/creditalpolicies.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers and are thus better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check collegeboard.org/apreading for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit collegeboard.org/apreading for eligibility requirements and to start the application process.

AP Resources and Supports

By completing a simple activation process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and enable students to receive meaningful feedback on their progress.



UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all assessed course content and skills, organized into commonly taught units. Each unit guide scaffolds skill instruction across units and provides tips on taking the AP Exam.



PERSONAL PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Personal Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*



PROGRESS DASHBOARD

This dashboard allows teachers to review class and individual student progress throughout the year. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



AP QUESTION BANK

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course themes and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

* To report misuses, please call 877-274-6474 (International: +1-212-632-1781).

Digital Activation

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to **My AP** and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- Teachers and students sign in to, or create, their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP Coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP coordinators to complete, overall it helps save time and provides the following additional benefits:

- **Access to AP resources and supports:** Teachers have access to resources specifically designed to support instruction and provide feedback to students throughout the school year as soon as activation is complete.
- **Streamlined exam ordering:** AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- **Student registration labels:** For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- **Targeted Instructional Planning Reports:** AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **unit guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit Planning** section to identify Spanish-language task models to use in class to familiarize students with expectations for the exam while building language skills as well as cultural and interdisciplinary competencies.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.



Teach

When teaching, supporting resources could be used to build students' conceptual understanding and mastery of skills.

- Use the suggested task model and skill pairings.
- Integrate thematic content with skills, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the suggested resources in the Unit Planning sections to enrich your classroom instruction and get ideas about how to integrate authentic materials into your instruction.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- At the end of each unit, use **AP Classroom** to assign students the online **Personal Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the **AP Question Bank** and assign them through **AP Classroom**.

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.

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AP SPANISH LANGUAGE AND CULTURE

Course Framework



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.

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.

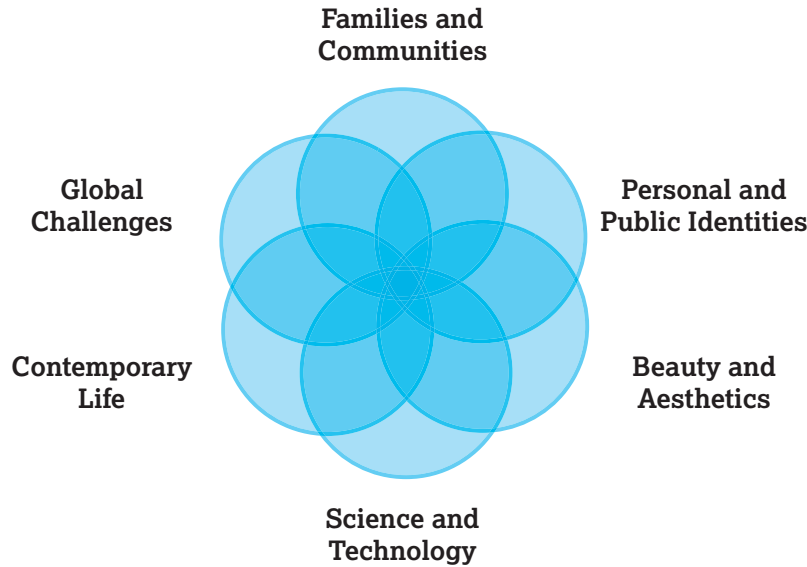


AP SPANISH LANGUAGE AND CULTURE
Course Skills

| 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. | 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 varied syntactical expressions in presentational writing. | 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 varied syntactical expressions in presentational writing. |

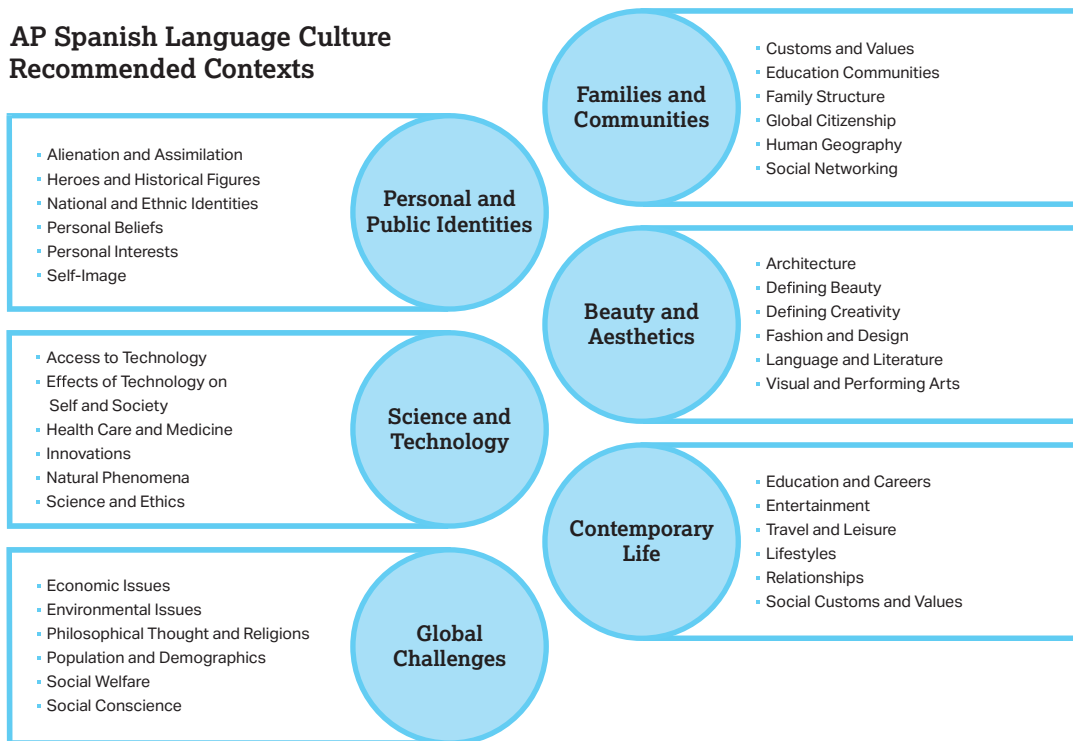
Course Themes

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.

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AP SPANISH LANGUAGE AND CULTURE

Unit Guides

Introduction

This course is organized into six units that are based on the required themes. This creates an interesting, meaningful context in which to explore a variety of language and cultural concepts in the interpretive, interpersonal, and presentational modes. The themes in each unit help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.

The objective in providing this unit structure is to respect new AP teachers' time by providing one possible sequence they can adopt or modify, rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Personal Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

Skill Categories and Learning Objectives

At the core of the AP Spanish Language and Culture course are learning objectives that identify what students should know and be able to do across the three modes of communication. The interpretive mode is divided into four skill categories with underlying learning objectives. There are two skill categories associated with the interpersonal mode and two with the presentational mode.

There are also Achievement Level Descriptions (ALDs), which describe the degree to which student performance meets the skill categories articulated for the course and exam. For a comprehensive look at the course ALDS, see the section “AP Spanish Language and Culture Achievement Level Descriptions” on p. 111.

The table that follows on pp. 19–21 shows all eight skill categories with their associated skills and the learning objectives that will help students develop those skills.



Skills and Learning Objectives

Skill Category 1**Comprehend Text** 1

Comprehend written, audio, audiovisual, and visual text.

Skill Category 2**Make Connections** 2

Make interdisciplinary and cultural connections.

Skill Category 3**Interpret Text** 3

Interpret the content of written or audio text.

Skill Category 4**Make Meanings** 4

Make meanings from words and expressions.

#.A Skills**#.A.1 Learning Objectives****1.A Describe the literal meaning of the text.**

- 1.A.1:** Identify the main idea.
- 1.A.2:** Identify supporting/relevant details.
- 1.A.3:** Retell or summarize information in narrative form.
- 1.A.4:** Use sources to enhance comprehension.

1.B Describe data.

- 1.B.1:** Identify and describe patterns and trends in data.
- 1.B.2:** Describe data from a table, chart, graph, map, or infographic.

2.A Make cultural connections.

- 2.A.1:** Identify and/or describe content and connections among cultural topics.
- 2.A.2:** Explain how data from a graph or table illustrate cultural topics or phenomena.
- 2.A.3:** Explain how information from a text connects or relates to the target cultural topics or phenomena.
- 2.A.4:** Infer cultural information from a text.

2.B Make connections in and across disciplines.

- 2.B.1:** Identify and/or describe content and connections among interdisciplinary topics.
- 2.B.2:** Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.
- 2.B.3:** Explain how information from a text connects or relates to interdisciplinary topics or phenomena.
- 2.B.4:** Infer interdisciplinary information from a text.

3.A Interpret the distinguishing features of a text.

- 3.A.1:** Identify the intended audience.
- 3.A.2:** Identify the purpose.
- 3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
- 3.A.4:** Identify organizing and/or rhetorical structures and/or strategies.

3.B Interpret the meaning of a text.

- 3.B.1:** Identify and/or describe similarities and/or differences among different types of texts.
- 3.B.2:** Infer implied meanings through context.

4.A Determine the meaning of familiar and unfamiliar words.

- 4.A.1:** Determine the meaning of a variety of vocabulary. (not assessed on Exam)
- 4.A.2:** Deduce the meaning of unfamiliar words or expressions.

4.B Use words appropriate for a given context.

- 4.B.1:** Use a variety of vocabulary in written and spoken communication.
- 4.B.2:** Explain and use idiomatic and culturally authentic expressions.



Skill Category 5

Speak to Others 5

Communicate interpersonally by speaking with others.

#.A Skills

#.A.1 Learning Objectives

5.A Understand and apply appropriate communication strategies in interpersonal speaking.

- 5.A.1: Initiate, maintain, and close spoken exchanges.
- 5.A.2: Comprehend an interlocutor's message in spoken exchanges.
- 5.A.3: Provide and obtain relevant information in spoken exchanges.
- 5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
- 5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
- 5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
- 5.A.7: Use communication strategies, such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

- 5.B.1: Use a variety of grammar and syntax in spoken exchanges.
- 5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.
- 5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
- 5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.

Skill Category 6

Write to Others 6

Communicate interpersonally by writing to others.

6.A Understand and apply appropriate communication strategies in interpersonal writing.

- 6.A.1: Initiate, maintain, and close written exchanges.
- 6.A.2: Provide and obtain relevant information in written exchanges.
- 6.A.3: Use a variety of grammar and syntax in written exchanges.
- 6.A.4: Use register appropriate for the intended target culture audience in written exchanges.
- 6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

- 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
- 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
- 6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
- 6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges. (not assessed on Exam)



Skill Category 7

Present Orally 7

Communicate through spoken presentations.

#.A Skills

#.A.1 Learning Objectives

7.A Plan and research an issue or topic for presentational speaking.

7.A.1: Use a process to plan spoken presentations.

7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.

7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.

7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.

7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.

7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.

7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.

7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.

7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.

7.C.1: Use a variety of grammar and syntax in spoken presentations.

7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.

7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.

7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.

7.D.1: Explain ideas and opinions with examples in spoken presentations.

7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.

Skill Category 8

Present in Writing 8

Communicate through written presentations.

8.A Plan and research an issue or topic for presentational writing.

8.A.1: Use a process to plan written presentations.

8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.

8.B Use appropriate writing strategies to communicate an idea in presentational writing.

8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and conclusion.

8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.

8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.

8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.

8.C.2: Use a variety of grammar and syntax in written presentations.

8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.

8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.

8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations. (not assessed on Exam)

8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

8.D.1: Explain ideas and opinions with examples in written presentations.

8.D.2: Integrate information from sources and cite them appropriately in written presentations.

Using the Unit Guides

UNIT 1 ~19~21 CLASS PERIODS

Families in Different Societies

Developing Understanding

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 weave 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 / <i>Las familias y las comunidades</i> | Customs and Values / <i>Las tradiciones y los valores</i> Family Structure / <i>La estructura de la familia</i> Social Networking / <i>Las redes sociales</i> |
| Personal and Public Identities / <i>Las identidades personales y públicas</i> | Personal Beliefs / <i>Las creencias personales</i> Personal Interests / <i>Los intereses personales</i> Self-Image / <i>La autoestima</i> |
| Contemporary Life / <i>La vida contemporánea</i> | Relationships / <i>Relaciones personales</i> Social Customs and Values / <i>Las tradiciones y los valores sociales</i> Education and Careers / <i>La educación y las carreras profesionales</i> |
| Global Challenges / <i>Los desafíos mundiales</i> | Economic Issues / <i>Los temas económicos</i> Social Welfare / <i>El bienestar social</i> |

AP Spanish Language and Culture Course and Exam Description | Course Framework V.1 | 27

UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the theme of the unit within the scope of the course.

The **Essential Questions** are thought-provoking questions that motivate students and inspire inquiry.

Suggested Themes provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme.

Recommended Contexts provide possible topics for exploring the themes in the units to help students build language and cultural skills.

UNIT 1 Families in Different Societies

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 presentation 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.

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Building Course Skills describes specific skills that are appropriate to focus on in the unit.

Preparing for the AP Exam provides helpful tips and common student challenges identified from prior exam data.

Using the Unit Guides

UNIT
1

Families in Different Societies

STIMULUS/TASK MODEL

Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

←

| Skill Category | Skill | Learning Objective |
|--|--|--|
| <p>1: Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</p> | <p>1.A: Describe the literal meaning of the text.</p> | <p>1.A.1: Identify the main idea.</p> <p>1.A.2: Identify supporting/relevant details.</p> |
| <p>3: Interpret the content of written or audio text (words)</p> | <p>3.A: Interpret the distinguishing features of a text.</p> | <p>3.A.1: Identify the intended audience.</p> <p>3.A.2: Identify the purpose.</p> |
| <p>4: Make meanings from words and expressions</p> | <p>4.A: Determine the meaning of familiar and unfamiliar words.</p> | <p>4.A.1: Determine the meaning of a variety of vocabulary.</p> <p>4.A.2: Deduce the meaning of unfamiliar words or expressions.</p> |

SUGGESTED RESOURCES

Find an authentic advertisement online, or choose this one:

- [Conoce a un héroe canino](#)

TEACHER TALK

- Have students predict what the source will be about, based on the title and on any accompanying visuals.
- Have students identify the audience: Who would read this type of ad?
- Have students identify the purpose: Why was this ad created?
- Select three words from the ad that you think will be unfamiliar to your students. Ask them what they think each word means, giving a reason based on context. A student can look up the word in an online dictionary to determine which interpretation is most reasonable.

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AP Spanish Language and Culture Course and Exam Description

STIMULUS/TASK MODEL PAGES

Task Models in each of the three modes can be practiced in class and throughout the course to familiarize students with expectations for the exam while building language skills and cultural competencies.

Learning Objectives define what a student should know and be able to do to succeed in the course. These objectives outline expectations of student abilities across the interpretive, interpersonal, and presentational modes of communication.

Suggested Resources offer examples of authentic materials and suggestions for designing resources to complement what teachers are using in the classroom to promote Spanish language and culture.

Teacher Talk offers helpful tips for working with the suggested resources provided for the task models.

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**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 1

**Families in
Different
Societies**



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 1

Multiple-choice: ~15 questions

Free-response: 3 questions

- Email Reply
- Conversation
- Cultural Presentation

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.
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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

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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%).

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AREAS OF CHALLENGE – MULTIPLE CHOICE

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 - ♦ 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.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit’s content that teachers can use right away to complement their own resources as they plan their instruction. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

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 Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 1. Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|---|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.1: Determine the meaning of a variety of vocabulary. 4.A.2: Deduce the meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

Find an authentic advertisement online, or choose this one:

- [Conoce a un héroe canino](#)

TEACHER TALK

- Have students predict what the source will be about, based on the title and on any accompanying visuals.
- Have students identify the audience: Who would read this type of ad?
- Have students identify the purpose: Why was this ad created?
- Select three words from the ad that you think will be unfamiliar to your students. Ask them what they think each word means, giving a reason based on context. A student can look up the word in an online dictionary to determine which interpretation is most reasonable.

STIMULUS/TASK MODEL

Letter

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|---|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.3: Retell or summarize information in narrative form. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |



SUGGESTED RESOURCES

- [Colegio Anglo Americano de Nuestra Señora de la Paz](#)
Click on *Boletín 2*.
- Bogotá, Colombia: Convivencia de Grado Segundo
[Colegio mayor de San Bartolomé](#)
Click on *Circulares*, then *Circular No. 3*.
- Carta a estudiantes de turismo
[AIEP carta de Escuela de Gastronomía, Hotelería y Turismo](#)

TEACHER TALK

- Teach students the elements of a formal letter by pointing out register, greetings and closings, verb forms, and possessive adjectives.
- Frame questions to guide understanding of letter(s), considering the five Learning Objectives:
 - ♦ Who is writing this letter and to whom?
 - ♦ What is the purpose of the letter?
 - ♦ What is the point of view and/or attitude of the letter-writer?
 - ♦ Summarize the message in your own words.
 - ♦ Based on the specific letter, ask what is meant by a portion of the letter that requires interpretation.

STIMULUS/TASK MODEL

Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|---|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. |
| | 1.B: Describe data. | 1.B.2: Describe data from a table, chart, graph, map, or infographic. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.1: Determine the meaning of a variety of vocabulary. |
| | | 4.A.2: Deduce the meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

- Chart showing higher education options in Perú
[Ponte en carrera.pe](#)
Click on *¿Por qué estudiar?* Then click on *¿Qué opciones tengo?*
- Chart relating educational level and income in Perú
[Ponte en carrera.pe](#)
Click on *¿Cómo va el empleo?* Then click on *¿Cuánto ganan?*
- Teacher and/or students will interview/ converse with a Spanish-speaking colleague or community member about their education and career and share the results with the class.
 - ◆ Where did you study and how did you decide on your profession?
 - ◆ How have your studies affected your professional career?
 - ◆ What do you think young people should consider when making decisions about their higher education, and what advice do you have for them?

TEACHER TALK

- Have students identify formulas used in conversations (greetings/ closings, idiomatic expressions, transitional expressions, etc.).
- Have students identify vocabulary common to charts/graphs/ tables, such as percentage, rate, increase, decrease, trends, amounts, etc.
- Students view the charts and answer questions based on the learning objectives.
 - ◆ What message is communicated to young people in Peru who view each chart?
 - ◆ State two facts that you learned from the chart.
 - ◆ How do the layout and use of colors contribute to the message of the chart?
- Record a conversation with a Spanish-speaking professional, using the interview questions in the column to the left. When listening to the conversations, students will take notes and answer questions based on the learning objectives:
 - ◆ What did you learn about the interviewee’s education and career?
 - ◆ What point of view about education was expressed in the interview?
 - ◆ What implied messages did you hear in the conversation?

STIMULUS/TASK MODEL

Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| 6: <i>Communicate interpersonally by writing to others</i> | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | <p>6.A.1: Initiate, maintain, and close written exchanges.</p> <p>6.A.2: Provide and obtain relevant information in written exchanges.</p> <p>6.A.3: Use a variety of grammar and syntax in written exchanges.</p> <p>6.A.4: Use register appropriate for the intended target culture audience in written exchanges.</p> <p>6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.</p> |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | <p>6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.</p> <p>6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.</p> <p>6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.</p> <p>6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.</p> |

continued on next page

**SUGGESTED RESOURCES**

- Cross-cultural solutions for high school student volunteers abroad
Cross-cultural Solutions
- Create an incoming email in formal register dealing with a topic relevant to families/communities that requests information from the student.

TEACHER TALK

- Support student comprehension of the purpose, audience, and message of the page.
- Brainstorm with the class possible questions that they might include in a message to the organization.
- Review the elements of the letters discussed earlier in the unit, and have students discuss how to apply many of the elements to create an organized email.
- Review use of the formal register.
- Expand students' repertoire of transitional expressions and cohesive devices.
- Teach ways to request more information about something referenced in the email.
- Students write a draft message expressing interest in more information on volunteer opportunities, as indicated on the site.
- After reviewing and editing draft messages, encourage students to send their messages to the organization, and share any responses that they receive.

STIMULUS/TASK MODEL

Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| 5: <i>Communicate interpersonally by speaking with others</i> | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | <p>5.A.1: Initiate, maintain, and close spoken exchanges.</p> <p>5.A.2: Comprehend an interlocutor’s message in spoken exchanges.</p> <p>5.A.3: Provide and obtain relevant information in spoken exchanges.</p> <p>5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.</p> <p>5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.</p> <p>5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.</p> <p>5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.</p> |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | <p>5.B.1: Use a variety of grammar and syntax in spoken exchanges.</p> <p>5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.</p> <p>5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.</p> <p>5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.</p> |



SUGGESTED RESOURCES

- Create a conversation in the informal register on a topic relevant to one or more themes of the unit (family events, traditions/celebrations, family roles/responsibilities, etc.)

TEACHER TALK

- Teach students how aspects of the conversation task are connected to the Conversation and Chart task completed in this unit.
- Teach effective ways to use circumlocution.

STIMULUS/TASK MODEL

Cultural Presentation

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 7: <i>Communicate through spoken presentations</i> | <p>7.A: Plan and research an issue or topic for presentational speaking.</p> <p>7.A.1: Use a process to plan spoken presentations.</p> <p>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</p> |
| | 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | <p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p> |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | <p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p> |
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | <p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student’s own community in spoken presentations.</p> |

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SUGGESTED RESOURCES

Suggested Prompts for the Cultural Presentation

- Describe la importancia de la familia en una comunidad hispanohablante que conoces.
- Explica el papel de la familia en una comunidad hispanohablante que conoces.
- Explica algunos de los retos que enfrentan las familias en una comunidad hispanohablante que conoces.

TEACHER TALK

In this unit, prepare students to present a short spoken presentation based on one of the suggested prompts or another one you create related to this unit. This is a first step in preparing them for the more challenging task that will come in subsequent units of comparing an aspect of the target culture with their own.

- Provide a template to help students plan and organize their presentation.
- Show students how to provide an introduction, development of the topic, and a conclusion.
- Discuss elements of effective presentations, such as engaging the audience, eye contact, using gestures, etc.

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**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 2

**The Influence
of Language
and Culture
on Identity**



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 2

Multiple-choice: ~20 questions

Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

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.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit’s content that teachers can use right away to complement their own resources as they plan their instruction. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

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 Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 2. Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Literary Text

MODE: PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.3: Retell or summarize information in narrative form. |
| 3: <i>Interpret the content of written or audio texts (words).</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.1: Identify the intended audience. 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |



SUGGESTED RESOURCES

Name and Identity

Sandra Cisneros: *La casa en Mango Street*

TEACHER TALK

Rereading:

- Students research their own first and/or last name, then converse with classmates, indicating how their names relate to their identity.

First reading

- Main idea: What do we learn about how the narrator feels about her name? (ambivalent)

Subsequent readings

- Supporting details – How do the details in each paragraph contribute to the main idea?
- Meaning of unfamiliar words – Focus on understanding unfamiliar words, such as *lodoso*, *costal*, *candelabro*, *arrepentida*, and *hojalata*, by asking students to use the context to make inferences about each word’s meaning, then to confirm or refine their inferences.

Post-reading

- Audience and purpose – Ask for students’ reaction to the passage. Do they find it effective or relevant to their experience? Explore if anyone has ever mispronounced their name and how it made them feel.
- Discuss how literary characters can influence a young person’s developing identity or sense of self.

Extension

- Consider asking students to write a short essay about their own name, following the structure of Cisneros’s vignette.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|---|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.2: Identify supporting/relevant details. 1.A.3: Retell or summarize information in narrative form. |
| | 1.B: Describe data. | 1.B.1: Identify and describe patterns and trends in data. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.2: Identify the purpose. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

Lenguas Indígenas

Article:

(Ministerio de Educación, Chile)

[Educación intercultural bilingüe](#)

Infographic

(México)

[Riqueza cultural en peligro](#)

TEACHER TALK

Educación Intercultural Bilingüe (Chile)

Pre-reading: Guide students to:

- Identify the author/institution hosting the site. (*Ministerio de Educación, Gobierno de Chile*).
- Describe the visual content of the page (*title and subtitle of the article, photos and captions to the right, menus above the article*).
- Identify the intended audience(s) (*general public, educators, parents, students*).

continued on next page

**Another Possible Article:**

Use similar activities and questions for additional readings as appropriate.

Tania Meza Escorza, "Día de la Lengua materna: La riqueza del plurilingüismo"

Reading

- Main idea – How is education changing in Chile?
- Summarize – Have students summarize details, or assign pairs of student to read different pages, then have them give a summary of their findings to the class.
- Point of view – Discuss the web page design, the photo images and information on the site, and how each element contributes to project a positive attitude.
- Identify meanings implied through context.
- Encourage students to analyze the organization of information in the infographic.
- Relate the two texts: Encourage students to find connections between the two texts.

Post-reading

- Students can research language diversity and bilingual education in the U.S. and in countries of the Spanish-speaking world, then present their findings to their classmates.
- Students can research language diversity in their own community and compare that to the information presented in the infographic.
- Students can develop their own infographic based on the information about their community, regarding language diversity.

STIMULUS/TASK MODEL

Audio Report and Article

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|---|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting / relevant details. |
| | 2: <i>Make interdisciplinary and cultural connections</i> | 2.A: Make cultural connections. 2.A.1: Identify and/or describe content and connections among cultural topics. 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena. 2.B: Make connections in and across disciplines. 2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena. |



SUGGESTED RESOURCES

Name, Language and Identity

Promotional material

Article about accents on sports jerseys

[#PonleAcento](#)

[Randy Archibold, "México llegó al Mundial con una victoria para la ortografía"](#)

Bilingual Education and Identity

Video report on how a bilingual school in Guerrero, Mexico, helps to preserve cultural identities. (9 min. video)

[CLASE 2012 - Cultura e Identidad](#)

Article from *El Comercio* (online news site from Peru): La importancia de preservar las lenguas nativas

[El Comercio](#)

TEACHER TALK

#PonleAcento

Pre-viewing

- Ask students to identify sports figures of Hispanic heritage in different sports.

Viewing

- View the #PonleAcento video and analyze as a promotional piece. Describe the message, audience, main idea, and purpose of the video.

Reading

- Students read the article published in the NY Times to learn perspectives on using accents on sports jerseys.

Post-reading

- Discuss students' perspective on the use of accents on names. *Do accents appear on class rolls, diplomas, etc., at your school? Should they?*
- Consider a debate, or an opportunity for students to present their perspective on the topic to school administration.

Follow the reading process (pre-reading, reading, post-reading) to explore how bilingual education is impacting identity in indigenous communities in Mexico and Peru. Compare with bilingual education and language learning in general in the students' community.

STIMULUS/TASK MODEL

Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 8: <i>Communicate through written presentations</i> | <p>8.A: Plan and research an issue or topic for presentational writing.</p> <p>8.A.1: Use a process to plan written presentations.</p> <p>8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.</p> <p>8.B: Use appropriate writing strategies to communicate an idea for presentational writing.</p> <p>8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.</p> <p>8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.</p> <p>8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.</p> <p>8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.</p> <p>8.C.2: Use a variety of grammar and syntax in written presentations.</p> <p>8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.</p> <p>8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.</p> <p>8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.</p> <p>8.D: Express a perspective with details and examples to illustrate an opinion or idea for written presentations.</p> <p>8.D.1: Explain ideas and opinions with examples in written presentations.</p> <p>8.D.2: Integrate information from sources and cite them appropriately in written presentations.</p> |

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SUGGESTED RESOURCES

The Importance of Being Bilingual

Essay Prompt

¿Deben los estudiantes en nuestro colegio estudiar dos idiomas en adición al inglés?

Article in *EL PAÍS*

J. A. Aunión, “En tres idiomas mejor que en dos”

Chart

EUROBARÓMETRO especial 243, La Comisión Europea, “Los Europeos y sus Lenguas”

See page 3, chart *D48b-d*

(See other possible sources in links.)

TEACHER TALK

- Provide students with a list of transition words that will help them to connect their ideas and organize their essay.
- Practice a variety of ways to express cause and effect within the context of the unit (*porque, a causa de, debido a, por eso*).
- Read the sources for the essay as a class, and identify details that can be used to support an affirmative and negative response to the essay prompt.
- When interpreting the chart, help students comprehend the abbreviation UE (*La Unión Europea*), and the reference to European countries as *Estados miembros*.
- Create a T-chart to summarize arguments on both sides.
- Teach students how to write a hook sentence and thesis statement. Teach transition words to introduce concession (*aunque, a pesar de, sin embargo, no obstante*), and consider practicing how to include different perspectives in the thesis statement: *Although A, it is clear that B because X, Y, and Z.*
- In the opening paragraph, students need to provide, at a minimum, two details that will be developed in the argumentative essay.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 7: <i>Communicate through spoken presentations</i> | <p>7.A: Plan and research an issue or topic for presentational speaking.</p> <p>7.A.1: Use a process to plan spoken presentations.</p> <p>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</p> <p>7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</p> <p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p> <p>7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.</p> <p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p> <p>7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</p> <p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.</p> |

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SUGGESTED RESOURCES

Cultural Comparison Prompt

¿Cuál es la actitud de las personas en una comunidad del mundo hispanohablante que te sea familiar con respecto al aprendizaje de más de un idioma? Compara la actitud de las personas en una comunidad hispanohablante que te sea familiar con la actitud de las personas en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

TEACHER TALK

- Teach transition words for comparison and contrast (*tanto a como b, ambas comunidades, a diferencia de, en contraste, etc.*) and use them frequently in class.
- Introduce the presentation topic and brainstorm about language learning at your school.
- Discuss how students' observations of products and practices allow them to infer community attitudes and perspectives and generate a number of examples.
- Review the unit readings and audio/visual sources to find evidence of products, practices, and perspectives relating to language learning in the Spanish-speaking world.
- Have students work with a partner to create a Venn diagram to organize ideas for the comparison. Share diagrams to give all students a variety of ideas to include in their presentation.
- Remind students to create an introduction, and to use transition words to connect ideas. They should:
 - ♦ include an introduction in which they identify their home community and the target language community.
 - ♦ provide information about what they have experienced and observed in their own community.
 - ♦ compare their community to what they have learned and studied about the target language community,
 - ♦ describe how the communities are similar and different.
- Classmates and/or the teacher provide feedback on the following aspects of student performance: detailed information, explicit comparison, organization, and use of transition words.

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**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 3

**Influences
of Beauty
and Art**



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 3

Multiple-choice: ~15 questions

Free-response: 3 questions

- Email Reply
- Conversation
- Cultural Comparison

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).

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit’s content that teachers can use right away to complement their own resources as they plan their instruction. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)



Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

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 Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 3. Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details. 1.A.3: Retell or summarize information in narrative form. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.4: Identify organizing and/or rhetorical structures and/or strategies. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce the meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

Introduction

[El Universal: La importancia del arte en la educación Columbia](#)

Promotional Materials

[Taller de arte Coyoacán](#)

TEACHER TALK

Reading

- Preview the article *La importancia del arte en la educación*, focusing on the headline, images, and boldfaced headings. Identify the main idea (*arts education has many positive effects*).
- Ask students to create a list summarizing the positive impact of each art form mentioned.
- Encourage students to explore the menu below the article.
- Students, individually or in pairs, can share information from one article, explaining its relationship to the main idea of the benefits of education in the arts.

continued on next page



Additional Advertisements

[Museo de Arte Popular Mexicano, Xcaret, México](#)

[ViajaraBarcelona.org](#)

[Museo al cielo abierto San Miguel](#)

Promotional Material: *Taller de arte Coyoacán*

- 1st reading/overview – Preview the website *Taller de arte Coyoacán*, asking students what kind of information appears there.
- Additional reading – Return to the text, asking students the following questions and always requesting text evidence to support their responses:
 - ♦ Purpose: What is the purpose of the text?
 - ♦ Audience: Who would be interested in the information?
 - ♦ Main idea: What is the basic message transmitted?
 - ♦ Details: What three facts would you jot down if you decided to follow up on this message? Why is that information important to you?
- Post-reading: Ask students what additional information they would need if they were considering attending these courses. Have students formulate questions.

Additional practice with remaining sources:

- Select one or more of the promotional materials to read as a class, or assign different materials to groups, using the same process.
- Conclude by returning to the essential question, and relate how each promotional piece shows how people value art (by learning to make art, viewing and purchasing folk art, and experiencing architecture while traveling).

Extension

- Have students write a brief email message in response to the promotional material, summarizing the content of the promotion, and asking two questions.

STIMULUS/TASK MODEL

Literary Text

MODE: PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. |
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.B: Make connections in and across disciplines. | 2.B.1: Identify and/or describe content and connections among interdisciplinary topics. |
| 3: <i>Interpret the content of written or audio texts (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.A.4: Identify organizing and/or rhetorical structures and/or strategies. |
| | 3.B: Interpret the meaning of a text. | 3.B.1: Identify and/or describe similarities and/or differences among different types of texts. |



SUGGESTED RESOURCES

Literary Text About a Work of Art

Álvaro Yunque: "La obra maestra"

Literary Text About Love

José María Méndez: "Ernesto el embobado"

TEACHER TALK

- Present the first of the literary texts in class and have students predict what they think the story will be about based on its title.
- Read the beginning aloud to the students and stop to check for understanding by asking comprehension questions.
- Have students work in pairs to read the rest of the story aloud to one another, taking turns while reading.
- Once students have finished reading the story together, have them create a summary of the story in their own words. Select a pair to share their summary aloud. Ask other pairs to add any missing details.

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- Present the second literary text, “Ernesto el embobado.” Have students state what they think the story will be about.
- Read just the beginning of the story aloud in class for the students. Pause to ask them if they notice anything specific about this text—if they don’t notice what is unusual, provide hints (the story is told in words beginning with “e”).
- Have them work in pairs to finish reading the story and have the pairs prepare a summary of the text.
- Have students work in pairs to create a short original story told in words that begin with the same letter. This could be very short—just a couple of sentences. Students can consult dictionaries or the web for help with words beginning with their chosen letter.
- Have some pairs share their original stories in class.

STIMULUS/TASK MODEL

Letter

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. | 3.A.2: Identify the purpose. 3.A.4: Identify organizing and/or rhetorical structures and/or strategies. |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |



SUGGESTED RESOURCES

Universidad de Chile saludos de bienvenida Facultad de Artes

TEACHER TALK

- Ensure that students understand the meaning of the false cognate *La Facultad*. This refers to a school or department at a university, and includes the building and programs of study and personnel, not just the faculty.
- Implied meaning through context – Ask students what they think the meaning of *mechones* is. (*In Chile, it refers to freshmen.*)
- Preview the web page and identify the images of the author of each welcome letter. See if students can identify the role of each author.
- Purpose – What is the purpose of this collection of messages on the website?
- Identify the tone – Observe the greetings, messages, and closings. What elements contribute to a more formal or less formal tone?
- Retell or summarize information – What can students learn about the Arts School through the letter?

STIMULUS/TASK MODEL

Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.B: Make connections in and across disciplines. | 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena. 2.B.4: Infer interdisciplinary information from a text. |



SUGGESTED RESOURCES

Chart Within an Article About the Prado Museum

Chart indicates the provenance of visitors to the Prado. The article provides information about several museums in Spain, including the Prado.

Gráfica sobre procedencia de visitantes al museo del Prado

[El País, "Conocer mejor a sus visitantes, la asignatura pendiente de los museos"](#)

TEACHER TALK

- Have students look at the chart and discuss it in pairs. Have each pair summarize the main points expressed by the data. Select a pair to share their observations of the chart with the class. Encourage others to add any missing details.
- Provide a conversation that you have created and recorded on the topic of visiting a museum. Have students listen to it and take notes while listening.
- Have students work in pairs to summarize the conversation—encourage them to provide as many details as possible.
- Ask students to make connections between the chart and the conversation.

STIMULUS/TASK MODEL

Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain and use idiomatic and culturally authentic expressions. |
| 6: <i>Communicate interpersonally by writing to others</i> | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | 6.A.1: Initiate, maintain, and close written exchanges. 6.A.2: Provide and obtain relevant information in written exchanges. 6.A.3: Use a variety of grammar and syntax in written exchanges. 6.A.4: Use register appropriate for the intended target culture, audience in written exchanges. 6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges. |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | 6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges. 6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges. 6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges. 6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges. |



SUGGESTED RESOURCES

Create an incoming email from the director of programs at an art museum in a Spanish-speaking community, inviting the student to participate in an internship in which they would collaborate on programs to get more art into public spaces. The email should:

- be in the formal register.
- ask at least two questions.
- encourage the student to request information.

TEACHER TALK

Encourage students to read the incoming email carefully and to then provide a written response that:

- uses the formal register.
- provides an appropriate greeting and closing.
- provides answers to the questions in the mail.
- includes a request for additional information.
- includes details and elaboration.

STIMULUS/TASK MODEL

Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| 5: <i>Communicate interpersonally by speaking with others</i> | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | <p>5.A.1: Initiate, maintain, and close spoken exchanges.</p> <p>5.A.2: Comprehend an interlocutor’s message in spoken exchanges.</p> <p>5.A.3: Provide and obtain relevant information in spoken exchanges.</p> <p>5.A.4: Use appropriate register and greeting for the intended target culture. audience in spoken exchanges.</p> <p>5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.</p> <p>5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.</p> <p>5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.</p> |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | <p>5.B.1: Use a variety of grammar and syntax in spoken exchanges.</p> <p>5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.</p> <p>5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.</p> <p>5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.</p> |

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**SUGGESTED RESOURCES****El arte Público**

Escultura controvertida en
Guadalajara, Jalisco, México

Publimetro, Hector Escamilla,
“Exigen retiro de escultura en
Guadalajara por ‘hereje’”

El País, Verne, Eugenia
Coppel/Darinka Rodríguez,
“Sincretismo’: la escultura que
ha provocado una polémica
religiosa en Guadalajara”

TEACHER TALK

While the conversation task on the exam does not have students engage with sources, use the ones provided to encourage a discussion in class (as a whole class or in pairs) before having students do a conversation task for this unit.

Have students engage in a conversation about artwork:

- Decide on a conversation topic: a discussion of favorite art, a comparison of two pieces of art, an invitation to a cultural event, a discussion of ideas for a public installation of art in your community, etc.
- Provide an overview of the conversation, indicating the language functions students are to perform.
- Students may perform the conversation live with a partner, or you could record the interlocutor’s parts of the conversation and have students record their responses.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 7: <i>Communicate through spoken presentations</i> | <p>7.A: Plan and research an issue or topic for presentational speaking.</p> <p>7.A.1: Use a process to plan spoken presentations.</p> <p>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</p> <p>7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</p> <p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p> <p>7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.</p> <p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p> <p>7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</p> <p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.</p> |

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**SUGGESTED RESOURCES**

These sources describe similar exhibits on the streets of New York (Easter eggs), and Madrid (sculptures of *Las Meninas*).

Fabergé Presents the Big Easter Egg

Vanidad.es, “Las Meninas de Velázquez, nuevo street style de Madrid”

Cultural Comparison Prompt

En una comunidad del mundo hispanohablante que te sea familiar, ¿qué tipo de eventos o lugares acercan a las personas a una experiencia con el arte? Compara tus observaciones de una comunidad hispanohablante que se te familiar con tu comunidad u otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

TEACHER TALK

- Although the cultural comparison task on the AP Exam does not include sources, to support development of skills and content, consider providing ideas through audio and print materials about art, prior to completing the task.
- Teach transition words for comparison and contrast, (*tanto a como b, ambas comunidades, a diferencia de, en contraste, etc.*) and use them frequently in class in different contexts.
- Introduce the presentation topic and brainstorm about art in the community.
- Discuss how students’ observations of products and practices allow them to infer community attitudes and perspectives.
- Review the unit readings and audio/visual sources to find evidence of products, practices, and perspectives relating to experiences with art in the Spanish-speaking world.
- Have students work with a partner to create a Venn diagram and/or T-chart to organize ideas for the comparison. Share diagrams to give all students a variety of ideas to include in their presentation.
- Remind students to create an introduction and use transition words to connect ideas. Students should:
 - ♦ include an introduction in which they identify the home community and the target language community.
 - ♦ provide information about what they have experienced and observed in their community.
 - ♦ compare their firsthand knowledge with what they have learned about the target-language community,
 - ♦ describe how the communities are similar or different.
- Provide feedback describing the following aspects of student performance: detailed information, explicit comparison, organization, and use of transition words.

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 4

**How
Science and
Technology
Affect Our
Lives**



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 4

Multiple-choice: ~15 questions

Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

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.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit’s content that teachers can use right away to complement their own resources as they plan their instruction. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

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 Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 4. Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. |
| | 1.B: Describe data. | 1.B.1: Identify and describe patterns and trends in data. 1.B.2: Describe data from a table, chart, graph, map, or infographic. |
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.B: Make connections in and across disciplines. | 2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena. 2.B.4: Infer interdisciplinary information from a text. |
| | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| 3: <i>Interpret the content of written or audio text (words)</i> | | |



SUGGESTED RESOURCES

Public Transportation in Medellín, Colombia:

Article:

Innovations in Medellín's public transportation system are credited with improvements in public health.

[El Colombiano, Víctor Andrés Álvarez Correa, "Transporte de Medellín es un modelo para toda Latinoamérica"](#)

Article with Charts:

This article, which includes three charts, reports on the preferences and degree of satisfaction of residents of the Colombian city of Cartagena regarding their public transportation choices.

[El Universal, Andrea Rodríguez, "Este es el medio de transporte preferido por los cartageneros"](#)

TEACHER TALK

- Relate these sources to the topic of urban geography, in particular, the Latin American city model (business and services tend to be connected to high-income areas; large areas remain without city services).

STIMULUS/TASK MODEL

Interview

MODE: AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|--|---|
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.B: Make connections in and across disciplines. | 2.B.1: Identify and/or describe content and connections among interdisciplinary topics. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |



SUGGESTED RESOURCES

Find an online interview on a topic of interest to your students having to do with science and/or technology.

TEACHER TALK

- Provide students with multiple opportunities to listen to the text of the interview; provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.
- Focus discussion on the essential questions listed at the beginning of the unit (page 71).

STIMULUS/TASK MODEL

Instructions

MODE: AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text</i> | 1.A: Describe the literal meaning of the text. | 1.A.3: Retell or summarize information in narrative form. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.2: Identify the purpose. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce the meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

A video gives advice about protecting your personal information online.

[c/net en español: como proteger tus datos en internet](#)

TEACHER TALK

- Provide students with multiple opportunities to listen to a text; provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.
- Connect with digital citizenship as it is addressed in your school.

STIMULUS/TASK MODEL

Presentation

MODE: AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|--|
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. | 3.A.1: Identify the intended audience. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| 4: Make meanings from words and expressions | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce the meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

These resources show diverse perspectives on technology and innovation.

Video

[En las mañanas con Uno, “Las desventajas de la tecnología”](#)

This two-minute video lists a number of physical problems that can come from the overuse of personal devices.

Article with Video

[Muy interesante.es, Sarah Romero, “Los 5 trabajos que resistirán la era de los robots”](#)

This article is accompanied by a short audiovisual presentation (image, text, and music), describing jobs that are and are not vulnerable to elimination through automatization.

Article with Chart

[Qué países tienen más robots en sus fábricas y cuán cierto es que nos están robando los puestos de trabajo](#)

[BBC article on robots](#)

TEACHER TALK

The Presentation Task Model on the AP Exam only includes an audio source, so the ideal resources for practice are the video and the article with video, but these resources work together well in providing a variety of perspectives on the topic of technology.

- Provide students with multiple opportunities to listen to audio texts; provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.
- You may choose to assign individual articles or portions of the longer articles and use a jigsaw strategy to share the information.

STIMULUS/TASK MODEL

Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|---|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 8: <i>Communicate interpersonally by speaking with others</i> | <p>8.A: Plan and research an issue or topic for presentational writing.</p> <p>8.A.1: Use a process to plan written presentations.</p> <p>8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.</p> <p>8.B: Use appropriate writing strategies to communicate an idea for presentational writing.</p> <p>8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.</p> <p>8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.</p> <p>8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.</p> <p>8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.</p> <p>8.C.2: Use a variety of grammar and syntax in written presentations.</p> <p>8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.</p> <p>8.C.4: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.</p> <p>8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.</p> <p>8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations.</p> <p>8.D.1: Explain ideas and opinions with examples in written presentations.</p> <p>8.D.2: Integrate information from sources and cite them appropriately in written presentations.</p> |

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SUGGESTED RESOURCES

Tema del ensayo

- ¿Es beneficioso para la sociedad el creciente uso de robots y vehículos autónomas?

Source 1:

Qué países tienen más robots en sus fábricas y cuán cierto es que nos están robando los puestos de trabajo

[bbc.com/mundo/noticias-39267567](https://www.bbc.com/mundo/noticias-39267567)

Source 2: Infographic

[¿Va a robarte el trabajo un robot?](#)

Source 3: Video

[Al Rojo Vivo, Camión sin chofer transporta cerveza en Colorado](#)

TEACHER TALK

To make Source 1 more manageable for students, first, review the title and the two introductory paragraphs, then skip ahead to the segment entitled “La pesadilla de ser sustituidos” and continue to the end.

- Remind students to integrate evidence from the sources and not simply summarize the sources’ content.
- Make sure students cite the sources appropriately.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|--|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 7: <i>Communicate through spoken presentations</i> | <p>7.A: Plan and research an issue or topic for presentational speaking.</p> <p>7.A.1: Use a process to plan spoken presentations.</p> <p>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</p> |
| | 7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. | <p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p> |
| | 7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking. | <p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p> |
| | 7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking. | <p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>7.D.2: Compare features (including products, practices, and perspectives), of target cultural communities to those of the student's own community in spoken presentations.</p> |

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SUGGESTED RESOURCES

Article

[Al Rojo Vivo: El taxi aún es muy preferido por los usuarios en Medellín](#)

Infographic

Sistema de transporte urbano más eficiente y seguro
tinyurl.com/yas734fu

Video

[Cnnespanol.com, Marysabel E. Huston-Crespo, Las escaleras eléctricas que traen paz a la 'Comuna 13' de Medellín](#)

This article expands on the information presented in the video.
[cnnespanol.com, "Innovación para la paz: escaleras eléctricas gigantes transforman un barrio de Medellín"](#)

Cultural Comparison Prompt

En una comunidad del mundo hispanohablante que te sea familiar, ¿cuál es la importancia de las innovaciones en la tecnología y el transporte en la vida de las personas? Compara tus observaciones de una comunidad hispanohablante que te sea familiar con tu comunidad u otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

TEACHER TALK

- On the AP Exam, students do not engage with sources for the cultural comparison task, but doing so in this unit provides additional information for students to use as they build a cultural comparison on the exam.
- Provide a Venn diagram or other template to help students organize their comparison.
- As an option, students could research public transportation systems in different cities of the Spanish-speaking world and report their results to the class through a cultural comparison presentation.

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**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 5

**Factors That
Impact the
Quality
of Life**



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 5

Multiple-choice: ~20 questions

Free-response: 3 questions

- Email Reply
- Conversation
- Cultural Comparison

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.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit’s content that teachers can use right away to complement their own resources as they plan their instruction. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

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 Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 5. Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Literary Text

MODE: INTERPRETIVE COMMUNICATION – PRINT SOURCES

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.A: Make cultural connections. | 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena. |
| 3: <i>Interpret the content of written or audio texts (words)</i> | 3.A: Interpret the distinguishing features of a text. | <p>3.A.2: Identify the purpose.</p> <p>3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.</p> <p>3.A.4: Identify organizing and/or rhetorical structures and/or strategies.</p> |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |



SUGGESTED RESOURCES

La partida de Leónidas Barletta (Argentina, 1902–1975)

In this short story, a man says good-bye to his family as he reluctantly leaves the family ranch. Why the protagonist is leaving is not fully apparent, but the references to and inferences about the family’s poverty allow the reader to assume that their quality of life is lacking.

TEACHER TALK

- Actively guide students to examine a work to determine distinguishing features and make inferences.
- Observe with students how the author uses dialogue, colloquial speech, and description to communicate emotions.
- Ask students to discuss how the protagonist’s departure may affect his family and their socioeconomic status.
- Analyze the impact of lack of economic opportunity and family separation on quality of life.

STIMULUS/TASK MODEL

Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text</i> | 1.B: Describe data. | 1.B.2: Describe data from a table, chart, graph, map, or infographic. |
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.A: Make cultural connections. | 2.A.2: Explain how data from a graph or table illustrate cultural topics or phenomena. |
| | 2.B: Make connections in and across disciplines. | 2.B.1: Identify and/or describe content and connections among interdisciplinary topics. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.2: Identify the purpose. 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | 3.B: Interpret the meaning of a text. | 3.B.1: Identify and/or describe similarities and/or differences among different types of texts. |



SUGGESTED RESOURCES

Tu índice para una vida mejor

The Organization for Economic Cooperation and Development (OECD) interactive tool presents 11 factors that contribute to quality of life.

[¿En qué ciudad de España se vive mejor?](#)

A map and chart rank Spanish cities, then analyze the nine factors that contribute to the ranking.

TEACHER TALK

- **“Tu índice” source:** Have students use this interactive tool to display their own values and then compare them to those of their classmates.
- **“¿En qué ciudad?” source:** Consider assigning one of the nine factors to each group of students in a jigsaw activity.
- Brainstorm with your class to create interview questions to ask people who have lived in different places in the Spanish-speaking world about selected aspects of quality of life in their town or city. Students share summaries of their conversations with classmates.
- Invite guests to come to class, or assign students to interview community members who have lived in the Spanish-speaking world.
- Consider recording the conversations and have students identify perspectives and compare quality of life in different places.

STIMULUS/TASK MODEL

Interview

MODE: AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|---|
| 3: Interpret the content of written or audio text (words) | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |



SUGGESTED RESOURCES

Chart

Andrea Gomez: Por qué Finlandia lidera la lista de países más felices y España cae hasta el 36?

Video Interviews with Article and Charts

¿Por qué Costa Rica sigue siendo el país más feliz de América Latina?

lainformacion.com, "Porque finlandia"

- In this video, several Costa Ricans express their opinions about their nation's ranking as the happiest country in Latin America.
- The article describes reasons why Costa Rica is considered one of the happiest countries in Latin America. The charts are valuable in helping student make comparisons and provide insight into happiness around the world.

TEACHER TALK

On the exam, the Interview task model uses only one audio source, but working with all the sources provided here will give students more information related to the theme of this unit.

You should permit students to watch the video source more than once to capture as much of the content as possible. Encourage them to take notes as they watch.

STIMULUS/TASK MODEL

Instructions

MODE: AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.A: Make cultural connections. | 2.A.1: Identify and/or describe content and connections among cultural topics. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone or attitude. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce the meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

Video

Cómo mejorar tu calidad de vida

UNO TV: Como mejorar tu calidad de vida

Interview with author Guillermo Ferreira in which he discusses how meditation and yoga improve the quality of life.

TEACHER TALK

- Brainstorm with students: What is considered necessary for a good quality of life in your community? Do different people have different priorities?
- Compare students' lists with the factors included in the OECD Better Life Index. (Students will explore this resource further later in the unit.)
- Provide students with multiple opportunities to listen to a text; provide graphic organizers as needed.

STIMULUS/TASK MODEL

Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| 6: <i>Communicate interpersonally by writing to others</i> | 6.A: Understand and apply appropriate communication strategies in interpersonal writing. | <p>6.A.1: Initiate, maintain, and close written exchanges.</p> <p>6.A.2: Provide and obtain relevant information in written exchanges.</p> <p>6.A.3: Use a variety of grammar and syntax in written exchanges.</p> <p>6.A.4: Use register appropriate for the intended target culture. audience in written exchanges.</p> <p>6.A.5: Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.</p> |
| | 6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing. | <p>6.B.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.</p> <p>6.B.2: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.</p> <p>6.B.3: Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.</p> <p>6.B.4: Monitor language production; recognize errors and attempt self-correction in written exchanges.</p> |



SUGGESTED RESOURCES

Idealista News: ¿Qué es para ti la comunidad perfecta?

This post on the “BlogIdealistas” site encourages readers to share their vision of what makes the perfect community.

TEACHER TALK

Read the blog post as a class and have students work individually or in pairs to create a draft response. Remind them to respond to the questions with supporting evidence and details.

STIMULUS/TASK MODEL

Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| 5: <i>Communicate interpersonally by speaking with others</i> | 5.A: Understand and apply appropriate communication strategies in interpersonal speaking. | <p>5.A.1: Initiate, maintain, and close spoken exchanges.</p> <p>5.A.2: Comprehend an interlocutor’s message in spoken exchanges.</p> <p>5.A.3: Provide and obtain relevant information in spoken exchanges.</p> <p>5.A.4: Use appropriate register and greeting for the intended target culture audience in spoken exchanges.</p> <p>5.A.5: Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.</p> <p>5.A.6: Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.</p> <p>5.A.7: Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.</p> |
| | 5.B: Understand and apply appropriate and varied syntactical expressions in interpersonal speaking. | <p>5.B.1: Use a variety of grammar and syntax in spoken exchanges.</p> <p>5.B.2: Use transitional expressions and cohesive devices in spoken exchanges.</p> <p>5.B.3: Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.</p> <p>5.B.4: Monitor language production; recognize errors and attempt self-correction in spoken exchanges.</p> |

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**SUGGESTED RESOURCES****Debate: Urban vs. Rural Vacation**

Vecindarios en Buenos Aires

Trip Advisor: [Vecindarios de Buenos Aires](#)

“Casas rurales” en España
[turismorural.com/](#)

TEACHER TALK

- Ask students to imagine that they and their family have won an all-expense-paid, two-week vacation, but they must choose ONE place to stay for the entire two weeks. Students should use the resources provided to select their vacation place.
- Assign students to debate in favor of an urban or rural vacation, based on the quality of life the family will experience while living in their chosen setting for two weeks.
- Encourage students to anticipate the arguments the other side might present and formulate qualifiers and counterarguments to use in the debate.
- Present students with a list of communicative functions you expect to hear: ask questions; respond with details; request clarification; paraphrase; make suggestions; reject suggestions, provide alternatives, etc.
- Optional activity: Follow up the interpersonal communication practice provided by the debate by having students engage with a practice conversation task such as the one they will experience on the exam. Provide an outline of a conversation on the same topic as the debate and have students work with a partner to produce this conversation.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|---|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 7: <i>Communicate through spoken presentations</i> | <p>7.A: Plan and research an issue or topic for presentational speaking.</p> <p>7.A.1: Use a process to plan spoken presentations.</p> <p>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</p> <p>7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</p> <p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p> <p>7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.</p> <p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p> <p>7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</p> <p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>7.D.2: Compare features (including products, practices, and perspectives), of target cultural communities to those of the student's own community in spoken presentations.</p> |

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**SUGGESTED RESOURCES****Cultural Comparison Prompt**

¿Qué aspectos contribuyen positivamente y negativamente a la calidad de la vida en una comunidad hispanohablante que te sea familiar comparados a los de tu comunidad u otra? En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

TEACHER TALK

- Students identify a city, town, or region of the Spanish-speaking world with a similar population of their own community and research the quality of life there. Students present to their classmates (or students from another class or level), using a gallery setting, and including a visual component. The accompanying materials can include images, graphs, and short texts to increase their classmates' understanding of their oral presentation.

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 6

**Environmental,
Political,
and Societal
Challenges**



~19–21
CLASS PERIODS



Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Personal Progress Check 6

Multiple-choice: ~20 questions

Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

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.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with suggested resources and useful teaching tips. These resources are meant to provide ways to explore the unit’s content that teachers can use right away to complement their own resources as they plan their instruction. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

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 Go to [AP Classroom](#) to assign the **Personal Progress Check** for Unit 6. Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|---|
| 1: <i>Comprehend written, audio, audiovisual and visual text</i> | 1.B: Describe data. | 1.B.2: Describe data from a table, chart, graph, map, or infographic. |
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.A: Make cultural connections. | 2.A.4: Infer cultural information from a text. |
| | 2.B: Make connections in and across disciplines. | 2.B.3: Explain how information from a text connects or relates to interdisciplinary topics or phenomena. |
| 4: <i>Make meanings from words and expressions</i> | 4.A: Determine the meaning of familiar and unfamiliar words. | 4.A.2: Deduce the meaning of unfamiliar words or expressions. |



SUGGESTED RESOURCES

Climate Change

Article

Las huellas del cambio climático en América Latina
cinu.mx/minisitio/cambio_climatico/las_huellas_en_america_latina/

This report from the United Nations outlines some of the natural resources in Latin America and describes the impact of global warming there.

Chart

Compromisos de reducción de emisiones de GEI en América Latina
conexiónCOP.com

Click on *infografías*, then scroll to map labeled *Infografía: Compromisos climáticos en latinoamérica y el caribe*.

This infographic includes a map and details each country's commitment to reducing greenhouse gas emissions

TEACHER TALK

- Article: In addition to the main article, this page provides links to a number of PDFs with related reports.
- Have students make inferences based on the content of the sources.
- Chart: Explore the chart with students and use it as a springboard to encourage students to do further research, especially about the *Principales Medidas* listed in the lower left portion of the infographic. For example, a student could research a renewable energy project in Colombia, try to find out about the issue of protecting forests in Ecuador, etc.

STIMULUS/TASK MODEL

Audio Report and Article

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|---|
| 1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i> | 1.A: Describe the literal meaning of the text. | 1.A.1: Identify the main idea. 1.A.3: Retell or summarize information in narrative form. |
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.A: Make cultural connections. | 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |

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**SUGGESTED RESOURCES****Two Paired Sources on Pollution**

VIDEO

Los desechos plásticos, una grave amenaza para la vida en el mar y en la tierra

rpp.pe

This video introduces the dangers of the large amounts of plastic that pollute the oceans.

ARTICLE

La contaminación marina

nationalgeographic.es/medio-ambiente/la-contaminacion-marina

This article enumerates and describes a variety of types of ocean pollution, including solids and acoustic pollution.

VIDEO

El estado está a punto de reducir el uso de plástico

rpp.pe

A government official in Peru expresses optimism about a bill to protect the environment.

ARTICLE

Estudios prueban que los plásticos están en todos lados

ecoosfera.com/2017/09/residuos-plastico-basura-mar-comida-microplastico/

From *Natura recomendadas*, this article comments on information published in other sources about the ubiquitous presence of plastics in the environment, and challenging readers to examine their own willingness to change their habits.

TEACHER TALK

- Have students identify connections between the two sources in each pair of sources.
- Have students take notes as they listen to the audio.
- Provide multiple opportunities for students to view the videos.

STIMULUS/TASK MODEL

Presentation

MODE: AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

| Skill Category | Skill | Learning Objective |
|--|--|--|
| 1: <i>Comprehend written, audio, audiovisual, and visual text</i> | 1.A: Describe the literal meaning of the text. | 1.A.2: Identify supporting/relevant details. |
| 2: <i>Make interdisciplinary and cultural connections</i> | 2.A: Make cultural connections. | 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena. |
| 3: <i>Interpret the content of written or audio text (words)</i> | 3.A: Interpret the distinguishing features of a text. | 3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude. 3.A.4: Identify organizing and/or rhetorical structures and/or strategies. |
| | 3.B: Interpret the meaning of a text. | 3.B.2: Infer implied meanings through context. |



SUGGESTED RESOURCES

Video

Agricultura Familiar Campesina alimentando al mundo, enfriando el planeta
[youtube.com/watch?v=c48-1QLds0Y](https://www.youtube.com/watch?v=c48-1QLds0Y)

This 15-minute video shows examples of how family agriculture in several communities in Latin America is combatting global warming and providing sustainable food supply.

TEACHER TALK

- Provide students with multiple opportunities to listen to a text; provide graphic organizers as needed.
- Give students opportunities to make inferences after listening to or watching the source.
- Support students by chunking the information in the longer video. You could stop to review student notes after each segment, or use the online tool EdPuzzle to insert questions.

STIMULUS/TASK MODEL

Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 8: <i>Communicate interpersonally by writing to others</i> | <p>8.A: Plan and research an issue or topic for presentational writing.</p> <p>8.A.1: Use a process to plan written presentations.</p> <p>8.A.2: Use research strategies to gather information and evidence for inclusion in written presentations.</p> <p>8.B: Use appropriate writing strategies to communicate an idea for presentational writing.</p> <p>8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.</p> <p>8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.</p> <p>8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.</p> <p>8.C.1: Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.</p> <p>8.C.2: Use a variety of grammar and syntax in written presentations.</p> <p>8.C.3: Produce simple, compound, and complex sentences in a variety of time frames in written presentations.</p> <p>8.C.4: Use standard conventions of the written language (e.g. capitalization, orthography, accents, punctuation) in written presentations.</p> <p>8.C.5: Monitor language production; recognize errors and attempt self-correction in written presentations.</p> <p>8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations</p> <p>8.D.1: Explain ideas and opinions with examples in written presentations.</p> <p>8.D.2: Integrate information from sources and cite them appropriately in written presentations.</p> |

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SUGGESTED RESOURCES

Argumentative Essay Prompt

¿Deben los gobiernos prohibir los plásticos de un solo uso?

ARTICLE

¿De verdad el plástico mata?

anaip.es

Search *el blog de los plásticos* and click on fourth item: *La opinión de CGR group: ¿de verdad el plástico mata?*

VIDEO

News report: Bolsas de plástico: Así se implementará la ley que prohíbe su uso en Chile.

24horas.cl/nacional/bolsas-plasticas-asi-se-implementara-la-ley-que-prohibe-su-uso-en-chile-2782681

INFOGRAPHIC

Cómo sobrevivir el fin de los productos plásticos

Levante-emv.com

TEACHER TALK

- Article: Guide students to identify the source (a web page of an organization representing the plastics industry in Spain). The purpose of the article is to question the premise of a publicity campaign, “Plastic Kills.” Focus students’ attention on the list of four benefits of plastics provided in the article.
- Teach students to review and revise their work, paying attention to mechanics.
- Make sure students cite the sources appropriately.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

| Skill Category | Skill | Learning Objective |
|---|---|--|
| 4: <i>Make meanings from words and expressions</i> | 4.B: Use words appropriate for a given context. | <p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p> |
| | 7: <i>Communicate through spoken presentations</i> | <p>7.A: Plan and research an issue or topic for presentational speaking.</p> <p>7.A.1: Use a process to plan spoken presentations.</p> <p>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</p> <p>7.B: Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</p> <p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p> <p>7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.</p> <p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p> <p>7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</p> <p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>7.D.2: Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.</p> |

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SUGGESTED RESOURCES

Cultural Comparison Prompt

¿Cuál es la actitud de la gente de una comunidad hispanohablante que te sea familiar sobre reducir su impacto negativo en el medio ambiente? Compara tus observaciones con la actitud de la gente de tu comunidad u otra comunidad. En tu presentación puedes referirte a lo que has estudiado, observado o vivido.

TEACHER TALK

- Make sure students pay attention to what they are asked to address in the prompt: the role, importance, attitude, perspective, or significance. Addressing this part of the prompt allows them to discuss and compare the perspectives held by two communities, which is the main point of the cultural comparison task.
- Students may use information gathered from the sources in the unit or could be assigned to research different regions of the Spanish-speaking world for this cultural comparison task.

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AP SPANISH LANGUAGE AND CULTURE

Achievement Level Descriptions



Introduction

The degree to which student performance meets the learning objectives in each skill category is articulated in the Achievement Level Descriptions, which define how well students at each level perform. Due to the interrelated nature of the modes of communication, all the achievement level descriptions work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student’s ultimate score on the AP Exam, AP teachers can use this information to develop better insight into individual student performance and adjust their curriculum and instruction accordingly.

The AP Spanish Language and Culture course and exam target a range of student performance so that all students can experience success in some or most skills. The Achievement Level Descriptions (ALDs) provide detailed expectations for performance in each skill at each level so both students and teachers can understand what typical performance is required for skills at each different level. Teachers and students can use them to develop strategies for moving to the next level of performance. It is important to remember that students’ ability to function in each skill may be different; for example, a student may perform at an ALD skill level of 4 in interpretive communication but may be at the 3 level in interpersonal communication.

Across the spectrum of the course’s skills, we have also defined each skill in the range of three skill levels:

- **E:** Emerging. Students are generally performing at ALD level 2.
- **P:** Proficient. Students are generally performing in the range of ALD levels 3–4.
- **A:** Advanced. Students are generally performing in the range of ALD levels 4–5.

This graphic shows the progression of ALDs in relation to their E/P/A designation:





Achievement Level Descriptions

Interpretive Mode

Comprehend Text 1

Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)

SKILLS

- 1.A Describe the literal meaning of the text
- 1.B Describe data

| STUDENT RECEIVING A SCORE OF 1 | STUDENT RECEIVING A SCORE OF 2 EMERGING | STUDENT RECEIVING A SCORE OF 3 PROFICIENT | STUDENT RECEIVING A SCORE OF 4 ADVANCED | STUDENT RECEIVING A SCORE OF 5 |
|--|--|--|---|---|
| COMPREHENSION OF CONTENT | | | | |
| identifies main ideas and details when the correct answer is stated directly (nearly verbatim) in the text | identifies a few main ideas and details on familiar topics | identifies several main ideas and details on familiar topics | identifies most main ideas and some significant details on a range of topics | identifies main ideas and significant details on a range of topics |
| seldom responds accurately to basic information questions (Who, What, When, Where-type questions) | sometimes responds accurately to basic information questions (Who, What, When, Where-type questions) | responds accurately to basic information questions (Who, What, When, Where-type questions) | responds accurately to basic information questions (Who, What, When, Where, Why-type questions) | responds accurately to basic information questions (Who, What, When, Where, Why-type questions) |

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Interpretive Mode

Make Connections 2

Make interdisciplinary and cultural connections

SKILLS

2.A Make cultural connections

2.B Make connections in and across disciplines

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**
EMERGING

**STUDENT RECEIVING
A SCORE OF 3**
PROFICIENT

**STUDENT RECEIVING
A SCORE OF 4**
ADVANCED

**STUDENT RECEIVING
A SCORE OF 5**

CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some of the cultural products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies the products and practices and some perspectives of the target culture(s)

identifies many of the relationships among products, practices, and perspectives of the target culture(s)

demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in the resource

demonstrates limited understanding of basic content of familiar interdisciplinary topics present in the resource

demonstrates an understanding of basic content of familiar interdisciplinary topics in the resource

demonstrates an understanding of some content of familiar interdisciplinary topics presented in the resource

demonstrates an understanding of most content of familiar interdisciplinary topics presented in the resource

generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities

minimally able to identify and compare geographic, historical, artistic, social, or political features of target culture communities

identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities.

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



Achievement Level Descriptions

Interpretive Mode

Interpret Text 3

Interpret the content of written or audio text (words)

SKILLS

- 3.A Interpret the distinguishing features of a text
- 3.B Interpret the meaning of a text

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

STUDENT RECEIVING A SCORE OF 4

STUDENT RECEIVING A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

COMMUNICATION STRATEGIES FOR CRITICAL READING, LISTENING, AND VIEWING

identifies distinguishing features of the text only when the correct answer is stated directly (nearly verbatim) in the text.

identifies few distinguishing features of the text (e.g., type of resource, intended audience, purpose)

identifies some of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)

identifies several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)

identifies most of the significant distinguishing features of the text (e.g., type of resource, intended audience, purpose)

rarely responds to questions that require inferring implied meanings

occasionally responds to questions that require inferring implied meanings

responds to a limited number of questions that require inferring implied meanings

responds to some questions that require inferring implied meanings

differentiates facts from opinions by accurately answering most questions that require inferring implied meanings

Make Meaning 4

Make meanings from words and expressions

SKILL

- 4.A Determine the meaning of familiar and unfamiliar words

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

STUDENT RECEIVING A SCORE OF 4

STUDENT RECEIVING A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

VOCABULARY

is seldom able to use context to deduce the meaning of unfamiliar vocabulary

is occasionally able to use context to deduce the meaning of unfamiliar vocabulary

is sometimes able to use context to deduce the meaning of unfamiliar vocabulary

is often able to use context to deduce the meaning of some unfamiliar vocabulary

is usually able to use context to deduce the meaning of unfamiliar words and usually infer implied meanings

comprehends basic vocabulary limited to familiar thematic word groups, made up mostly of memorized phrases

comprehends a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions

comprehends a variety of vocabulary from familiar thematic word groups, including some idiomatic expressions

comprehends most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics

comprehends a wide range of vocabulary, including culturally appropriate and some idiomatic expressions related to familiar or studied topics and some unfamiliar topics



Achievement Level Descriptions

Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others

Make Meaning 4

Make meanings from words and expressions

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

4.B Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

STUDENT RECEIVING A SCORE OF 4

STUDENT RECEIVING A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

COMMUNICATION STRATEGIES

minimally able to initiate, maintain, or close conversations on topics of personal interest; communication requires interpretation

initiate and close conversations on topics of personal interest and maintain them by making basic statements; communication often requires interpretation

initiate, maintain, and close conversations on familiar topics; communication may require interpretation

initiate, maintain, and close conversations on familiar topics; communication rarely requires interpretation

initiate, maintain, and close conversations on familiar topics; communication requires little or no interpretation

minimally able to respond to questions and statements on topics of personal interest

responds to questions and statements on topics of personal interest

understands and responds to questions and statements on familiar topics

understands and responds to questions and statements on familiar topics with some elaboration and detail

understands and responds to questions on familiar topics with frequent elaboration and detail

generally unable to interact in a culturally appropriate manner

little ability to interact in a culturally appropriate manner

sometimes interacts in a culturally appropriate manner

usually interacts in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures

understands and usually uses culturally appropriate expressions and gestures

generally unable to seek clarification

may seek clarification by asking for basic information or repetition

occasionally uses communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) when interacting on familiar topics and

uses some communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) to maintain communication

uses a variety of communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) as necessary to maintain communication

rarely recognizes errors and generally unable to successfully self-correct

seldom recognizes errors, and attempts at self-correction are usually unsuccessful

may recognize errors; attempts at correction are occasionally successful

recognizes some errors and often self-corrects successfully

recognizes most errors and usually self-corrects successfully

continued on next page

Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others

Make Meaning 4

Make meanings from words and expressions

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**
EMERGING

**STUDENT RECEIVING
A SCORE OF 3**
PROFICIENT

**STUDENT RECEIVING
A SCORE OF 4**
ADVANCED

**STUDENT RECEIVING
A SCORE OF 5**

COMMUNICATION STRATEGIES

expression of opinions limited to isolated words or phrases

expression of opinions limited to expressing likes and dislikes

able to state opinions on topics of personal interest

able to state opinions on familiar topics with limited ability to support them

states opinions and demonstrates some ability to support opinions on topics of personal interest

VOCABULARY

understands and uses a limited range of basic vocabulary from familiar thematic word groups

understands and uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions

understands and uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions related to topics of personal interest

understands and uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest

understands and uses vocabulary, including culturally appropriate idiomatic expressions on a variety of familiar topics, including some beyond those of personal interest

seldom able to use context to deduce the meaning of unfamiliar words

occasionally able to use context to deduce the meaning of unfamiliar words

sometimes able to use context to deduce the meaning of unfamiliar words

often able to use context to deduce the meaning of unfamiliar words

usually able to use context to deduce the meaning of unfamiliar words



Achievement Level Descriptions

Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others

Make Meaning 4

Make meanings from words and expressions

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

4.B Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

STUDENT RECEIVING A SCORE OF 4

STUDENT RECEIVING A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

LANGUAGE CONTROL

is barely understandable in speech with frequent or significant errors that impede comprehensibility

is partially understandable in speech with errors that force interpretation and impede comprehensibility

is generally understandable in speech with errors that may impede comprehensibility

is fully understandable in speech with several errors that do not impede comprehensibility

is fully understandable in speech with ease and clarity of expression; occasional errors do not impede comprehensibility

demonstrates little or no control of grammar, syntax, and usage

demonstrates limited control of grammar, syntax, and usage

demonstrates some control of grammar, syntax, and usage

demonstrates general control of grammar, syntax, and usage

demonstrates control of grammar, syntax, and usage

uses simple, often memorized sentences and phrases

uses simple sentences and phrases

uses simple and a few compound sentences

uses simple, compound, and a few complex sentences

uses a variety of simple and compound sentences and some complex sentences

demonstrates little or no control of time frames

demonstrates some accuracy in present time and little or no accuracy in other time frames

is mostly accurate in present time and demonstrates limited accuracy in other time frames

is mostly accurate in present time with some accuracy in other time frames

narrates and describes in the present, past, and future time frames with general accuracy

demonstrates little or no control of register

demonstrates minimal awareness of register, using mainly the familiar register

demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur

usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register

usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

continued on next page

Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others

Make Meaning 4

Make meanings from words and expressions

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking

4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**
EMERGING

**STUDENT RECEIVING
A SCORE OF 3**
PROFICIENT

**STUDENT RECEIVING
A SCORE OF 4**
ADVANCED

**STUDENT RECEIVING
A SCORE OF 5**

LANGUAGE CONTROL

pronunciation and intonation are difficult to understand, even with someone accustomed to interacting with language learners

pronunciation and intonation are mostly comprehensible to someone accustomed to interacting with language learners; errors impede comprehensibility

pronunciation and intonation are comprehensible to someone accustomed to interacting with language learners; errors may occasionally impede comprehensibility

pronunciation and intonation, pacing, and delivery are mostly comprehensible to someone accustomed to interacting with language learners; errors do not impede comprehensibility

pronunciation and intonation, pacing, and delivery are comprehensible to someone unaccustomed to interacting with language learners

CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies and describes with some details the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies

identifies the relationship among products, practices, and perspectives of the target culture(s) and compares them with his/her own culture

generally unable to identify or compare geographic, artistic, social, or political features of target culture communities

minimally able to identify or compare geographic, artistic, social, or political features of target culture communities

identifies and compares a few geographic, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



Achievement Level Descriptions

Interpersonal Mode

Write to Others 6

Communicate interpersonally by writing to others

Make Meaning 4

Make meanings from words and expressions

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing

4.B Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

STUDENT RECEIVING A SCORE OF 4

STUDENT RECEIVING A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

COMMUNICATION STRATEGIES

minimally able to initiate, maintain, or close written exchanges on topics of personal interest; communication requires interpretation

initiates, maintains, and closes written exchanges on topics of personal interest by making basic statements; communication often requires interpretation

initiates, maintains, and closes written exchanges on familiar topics; communication may require interpretation

initiates, maintains, and closes written exchanges in formal and informal communications, although control of culturally appropriate conventions is inconsistent

initiates, maintains, and closes written exchanges in formal and informal communications with good control of culturally appropriate conventions

generally unable to respond to questions and statements on topics of personal interest

responds to questions and statements on topics of personal interest

understands and responds to questions and statements on familiar topics.

understands and responds to questions and statements on familiar topics with some elaboration and detail

understands and responds to questions on familiar topics with frequent elaboration and detail

generally unable to interact in a culturally appropriate manner

little ability to interact in a culturally appropriate manner

sometimes interacts in a culturally appropriate manner

usually interacts in a culturally appropriate manner and may use culturally appropriate expressions

understands and usually uses culturally appropriate expressions

generally unable to seek clarification

may seek clarification by asking for basic information or repetition

occasionally uses communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) when interacting on familiar topics and

use communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) to maintain communication

use a variety of communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) as necessary to maintain communication

rarely recognizes errors and generally unable to successfully self-correct

seldom recognizes errors, and attempts at self-editing usually fail

may recognize errors; attempts at self-editing are occasionally successful

recognizes some errors and self-corrects

recognizes most errors and usually self-corrects successfully

continued on next page

Interpersonal Mode

Write to Others **6**

Communicate interpersonally by writing to others

Make Meaning **4**

Make meanings from words and expressions

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing

4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**
EMERGING

**STUDENT RECEIVING
A SCORE OF 3**
PROFICIENT

**STUDENT RECEIVING
A SCORE OF 4**
ADVANCED

**STUDENT RECEIVING
A SCORE OF 5**

COMMUNICATION STRATEGIES

expression of opinions limited to isolated words or phrases

expression of opinions limited to expressing likes and dislikes

able to state opinions on topics of personal interest

able to state opinions on familiar topics with limited ability to support them

states opinions and demonstrates some ability to support opinions on topics of personal interest

VOCABULARY

understands and uses a limited range of basic vocabulary from familiar thematic word groups

understands and uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions

understands and uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions related to topics of personal interest

understands and uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest

understands and uses vocabulary, including culturally appropriate idiomatic expressions on a variety of familiar topics, including some beyond those of personal interest

seldom able to use context to deduce the meaning of unfamiliar words

occasionally able to use context to deduce the meaning of unfamiliar words

sometimes able to use context to deduce the meaning of unfamiliar words

often able to use context to deduce the meaning of unfamiliar words

usually able to use context to deduce the meaning of unfamiliar words



Achievement Level Descriptions

Interpersonal Mode

Write to Others 6

Communicate interpersonally by writing to others

Make Meaning 4

Make meanings from words and expressions

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing

4.B Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

STUDENT RECEIVING A SCORE OF 4

STUDENT RECEIVING A SCORE OF 5

EMERGING

PROFICIENT

ADVANCED

LANGUAGE CONTROL

is barely understandable in writing with frequent or significant errors that impede comprehensibility

is partially understandable in writing with errors that force interpretation and impede comprehensibility

is generally understandable in writing with errors that may impede comprehensibility

is fully understandable in writing with several errors that do not impede comprehensibility

is fully understandable in writing with ease and clarity of expression; occasional errors do not impede comprehensibility

demonstrates little or no control of grammar, syntax, and usage

demonstrates limited control of grammar, syntax, and usage

demonstrates some control of grammar, syntax, and usage

demonstrates general control of grammar, syntax, and usage

demonstrates control of grammar, syntax, and usage

uses simple, often memorized sentences and phrases

uses simple sentences and phrases

uses simple and a few compound sentences

uses simple, compound, and a few complex sentences

uses a variety of simple and compound sentences and some complex sentences

demonstrates little or no control of time frames

demonstrates some accuracy in present time and little or no accuracy in other time frames

is mostly accurate in present time and demonstrates limited accuracy in other time frames

is mostly accurate in present time with some accuracy in other time frames

narrates and describes in the present, past, and future time frames with general accuracy

demonstrates little or no control of register

demonstrates minimal awareness of register, using mainly the familiar register

demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur

usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register

usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

writing generally shows no use of standard conventions of the written language

writing shows little use of standard conventions of the written language

shows inconsistent use of standard conventions of the written language that sometimes interferes with meaning

writing is generally consistent in the use of standard conventions of the written language

writing is marked by consistent use of standard conventions of the written language

continued on next page

Interpersonal Mode

Write to Others **6**

Communicate interpersonally by writing to others

Make Meaning **4**

Make meanings from words and expressions

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing

4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**
EMERGING

**STUDENT RECEIVING
A SCORE OF 3**
PROFICIENT

**STUDENT RECEIVING
A SCORE OF 4**
ADVANCED

**STUDENT RECEIVING
A SCORE OF 5**

CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies and describes with some details the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies

identifies the relationship among products, practices, and perspectives of the target culture(s) and compares them with his/her own culture

generally unable to identify or compare geographic, artistic, social, or political features of target culture communities

minimally able to identify or compare geographic, artistic, social, or political features of target culture communities

identifies and compares a few geographic, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



Achievement Level Descriptions

Presentational Mode

Present Orally 7

Communicate through spoken presentations

Make Meaning 4

Make meanings from words and expressions

SKILLS

- 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 for presentational speaking
- 7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking
- 4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**

**STUDENT RECEIVING
A SCORE OF 3**

**STUDENT RECEIVING
A SCORE OF 4**

**STUDENT RECEIVING
A SCORE OF 5**

EMERGING

PROFICIENT

ADVANCED

COMMUNICATION STRATEGIES

offers little or no treatment of the topic in oral presentations, consisting mostly of repetition of the prompt or information from the source materials; may not refer to any of the source materials provided

offers an inadequate treatment of the topic in oral presentations, consisting mostly of statements with no development; may use inaccurate examples or make inaccurate references to source materials provided, or may not refer to all source materials provided

offers an adequate treatment of the topic in oral presentations, including a few supporting details and references to all source materials provided

offers an effective treatment of the topic in oral presentations, including some supporting details and mostly relevant examples, and references to all source materials provided

offers a thorough and effective treatment of the topic in oral presentations, including supporting details and relevant examples, and references to all source materials provided.

demonstrates little or no organization in spoken responses and a lack of transitional and cohesive devices

demonstrates inadequate organization in spoken responses and ineffective use of transitional elements or cohesive devices

demonstrates some organization in spoken responses, including a few basic transitional elements or cohesive devices

demonstrates organization in spoken responses, including some effective use of transitional elements or cohesive devices

demonstrates effective organization in spoken responses, including effective use of transitional elements or cohesive devices

uses occasional sentences and memorized words and phrases to express personal opinions, describe, and narrate on topics of personal interest

uses strings of sentences to express personal opinions, describe, and narrate on topics of personal interest

uses strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics

uses mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics

uses paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics

continued on next page

Presentational Mode

Present Orally **7**

Communicate through spoken presentations

Make Meaning **4**

Make meanings from words and expressions

SKILLS

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 for presentational speaking

7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking

4.B Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2 EMERGING

STUDENT RECEIVING A SCORE OF 3 PROFICIENT

STUDENT RECEIVING A SCORE OF 4 ADVANCED

STUDENT RECEIVING A SCORE OF 5

COMMUNICATION STRATEGIES

generally unable to develop ideas and lacks structural organization

shows little evidence of development of ideas, and structural organization may be lacking

shows evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion)

shows some evidence of ideas that are developed and supported with examples

develops ideas by showing evidence of synthesis and interpretation of background information

rarely recognizes errors and generally unable to successfully self-correct

seldom recognizes errors, and attempts at self-correction usually fail

employs limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful

may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful

employs a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful

VOCABULARY

uses a limited range of basic vocabulary from familiar word groups

uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions

uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions

uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest

uses vocabulary on a variety of familiar topics, including some beyond those of personal interest; uses some culturally appropriate vocabulary and idiomatic expressions



Achievement Level Descriptions

Presentational Mode

Present Orally **7**

Communicate through spoken presentations

Make Meaning **4**

Make meanings from words and expressions

SKILLS

- 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
- 7.D** Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking
- 4.B** Use words appropriate for a given context

| STUDENT RECEIVING A SCORE OF 1 | STUDENT RECEIVING A SCORE OF 2 EMERGING | STUDENT RECEIVING A SCORE OF 3 PROFICIENT | STUDENT RECEIVING A SCORE OF 4 ADVANCED | STUDENT RECEIVING A SCORE OF 5 |
|--|--|---|--|---|
| LANGUAGE CONTROL | | | | |
| is barely understandable in speech with frequent or significant errors that impede comprehensibility | is partially understandable in speech with errors that force interpretation and impede comprehensibility | is generally understandable in speech with errors that may impede comprehensibility | is fully understandable in speech with several errors that do not impede comprehensibility | is fully understandable in speech with ease and clarity of expression; occasional errors do not impede comprehensibility |
| demonstrates little or no control of grammar, syntax, and usage | demonstrates limited control of grammar, syntax, and usage | demonstrates some control of grammar, syntax, and usage | demonstrates general control of grammar, syntax, and usage | demonstrates control of grammar, syntax, and usage |
| uses simple, often memorized sentences and phrases | uses simple sentences and phrases | uses simple and a few compound sentences | uses simple, compound, and a few complex sentences | uses a variety of simple and compound sentences and some complex sentences |
| demonstrates little or no control of time frames | demonstrates some accuracy in present time and little or no accuracy in other time frames | is mostly accurate in present time and demonstrates limited accuracy in other time frames | is most accurate in present time with some accuracy in other time frames | narrates and describes in the present, past, and future time frames with general accuracy |
| demonstrates little or no control of register | demonstrates minimal awareness of register, using mainly the familiar register | demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur | usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register | usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register |

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Presentational Mode

Present Orally 7

Communicate through spoken presentations

Make Meaning 4

Make meanings from words and expressions

SKILLS

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

7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking

4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**
EMERGING

**STUDENT RECEIVING
A SCORE OF 3**
PROFICIENT

**STUDENT RECEIVING
A SCORE OF 4**
ADVANCED

**STUDENT RECEIVING
A SCORE OF 5**

LANGUAGE CONTROL

pronunciation and intonation are difficult to understand, even with someone accustomed to interacting with language learners

pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility

pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors may occasionally impede comprehensibility

pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility

pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners

CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products or practices of the target culture(s)

identifies some cultural products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies and describes, with some details, the products and practices of the target culture(s); may identify some perspectives of the target culture(s) with some inaccuracies

identifies with some elaboration, the relationship among products, practices, and perspectives of the target culture(s)

demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in source materials

demonstrates limited understanding of some content of familiar interdisciplinary topics presented in source materials

demonstrates some understanding of some content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of much of the content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of most of the content of familiar interdisciplinary topics presented in source materials

generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities

minimally able to identify or compare geographic, historical, artistic, social, or political features of target culture communities

identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities



Achievement Level Descriptions

Presentational Mode

Present in Writing **8**

Communicate through written presentations

Make Meaning **4**

Make meanings from words and expressions

SKILLS

- 8.A** Plan and research an issue or topic for presentational writing
- 8.B** Use appropriate writing strategies to communicate an idea 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 for written presentations
- 4.B** Use words appropriate for a given context

STUDENT RECEIVING A SCORE OF 1

STUDENT RECEIVING A SCORE OF 2
EMERGING

STUDENT RECEIVING A SCORE OF 3
PROFICIENT

STUDENT RECEIVING A SCORE OF 4
ADVANCED

STUDENT RECEIVING A SCORE OF 5

COMMUNICATION STRATEGIES

offers little or no treatment of the topic in written presentations, consisting mostly of repetition of the prompt or information from the source materials; may not refer to any of the source materials provided

offers an inadequate treatment of the topic in written presentations, consisting mostly of statements with no development; may use inaccurate examples or make inaccurate references to source materials provided, or may not refer to all source materials provided

offers an adequate treatment of the topic in written presentations, including a few supporting details and references to all source materials provided

offers an effective treatment of the topic in written presentations, including some supporting details and mostly relevant examples, and references to all source materials provided

offers a thorough and effective treatment of the topic in written presentations, including supporting details and relevant examples, and references to all source materials provided

demonstrates little or no organization in written responses and lack of transitional and cohesive devices

demonstrates inadequate organization in written responses, and ineffective use of transitional elements or cohesive devices

demonstrates some organization in written responses, including a few basic transitional elements or cohesive devices

demonstrates organization in written responses, including some effective use of transitional elements or cohesive devices

demonstrates effective organization in written responses, including effective use of transitional elements or cohesive devices

uses occasional sentences and memorized words and phrases to express personal opinions, describe, and narrate on topics of personal interest; may copy content from sources

uses strings of sentences to express personal opinions, describe, and narrate on topics of personal interest; summarizes sources without supporting the presentation

uses strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics; summarizes content from sources to support their presentation

uses mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics; summarizes multiple sources with limited integration of content to support their presentation

uses paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics; integrates content from multiple sources to support their presentation

continued on next page

Presentational Mode

Present in Writing 8

Communicate through written presentations

Make Meaning 4

Make meanings from words and expressions

SKILLS

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 for written presentations

4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**

**STUDENT RECEIVING
A SCORE OF 3**

**STUDENT RECEIVING
A SCORE OF 4**

**STUDENT RECEIVING
A SCORE OF 5**

EMERGING

PROFICIENT

ADVANCED

COMMUNICATION STRATEGIES

generally unable to use communication strategies to clarify meaning; rarely recognizes errors and generally unable to successfully self-correct

uses limited presentational strategies to clarify meaning; efforts at self-editing usually fail

may use some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful

uses some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful

uses a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful

VOCABULARY

uses a limited range of basic vocabulary from familiar word groups

uses vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions

uses vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions

uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest

uses vocabulary on a variety of familiar topics, including some beyond those of personal interest; uses some culturally appropriate vocabulary and idiomatic expressions



Achievement Level Descriptions

Presentational Mode

Present in Writing 8

Communicate through written presentations

Make Meaning 4

Make meanings from words and expressions

SKILLS

- 8.A Plan and research an issue or topic for presentational writing
- 8.B Use appropriate writing strategies to communicate an idea 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 for written presentations
- 4.B Use words appropriate for a given context

| STUDENT RECEIVING A SCORE OF 1 | STUDENT RECEIVING A SCORE OF 2 | STUDENT RECEIVING A SCORE OF 3 | STUDENT RECEIVING A SCORE OF 4 | STUDENT RECEIVING A SCORE OF 5 |
|---|---|---|--|---|
| EMERGING → PROFICIENT → ADVANCED → | | | | |
| LANGUAGE CONTROL | | | | |
| is barely understandable in writing with frequent or significant errors that impede comprehensibility | is partially understandable in writing with errors that force interpretation and impede comprehensibility | is generally understandable in writing with errors that may impede comprehensibility | is fully understandable in writing with several errors that do not impede comprehensibility | is fully understandable in writing with ease and clarity of expression; occasional errors do not impede comprehensibility |
| demonstrates little or no control of grammar, syntax, and usage | demonstrates limited control of grammar, syntax, and usage | demonstrates some control of grammar, syntax, and usage | demonstrates general control of grammar, syntax, and usage | demonstrates control of grammar, syntax, and usage |
| uses simple, often memorized sentences and phrases | uses simple sentences and phrases | uses simple and a few compound sentences | uses simple, compound, and a few complex sentences | uses a variety of simple and compound sentences and some complex sentences |
| demonstrates little or no control of time frames | demonstrates some accuracy in present time and little or no accuracy in other time frames | is mostly accurate in present time and demonstrates limited accuracy in other time frames | is mostly accurate in present time with some accuracy in other time frames | narrates and describes in the present, past, and future time frames with general accuracy |
| demonstrates little or no control of register | demonstrates minimal awareness of register, using mainly the familiar register | demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur | usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register | usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register |

continued on next page

Presentational Mode

Present in Writing **8**

Communicate through written presentations

Make Meaning **4**

Make meanings from words and expressions

SKILLS

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 for written presentations

4.B Use words appropriate for a given context

**STUDENT RECEIVING
A SCORE OF 1**

**STUDENT RECEIVING
A SCORE OF 2**
EMERGING

**STUDENT RECEIVING
A SCORE OF 3**
PROFICIENT

**STUDENT RECEIVING
A SCORE OF 4**
ADVANCED

**STUDENT RECEIVING
A SCORE OF 5**

LANGUAGE CONTROL

writing generally shows no use of standard conventions of the written language

writing shows little use of standard conventions of the written language

use of standard conventions of the written language is inconsistent, which may cause confusion for the reader

demonstrates generally consistent use of standard conventions of the written language; errors do not impede comprehensibility

consistent use of standard conventions of the written language; errors do not impede comprehensibility

CULTURAL AND INTERDISCIPLINARY CONNECTIONS

shows little or no awareness of cultural products and practices of the target culture(s)

identifies a few common cultural products and practices of the target culture(s)

identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies

identifies and describes with some details the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies

identifies the relationship among products, practices, and perspectives of the target culture(s)

demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in the source materials

demonstrates limited understanding of some content of familiar interdisciplinary topics in source materials

demonstrates some understanding of some content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of much of the content of familiar interdisciplinary topics presented in source materials

demonstrates an understanding of most of the content of familiar interdisciplinary topics presented in source materials

generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities

minimally able to identify and compare geographic, historical, artistic, social, or political features of target culture communities

identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities

compares and contrasts some geographic, artistic, social, or political features of target culture communities

compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities

AP SPANISH LANGUAGE AND CULTURE

Instructional Approaches



Selecting and Using Course Materials

There are several textbooks designed for AP Spanish Language and Culture. Some provide ways to organize the course, as well as instructional and assessment strategies, while others specifically focus on preparing students for the exam.

As the course develops real-world communicative and cultural competencies, it is critical to integrate a variety of authentic materials into instruction and assessment. Authentic materials are texts or resources designed for native speakers of the language and not created for the language classroom. Such authentic materials include, but are not limited to:

- websites
- newspapers, magazines, and other printed sources
- short stories
- blogs and other social media
- podcasts
- music
- videos: films, advertisements, news programs, TV shows
- radio broadcasts

The Real Academia Española (RAE) offers online resources (online dictionary, grammar resources). rae.es

Teachers can gain insights on teaching Spanish and network with other Spanish educators by joining the American Association of Teachers of Spanish and Portuguese (AATSP). There are state chapters of this organization. aatsp.org

The American Council on the Teaching of Foreign Languages (ACTFL) is the largest organization of world language educators in the United States. ACTFL's standards and approach to instruction, performance, and assessment are foundational to AP world language and culture courses and exams. actfl.org

ACTFL offers many documents that inform instruction and assessment:

- **World-Readiness Standards for Learning Languages** This document provides “a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world.” The five goal areas (Communication, Culture, Connections, Comparisons, Communities) of language constitute the standards for language acquisition. This document is foundational for AP world language and culture courses.
- **Performance Descriptors for Language Learners** This document defines and describes the levels of language performance (Novice, Intermediate, Advanced) in each of the modes of communication that result from explicit instruction in a classroom setting. It explains the difference between proficiency and performance. AP world language courses base expectations for performance on this document.
- **ACTFL Proficiency Guidelines 2012** This site defines and describes the levels of proficiency in speaking, writing, listening, and reading that result from language learned within and beyond the classroom.
- **NCSSFL-ACTFL Can-Do Statements** This document guides language learners to identify and set learning goals and to chart their progress toward language and intercultural proficiency. The statements are organized according to the modes of communication. This resource helps students and teachers establish reasonable goals for progress.
- **The Language Educator** This publication for ACTFL members (four issues per year) provides educators of all languages and at all levels with a single, comprehensive source of news and information.
- **Foreign Language Annals** This official refereed journal of current scholarly research in languages is published by ACTFL and available to ACTFL members.

Instructional Strategies

The AP Spanish Language and Culture course framework outlines the concepts and skills students must master to be successful on the AP Exam. To address those concepts and skills effectively, teachers should incorporate a variety of instructional approaches and best practices into their daily lessons and activities. Teachers can help students develop mastery of these

skills by engaging them in learning activities that allow them to apply their understanding of course concepts. Teachers may consider the following strategies as they plan instruction. In the skills tables that follow these instructional strategies, we provide some selected strategies to show how they might be used to develop specific skills.

Receptive Skills: *Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts*

| Strategy | Definition | Purpose | Sample Activity |
|-----------------------------------|---|--|--|
| Activating Prior Knowledge | Providing an opportunity for students to think about what they already know about a concept, place, person, culture and so on, and share their knowledge with a wider audience. | To prepare students to encounter new concepts, places, persons, cultures and so on, prior to reading a text. | Provide an advance organizer of guiding questions, a graphic organizer, or other visual. |
| Chalk Talk | Providing an opportunity for students to respond to a question about a text or an excerpt of a text in writing on the board. | To build skills in responding spontaneously and to provide an opportunity for all students to participate in the written discussion. | Post a question related to a text and have students write their reactions on the board. Students can respond to the question and to one another. |
| Change of Perspective | Providing an opportunity for students to retell a story from the perspective of a different character. | To have students retell/paraphrase a story and use its structures and vocabulary in a creative way. | Retell <i>Little Red Riding Hood</i> from the wolf's perspective. |
| Chunking the Text | Breaking the text into smaller, manageable units of sense (e.g., words, sentences, paragraphs, whole text) by numbering, separating phrases, drawing boxes, and so on. | To reduce the intimidation factor when encountering long words, sentences, or whole texts; to increase comprehension of difficult or challenging text. | Break apart a text into several sections for students to examine section by section. |
| Close Listening | Accessing small chunks of audio text to listen to multiple times, taking notes as needed to comprehend key details—word for word and sentence by sentence. | To develop deeper understanding by engaging in focused listening of audio text excerpts. | Model how to ask questions when engaging with an audio text. |

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Receptive Skills: Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|---|---|---|---|
| <i>Close Reading</i> | Accessing small chunks of text to read, reread, mark and annotate key passages—word for word, sentence by sentence, and line by line. | To develop comprehensive understanding by engaging in one or more focused readings of a text. | Model how to ask questions when engaging with a text and how to annotate it. |
| <i>Descriptive Outlining</i> | Analyzing the content, development, organization, and impact of a text or audio source by dividing it into functional chunks and describing what each chunk is saying and doing. | To better understand how a text is put together and how it conveys its message. | Students create an outline of a text or audio source by dividing it into chunks and describing the function or purpose of each chunk in conveying the message. |
| <i>Discovering Vocabulary in Context</i> | Reading a passage, noting unfamiliar words, discovering meaning of unfamiliar words using context clues, dictionaries and/or thesauruses, and replacing unfamiliar words with familiar ones. | To facilitate a close reading of text, the use of resources, an understanding of synonyms, and increased comprehension of text. | Use contextual clues and language resources to understand words and idiomatic expressions. |
| <i>Double-Entry Journal</i> | Creating a two-column journal (also called Dialectical Journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text). | To respond to a specific passage with comments, questions or insights to foster active involvement with a text and to facilitate increased comprehension. | Assign this journal once per week to encourage students to read and comprehend texts on their own. |
| <i>Graphic Organizers</i> | Using a visual representation for the organization of information. | To build comprehension and facilitate discussion by representing information in visual form. | Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas. |

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Receptive Skills: Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|-------------------------------------|---|---|--|
| Gridding | Providing categories of information for students to check off or fill in as they listen. | To guide students as they listen and have them do active listening. | Provide a grid with categories for students to use as they listen to public service, transportation, or school announcements. |
| Guided Reading | Identifying a series of strategies to guide students through challenging text (e.g., make predictions, mark the text, skim the text). | To help students learn to use multiple strategies to make meaning from a challenging text. | Provide a short passage for students to read; ask them to skim first and state their immediate impressions of the main idea. Have them reread and mark evidence of the main idea and supporting details in the text. Finally, have them predict what will happen next. |
| Hashtag Summary | Chunking a text into sections; then, after reading each section, providing a # followed by a key word(s) or phrase that summarizes that section of text; the hashtag summaries then are reviewed to determine relationships among the sections. | To facilitate increased comprehension of texts through carefully chosen, concise language; to begin recognizing relationships among sections of text; to encourage students to use their own modes of language to comprehend texts. | Provide a text that has been chunked into sections, have students read in pairs and identify the hashtag for each chunk, and then discuss the relationships among sections based on their hashtags. |
| How Reliable Is This Source? | Evaluating the bias, credibility, and reliability of a source. | To help students select reliable and credible sources for evidence to support their arguments. | Define the terms "bias," "credible," and "reliable," and provide examples of sources that are considered reliable and others that are not. |
| Interactive Word Wall | Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year. | To provide a print-rich environment, reinforcement of learned words, a reference for reading and writing, and an ever-present tool for building word knowledge and awareness. | Dedicate a section of the classroom to posting useful words and/or phrases such as interrogatives, transitional expressions, etc. |

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Receptive Skills: Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|--|--|--|--|
| <i>Interpreting Visual Data</i> | Building students' skills to understand and apply data presented in a variety of visual formats, such as charts, graphs, tables, maps and infographics. | To develop student skills in decoding information presented visually. | Teach students common vocabulary found in charts and graphs such as percent, rate, increase, decrease, range, change, etc. Provide a variety of charts, tables, etc. in every unit to ensure increasing familiarity with data presented visually. |
| <i>Jigsaw</i> | Reading different texts or passages from a single text, students take on the role of "experts," sharing information from that reading. Students share with a specific group and then return to their initial group to share their new knowledge. | To summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety. | Divide students into groups and assign a text or section of a text to each group, who then become the "experts" on that section of the text. Once students have become familiar with their text, the members of that group teach their text to others. |
| <i>Manipulatives</i> | Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text. | To provide a tactile and visual means of examining text to encourage multiple ways of understanding text. | Provide a text cut into sections and have students place them in the most logical order. |
| <i>Marking the Text</i> | Selecting text by highlighting, underlining, and/or annotating for specific components, such as main idea, claim, transitional expressions, and cohesive devices. | To focus reading for specific purposes, such as author's purpose, and to organize information from selections; to facilitate reexamination of a text. | Use different highlighter colors to emphasize different aspects of a text (e.g., transitional expressions, main idea, claim, evidence to support the claim). |
| <i>Metacognitive Markers</i> | Responding to text with a system of cueing marks, in which students use a ? for questions about the text, an ! for reactions related to the text, an * for comments about the text, and underlining to signal key ideas. | To track responses to texts and use those responses as a point of departure for talking or writing about texts. | Use a system of symbols (?, !, *, etc.) to have students engage with a text. |

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Receptive Skills: Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|-----------------------------|--|--|--|
| Notetaking | Creating a record of information while listening to a speaker or while reading a text. | To facilitate active listening and/or reading, to record and organize ideas that assist in processing information. | Have students use Cornell notes, T-notes, key words, or key ideas to take notes. |
| Predicting | Making guesses about the content of a text by examining titles, visuals, captions, headings/sub-headings, and/or thinking ahead about ideas that may be presented, based on evidence in the text. | To help students become actively involved, interested, and mentally prepared to understand ideas. | Have students predict what a text will be about by looking at the title and visual. |
| Previewing | Examining a text's structure, features, layout, visuals, and so on, prior to reading. | To gain familiarity with the text, make connections to the text, and extend prior knowledge to set a purpose for reading. | Explain and provide examples to illustrate how various types of texts are commonly structured, such as recipes, advertisements, articles, charts, graphs, tables, infographics, etc. |
| QHT | Expanding prior knowledge of vocabulary words by marking words with a Q, H, or T (Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers). | To allow students to build on their prior knowledge of words, to provide a forum for peer teaching and learning of new words, and to serve as a prereading exercise to aid in comprehension. | When reading or listening, ask students to identify unfamiliar words, words they think they might know, and words they own. Use the identified words to foster comprehension of the text and vocabulary acquisition. |
| Questioning the Text | Developing literal, inferential, and universal questions about a text. | To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text. | Each student writes one literal, one inferential, and one universal question to ask others about a text. |
| Read Aloud | Reading aloud in class while pausing to check for understanding. | To actively engage students in reading, to check where they may be struggling, and to clarify potential misunderstandings. | Read a text aloud to a class and pause occasionally to check for understanding. |

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Receptive Skills: Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|---|---|--|--|
| <i>Sentence Unpacking</i> | Analyzing how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do. | To understand the functions and effects of different language choices. | Select an opening line from a text and break it down into component parts. |
| <i>Sequencing a Text</i> | Dividing a text into sections and having students reassemble the text in order. | To have students demonstrate understanding of a text, to encourage logical thinking, to have students demonstrate sequencing. | Provide a text cut into sections and have students place them in the most logical order. |
| <i>Skimming/ Scanning</i> | Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning focuses on key words, phrases, or specific details, and provides speedy recognition of information. | To quickly form an overall impression prior to an in-depth study of a text; to answer specific questions or quickly locate targeted information or detail in a text. | Give students a limited amount of time to skim or scan a text, and have them identify text type, purpose, main idea, etc., as appropriate. |
| <i>SOAPSTone</i> | Analyzing text by discussing and identifying <i>Speaker, Occasion, Audience, Purpose, Subject, and Tone.</i> | To use a process to identify and understand aspects of a text. | Provide a graphic organizer listing speaker, occasion, audience, purpose, subject, and tone and have students complete it as they read. Use a completed organizer as a basis to discuss the text in class. |
| <i>Summarizing/ Paraphrasing</i> | Restating in one's own words the main idea or essential information expressed in a text, whether it be narration, dialogue, or informational text. | To facilitate comprehension and recall of a text. | Provide a text or audio and have students retell the content in their own words, or have them summarize the content. |
| <i>Think Aloud</i> | Talking through a difficult passage or task by using a form of metacognition whereby the reader expresses how he/she has made sense of the text. | To reflect on how readers make meaning of challenging texts. | Model aloud how you make meaning of a text as you read. In other words, share the questions you ask yourself when you engage with a difficult text. |

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Receptive Skills: Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)

| Strategy | Definition | Purpose | Sample Activity |
|----------------------------|---|---|--|
| Vocabulary Notebook | Using a designated format such as a notebook, journal, or personal list to maintain an ongoing list of vocabulary words, definitions, and connection to academic study. | To facilitate and sustain a systematic process of vocabulary development. | Maintain a notebook of vocabulary items encountered over the course of the academic year. |
| What's Next? | Predicting what would happen next at the end of a story. | Students provide a continuation or alternate ending to a story. | After reading a short story, students continue the story or provide a different ending written in the style of the author. |

Productive Skills: Writing and Speaking Strategies

| Strategy | Definition | Purpose | Sample Activity |
|--|--|---|--|
| Adding (Revision) | Also called Plus 1– Making conscious choices to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas. | To refine and clarify the writer's or speaker's thoughts during revision and/or drafting. | Students examine a writing or speaking sample and suggest ways to provide additional elaboration. |
| Deleting (Revision) | Providing clarity and cohesiveness for a text by eliminating words, phrases, sentences or ideas. | To refine and clarify the writer's or speaker's thoughts during revision and/or drafting. | Students examine a writing or speaking sample and suggest ways to be more succinct. |
| Ask the Expert (or Students as Experts) | Students are assigned as "experts" on concepts or skills they have mastered; groups rotate through the expert stations to learn about concepts or skills they have not yet mastered. | Provides opportunities for students to share their knowledge and learn from one another. Gives opportunities for students to engage in interpersonal and presentational speaking. | Students present on a topic related to the unit that they have researched. |
| Brainstorming | Using a flexible but deliberate process of articulating multiple ideas in a short period of time. | To generate ideas, concepts or key words that provide a focus and/or establish organization as part of the prewriting or revision process. | Generate a list of ideas related to a topic. Generate a semantic map or mind map related to a topic. |

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

| Strategy | Definition | Purpose | Sample Activity |
|------------------------------|---|--|--|
| <i>Checklists</i> | Using a checklist of things to consider or remember to do while students write. | For focused self- or peer-evaluation. | Use a checklist for writing an essay, including the following elements: thesis statement, development of topic, conclusion, organization/flow of ideas, proofreading pass to correct for conventions of written language, etc. Or: provide a checklist of all the elements of each exam task model when students practice. |
| <i>Circumlocution</i> | Students keep talking or writing even when they are lacking vocabulary by using strategies to “talk around” what they’re missing. | To keep students using the target language and to help them maintain communication despite gaps in vocabulary. | Play \$100,000 Pyramid, a game that builds skills in circumlocution. One student describes items to their team members to identify. The game is won by the team that accumulates the most points. |
| <i>Debate</i> | Engaging in an informal or formal argumentation of an issue. | To provide students with an opportunity to collect and orally present evidence and reasoning for arguments on a proposition or issue. To have students think deeply about multiple perspectives. To have students engage in presentational and spontaneous interpersonal speaking. | Have students read a selected text on a controversial topic. Assign a position for each student to defend. Students debate from their assigned perspective and then switch sides and debate from the opposite viewpoint. |
| <i>Drafting</i> | Composing a text in its initial form. | To incorporate brainstormed or initial ideas into a written format. | Draft emails, letters, essays, original stories, etc., as a way to gather and organize initial ideas and seek feedback. |

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

| Strategy | Definition | Purpose | Sample Activity |
|--|--|---|--|
| <i>Fishbowl (Inner/Outer Circles)</i> | Discussing specific topics within groups; some students will form the inner circle and model appropriate discussion techniques, while an outer circle of students will listen, respond, and evaluate. Could be a text-based discussion or not. | To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses. | Provide students with a text (print or audio) on a controversial topic related to the unit and provide questions for discussion. Group students into an inner circle and an outer circle. The inner circle actively discusses the issue using the questions, while the outer circle listens; later, the entire group summarizes the discussion. |
| <i>Five Square</i> | Four Square with a fifth option in the center of the room. Divide the room into answer options and allow students to stand in the area representing their answer. The fifth area is the center of the room. | To practice answering multiple-choice questions and providing rationales, including textual evidence for answers. | Give students a passage from a multiple-choice test. They work in groups to answer the questions and then go to their answer "corners." Each answer group provides a rationale for their answer. If someone from the group goes to a different corner, they defend their choice to deviate from the group. |
| <i>Generating Questions</i> | Clarifying and developing ideas by asking questions of the draft; may be part of self-editing or peer editing. | To clarify and develop ideas in a draft; used during drafting and as part of writer response. | Questions for students to ask while reviewing a draft: <ul style="list-style-type: none"> ▪ Did I respond appropriately to the prompt? ▪ Did I provide all the required information? ▪ How well have I controlled grammar and verb tenses? ▪ Is my work well-organized? ▪ What other details could I add? |

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

| Strategy | Definition | Purpose | Sample Activity |
|---|--|---|---|
| <i>Gradual Release Writing or Speaking</i> | Project an essay prompt. The whole class brainstorms on what the prompt is asking and initial ways to respond to the prompt. Small group/paired writing of an outline to answer the prompt. Individual preparation of one body paragraph. Then, students come back with partners/group to discuss and assess their paragraphs. Finally, students individually write finished essays. | To teach students how to deconstruct the prompt, find supporting evidence and organize their essays. | Take an AP writing prompt and go through the process with students. This can be used to help students deconstruct any prompt. |
| <i>Graphic Organizers</i> | Representing ideas and information visually (e.g., Venn diagrams, flowcharts, cluster maps). | To provide a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing. | Use a graphic organizer such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas. |
| <i>Guided Writing</i> | Modeling the writing that students are expected to produce, the teacher guides students through the organization, generation of ideas, and revision of texts before students are asked to write. | To demonstrate the process of writing by modeling the construction, revision, and/or process of crafting texts. | Have students engage in collaborative paragraph reconstruction by working with a partner or in a small group. Students should consider the organization of ideas, elaboration of ideas, transitions, vocabulary, grammar and syntax, and writing conventions. |
| <i>Inner and Outer Circles</i> | Providing the opportunity for students to speak spontaneously with many people. | To develop students' skills in spontaneous speaking and active listening. | Have students form an inner and an outer circle facing one another. Each student asks the person in front of them three to five prepared questions related to a topic in the unit, and then both circles rotate. This continues until students end up with their original partners. |

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

| Strategy | Definition | Purpose | Sample Activity |
|--|--|--|---|
| <i>Marking the Draft</i> | Interacting with the draft version of a piece of writing by highlighting, underlining, color coding, and annotating to indicate revision ideas. | To encourage focused, reflective thinking about revising drafts. | Students can complete this task with a partner. |
| <i>Oral Reading</i> | Reading aloud one's own text or the texts of others (e.g., echo reading, choral reading, paired readings). | To share one's own work or the work of others; to build fluency and increase confidence in presenting to a group. | Have students share their own stories, personal narratives, and poems by reading them aloud. |
| <i>Outlining a Presentation</i> | Using a system of numerals and letters to identify topics and supporting details and to ensure an appropriate balance of ideas. | To generate ideas, concepts, and/or key words that provide a focus and/or establish organization prior to writing an initial draft and/or during the revision process. | Outlining can be used for planning both oral and written presentations. |
| <i>Presentation Strategies</i> | Using verbal and non-verbal strategies in spoken presentations to connect with the audience. | To make effective spoken presentations and to fully engage the audience. | Review the verbal and non-verbal strategies for effective spoken presentations, then watch some clips of famous people presenting and have students identify which strategies they are using to engage the audience. Encourage students to incorporate at least one of these strategies into their next presentation. |
| <i>Quickwrite or Quicktalk</i> | Writing or talking for a short, specific amount of time about a designated topic related to a text. | To quickly generate multiple ideas that can be turned into longer pieces of writing at a later time (may be considered as part of the drafting process). Gets students used to writing and speaking spontaneously. | Quickwrite: Give students a topic and let them write about it for five minutes maximum. Quicktalk: Give students a topic and let them speak about it to a partner or a small group for 30–60 seconds. |
| <i>Revisiting Prior Work</i> | Looking through a collection of previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choice, and so on. | To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing. This is a good strategy for improving essay writing. | Have students review prior argumentative essays as they begin to draft a new one. |

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

| Strategy | Definition | Purpose | Sample Activity |
|--|---|--|--|
| <i>Role Play</i> | Students assume a role and engage in a conversation with another person. | To encourage creativity and spontaneity in speaking. | Students role-play to represent the conversation that two characters in a story have the next time they meet. Students select a conversation prompt out of a hat and conduct a role-play. |
| <i>Scoring Guidelines Application</i> | Examine student writing samples using AP assessment scoring guidelines. | To build student understanding of how they are assessed on the AP Exam. | Use student samples and the scoring guidelines posted on AP Central. |
| <i>Self-Editing/Peer-Editing</i> | Students work with a partner to examine each other's work to identify content, organization, and mechanics that can be improved. | To provide a systematic process for revising and editing a written text. | Provide a checklist of targeted items or issues that students should look for when reviewing a peer's work. |
| <i>Speed Dating</i> | Students interview several partners regarding their views on a given topic. | To provide practice in interpersonal speaking. | Generate a list of interview questions on a topic related to the unit for students to use. Students begin with a partner, interview them using the questions for one minute (time can be varied) and then they move to a new partner. Debrief at the end to find common responses. |
| <i>Sketching</i> | Drawing or sketching ideas, including sketching a scene or creating a storyboard to demonstrate comprehension and to generate spontaneous speaking. | To generate and/or clarify ideas by visualizing them; may be part of prewriting, then using visuals for retelling the story. | Storyboard: Have students listen to a story and sketch the scenes. Afterwards, have them use their completed storyboards to spontaneously retell the story. |
| <i>Small-Group Scoring</i> | Working in small groups, students use the scoring rubrics to score sample essays and provide a rationale/explanation for their score. | To recognize the differences in high scoring/ low scoring essays and to use the strengths in revising their own writing. | Use a variety of prompts and released sample essays to work on for small-group scoring. |

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

| Strategy | Definition | Purpose | Sample Activity |
|---------------------------------|--|---|--|
| <i>Socratic Seminar</i> | Having a focused discussion of an essential question, topic, or selected text in which students ask questions of each other; questions initiate a conversation that continues with a series of responses and additional questions. | To help students formulate questions that address issues (in lieu of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding; students also have the responsibility of supporting their opinions and responses using specific textual evidence. | Students read a text on a controversial topic and develop questions about the topic. In a circle, they ask their questions and others respond, giving their opinions and supporting them through evidence from the text. |
| <i>Substituting</i> | Replacing original words or phrases in a text with new words or phrases without changing the meaning. | To build vocabulary through the use of synonyms. | In pairs, give students a short text with various words underlined and have them replace those words with synonyms. |
| <i>Think-Pair-Share</i> | Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group. | To construct meaning about a topic or question; to test thinking in relation to the ideas of others; to prepare for a discussion with a larger group. | Provide a text and a question about the text. Students read the text, then provide an answer to the question. They then share their responses with a partner or with a small group. Finally, they share their group's answers with the class. |
| <i>Two-Minute Speech</i> | Giving a spontaneous two-minute speech on a topic. | To build students' confidence and abilities in spontaneous speaking. | Generate a variety of speech topics related to the unit of study or of general interest to adolescents. Students select a topic and then have five minutes to prepare their talk, using a single note card with only key words and key phrases, if needed. |

Developing Course Skills

Throughout the AP Spanish Language and Culture course, students develop skills that are fundamental to the learning of a language and culture and to communicating effectively across the three modes of communication. Since these are the complex language and communication skills that adept language-learners need to develop, students will benefit from multiple opportunities to develop and practice them in a scaffolded manner.

The degree to which student performance meets the learning objectives in each skill category is articulated in the Achievement Level Descriptions, which define how well students at each level perform. See the section “AP Spanish Language and Culture Achievement Level Descriptions” on p. 111.

Skill Category 1: Comprehend Written, Audio, Audiovisual, and Visual Text

The comprehension of texts is essential to learning a language and culture because it represents foundational input that is necessary to produce language. Much of the course content is delivered through print, written, visual, audiovisual, and audio texts; therefore, students must be able to engage with and comprehend information conveyed in a wide variety of interdisciplinary texts.

Comprehending text requires students to be skilled at decoding unfamiliar language, understand vocabulary in context, and use contextual clues when dealing with challenging text. Teachers can encourage students to persevere and practice, and they can address issues by the careful selection of texts and by designing appropriately scaffolded instruction.

Below are some suggested strategies for instruction.

Skill Category 1: *Comprehend written, audio, audiovisual, and visual text*

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|---|--|---------------------------------|
| 1.A: <i>Describe the literal meaning of the text</i> | What is the main idea and what are the most important supporting details? | Provide a flyer for a cultural event and ask students to identify the main idea and list the most important details. | Marking the Text |
| 1.B: <i>Describe data</i> | What patterns do you see in the data? | Provide a graph about leisure activities and ask students to identify trends by age group. | Interpreting Visual Data |

Skill Category 2: Make Interdisciplinary and Cultural Connections

One of the “5Cs” (Communication, Culture, Connections, Comparisons, and Communities) that is foundational to ACTFL’s standards for language learning is “connections,” that is, making connections among interdisciplinary and/or cultural topics. In AP world language classrooms, the content is interdisciplinary and culturally oriented by nature, and what is studied is related to other disciplines that go well beyond the language classroom.

Teachers can work with students to develop their ability to make cultural connections by helping them to recognize and understand cultural references in texts. When working with interdisciplinary texts teachers can provide opportunities for students to make connections

with prior learning. They can help students understand the context of a text and teach strategies for students to use context to understand the text. Teachers can also keep students’ interests in mind as they choose texts and materials to work with, as students are more likely to persevere with a text that engages them. It’s a good idea to actively encourage students to make cross-disciplinary and cultural connections by using activating strategies such as advance organizers or guiding questions. Consistent exposure to interdisciplinary and cultural topics will build confidence and competence in the skill of making connections during the course.

Below are some suggested strategies for instruction.

Skill Category 2: *Make interdisciplinary and cultural connections*

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|--|---|--|
| 2.A: <i>Make cultural connections</i> | What does the source reveal about the target culture? | Provide a text that describes a cultural event and guide students to determine what can be inferred about the culture, based on the event. | Descriptive Outline |
| 2.B: <i>Make connections in and across disciplines</i> | What do you learn about another discipline from this source? | Provide a text that offers new learning in an academic discipline and guide students to understand it through contextual clues, cognates, vocabulary in context, interpreting any visuals, and guiding questions. | Skimming/Scanning or Chunking the Text |

Skill Category 3: Interpret the Content of Written or Audio Text

Interpreting a text goes beyond comprehending its literal meaning. It requires students to identify distinguishing textual features (purpose, audience, point of view, style, theme, moral, tone), infer implied meanings, and identify and understand cultural nuances. Students also need to recognize relationships between texts.

In interpreting content, students will need to employ the same skills they use for comprehending and making interdisciplinary or cultural connections—decoding

unfamiliar language, working on understanding vocabulary in context, using contextual clues, and persevering with challenging text. Teachers can help students by selecting texts that incrementally introduce challenging content, designing appropriately scaffolded instruction and providing well-crafted guiding questions that will lead students to discover the more abstract elements of a text.

Below are some suggested strategies for instruction.

Skill Category 3: *Interpret the content of written or audio texts*

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|--|--|---|----------------------------------|
| 3.A: <i>Interpret the distinguishing features of a text</i> | For whom was the text created and why? | Provide an audio source and guide students to identify the intended audience, the purpose, and point of view through guiding questions. | Close Reading or Close Listening |
| 3.B: <i>Interpret the meaning of a text</i> | What is implied by the text? | Select a text that contains inferences. Demonstrate close/critical reading techniques (asking deep questions, annotating the text to indicate evidence, interpreting vocabulary in context) to show students how to have “a conversation with the text” that will allow them to interpret it. | Hashtag Summary |

Skill Category 4: Make Meanings from Words and Expressions

Making meaning from unfamiliar words or expressions is essential to demonstrating comprehension of any text. While students do not have to understand every word to understand a text, they need to become adept at decoding unfamiliar vocabulary by using context clues that appear. Students need encouragement to persist and take risks when engaging with a source. This may mean withholding correction as students make a few errors when they encounter unfamiliar words or expressions.

Teachers can encourage students' growth in making meanings from words and expressions through consistent practice with texts that contain unknown vocabulary and have rich examples of idiomatic and cultural expressions. Teachers can guide students to decode words by looking at prefixes, suffixes, word stems, and radicals; as well as looking for context clues, word derivations, and cultural concepts.

Below are some suggested strategies for instruction.

Skill Category 4: *Make meanings from words and expressions*

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|--|--|---------------------------------|
| 4.A: <i>Determine the meaning of familiar and unfamiliar words</i> | How can you determine what this word means? | By using a think aloud, model for students how to determine the meaning of unfamiliar vocabulary in a text by using contextual clues, word derivation, decoding the parts of the word, and/or cultural concepts. | Think Aloud |
| 4.B: <i>Use words appropriate for a given context</i> | Is the vocabulary you're using colloquial or academic? | After students have produced a written text, have them replace words or phrases they have used with synonyms of a more academic nature. Students may use a dictionary, thesaurus, or other sources. | Substituting |

Skill Category 5: Communicate Interpersonally by Speaking with Others

Learning to speak with others constitutes the main reason students enroll in language and culture courses. Spontaneous speech is one of the most difficult skills for students to achieve. Therefore, it is critical to provide students with multiple and ongoing opportunities to speak with each other.

The more students practice this skill, the more likely students will produce language that is comprehensible to native speakers of the target language. Students need opportunities to speak the language in authentic situations in order to progress

beyond using memorized words and phrases. They need to work on communicating messages effectively, practice listening to the spoken language to increase comprehension, and become comfortable speaking spontaneously.

Teachers can establish a classroom culture in which students feel comfortable taking risks, providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 5: *Communicate interpersonally by speaking with others*

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|--|--|--|---------------------------------|
| 5.A: <i>Understand and apply appropriate communication strategies in interpersonal speaking</i> | How can you continue a conversation if you do not know a specific word? | Describe an object without using the actual name of the object. | Circumlocution |
| 5.B: <i>Understand and apply appropriate and varied syntactical expressions in interpersonal speaking</i> | What transitional words and cohesive devices can be used to link sentences for longer conversations? | Listen to a conversation and have students identify transitional words and cohesive devices. | Close Listening |

Skill Category 6: Communicate Interpersonally by Writing to Others

Being able to communicate with others through writing constitutes another main reason why students enroll in language and culture courses. Written interpersonal communication is an important real-life skill to develop within the language classroom. Therefore, it is critical to provide students with multiple and ongoing opportunities to write to others in both the formal and informal registers.

The more students practice writing texts, notes, emails, and letters, the more likely they will produce written language that is comprehensible to native speakers of the target language.

In order to communicate successfully in writing in the interpersonal mode, students need to practice:

- building their vocabulary
- communicating their message using accurate grammatical and syntactic structures

- comprehending the incoming message
- using the appropriate register
- providing relevant and sufficient information, elaboration, and details
- developing an organized, cohesive message

Teachers can help students by actively teaching all aspects of successful interpersonal writing, breaking down the writing task into a step-by-step process, and providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 6: *Communicate interpersonally by writing to others*

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|--|---|---------------------------------|
| 6.A: <i>Understand and apply appropriate communication strategies in interpersonal writing</i> | Have you selected the correct register and used it consistently? | Analyze written interpersonal communications with an eye on how register is addressed and to review all the aspects involved in register. | Self-Editing/ Peer-Editing |
| 6.B: <i>Understand and apply appropriate and varied syntactical expressions in interpersonal writing</i> | Have you proofread your message to correct errors in grammar and syntax as well as spelling, accents, and punctuation? | After students have written a message, provide an editing checklist and have them work with a partner to peer-edit one another's work. | Self-Editing/ Peer-Editing |

Skill Category 7: Communicate Through Spoken Presentations

Presenting information orally is an important way that students demonstrate their ability to communicate effectively in the language. Spoken presentations can be challenging to students, as they need to communicate ideas related to a variety of interdisciplinary and cultural topics in an organized and engaging manner. Many students find speaking in front of a group to be challenging and stressful. They are apprehensive about making mistakes and effectively communicating their message. The ability to carefully plan and outline key ideas and main points is critical so that students will present information without relying on memorizing or reading their presentations. Therefore, teachers should give students multiple and ongoing opportunities to give oral presentations.

In order to be successful in their oral presentations, students need to:

- employ vocabulary and grammatical and syntactical structures to effectively convey their thoughts

- organize their information to deliver an effective presentation
- use strong transitional expressions and cohesive devices that guide the listener's understanding

Students should also be encouraged to take risks, as they will likely make errors in their presentations. By practicing these skills regularly, students will become more comfortable and confident in presenting orally. Students should receive feedback that helps them improve not only the content and accuracy of their presentation but also their confidence in their presentational skills. As the year progresses, they will acquire more interdisciplinary vocabulary and more complex language structures to support longer and more sophisticated oral presentations.

Below are some suggested strategies for instruction.

Skill Category 7: *Communicate through spoken presentations*

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|--|---|--|--|
| 7.A: <i>Plan and research an issue or topic for presentational speaking</i> | Have you organized the main ideas and supporting details for your presentation? | Teacher provides a graphic organizer or template to help students plan their presentations. | Outlining a Presentation or Graphic Organizers |
| 7.B: <i>Use appropriate vocal and visual strategies to communicate an idea in presentational speaking</i> | How have you made your presentation engaging for your audience? | In class, brainstorm a list of effective presentation techniques. Then watch some online presentations and observe what makes each presentation effective or not. | Presentation Strategies |
| 7.C: <i>Use appropriate language and vocabulary for the intended audience in presentational speaking</i> | Have you included effective transitional expressions and cohesive devices to guide your audience through your presentation? | Teachers can post transitional expressions on a word wall in the classroom and consistently direct students to them. | Word Wall |
| 7.D: <i>Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking</i> | Have you clearly expressed your opinions and supported them with details and examples? | Teachers can provide formulas for expressing and defending opinions and have students practice using them by asking them to quickly state and justify their opinions on a variety of topics. | Debate |

Skill Category 8: Communicate Through Written Presentations

Presenting information in writing is an important way that students demonstrate their ability to communicate effectively in the language. Presentational writing can be challenging to students, as it is among the more academic areas of language production, in which students are often required to effectively express and explain complex ideas and support them with evidence from sources. The ability to conduct research, evaluate sources, and then extract relevant information from sources is an important part of creating effective written presentations. Therefore, it is critical to provide students with multiple and ongoing opportunities to present their ideas in written form.

In order to be successful in their written presentations, students need to:

- employ academic vocabulary
- use effective grammatical and syntactical structures
- develop organizational skills
- effectively use transitional expressions and cohesive devices to guide the reader’s understanding
- include relevant evidence from sources.

Teachers can help students by actively teaching a writing process, showing students how to create a step-by-step plan to produce a written presentation that is well organized and has a logical flow. Student must also take the time to proofread their work to correct errors in organization, grammar, syntax, and mechanics.

In addition, students need to know how to find, evaluate, and cite sources and how to use sources to gain academic and discipline-specific vocabulary. Teachers can provide targeted feedback on grammatical and syntactical errors to improve the comprehensibility of students’ work; however, this should be in addition to providing directive feedback on ways students can improve the strength of their argument. There are numerous sample essays on AP Central that teachers can access.

The more students practice these skills, the more likely it is that they will become effective in communicating their ideas in writing. With practice and feedback, they will acquire the academic vocabulary, organizational skills, and appropriate conventions of written language to create written presentations.

Below are some suggested strategies for instruction.

Skill Category 8: Communicate through written presentations

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|--|--|---|--|
| 8.A: <i>Plan and research an issue or topic for presentational writing</i> | How do you gather information to prepare a presentation? | Teacher leads a discussion on what makes a source reliable. Students search for reliable sources on a specific topic. | How Reliable Is This Source? |
| 8.B: <i>Use appropriate writing strategies to communicate an idea in presentational writing</i> | How do you develop an organized presentation? | Students complete a graphic organizer for organizing an essay. | Using a Graphic Organizer or Outlining |

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Skill Category 8: Communicate through written presentations (cont'd)

| Skills | Key Questions | Sample Activity | Sample Instructional Strategies |
|---|---|--|---------------------------------|
| 8.C: <i>Understand and apply appropriate and varied syntactical expressions in presentational writing</i> | How do you incorporate a variety of sentence types in a presentation? | Students review a draft of their writing and determine ways to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas. | Self-Editing/ Peer-Editing |
| 8.D: <i>Express a perspective with details and examples to illustrate an opinion or idea for written presentations</i> | How do you support your ideas in a presentation? | Students incorporate evidence using researched reliable sources to support their ideas. | Close Reading |

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AP SPANISH LANGUAGE AND CULTURE

Exam Information



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 |
| | Interpretive Communication: Print and audio texts combined and audio texts | | | |
| II | 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

How Student Learning Is Assessed on the AP Exam

All eight AP Spanish Language and Culture skill categories are assessed on every AP Exam in the multiple-choice and free-response sections as detailed below.

| | Multiple-Choice Section | Free-Response Section |
|---|--|---|
| Skill Category 1: Comprehend Text | This skill category encompasses two specific skills—describe the literal meaning of the text, and describe quantitative data. Almost all of the multiple-choice sets will include one or more questions that assess one of these two skills. Approximately 20-30% of the questions assess this skill category. | Text comprehension is assessed in the first three free-response questions (Email Reply, Argumentative Essay, and Conversation). |
| Skill Category 2: Make Connections | This skill category includes making cultural and interdisciplinary connections. Most of the multiple-choice sets will include one or more questions that assess one of these two skills. Approximately 30-40% of the questions assess this skill category. | Making both cultural and interdisciplinary connections is assessed in all four free-response questions. |
| Skill Category 3: Interpret Text | This skill category includes interpreting distinguishing features and the meaning of a text. Almost all of the nine multiple-choice sets will include one or more questions that assess text interpretation. Approximately 30-40% of the questions assess this skill category. | Text interpretation is assessed in Free-response question 2: Argumentative Essay. |
| Skill Category 4: Make Meanings | Skill 4.A Determine the meaning of familiar and unfamiliar words is the only skill in this category that is directly assessed. It is assessed in most of the multiple-choice sets, with approximately 10-15% of the questions assessing this skill. | All four free-response questions assess making meanings. |
| Skill Category 5: Speak to Others | Skill 5.A The skills associated with speaking to others are not directly assessed in the multiple-choice section. | Free-response question 3: Conversation assesses the skills associated with speaking to others. |
| Skill Category 6: Write to Others | Skill 6.A The skills associated with writing to others are not directly assessed in the multiple-choice section. | Free-response question 1: Email Reply assesses the skills associated with writing to others. |
| Skill Category 7: Present Orally | Skill 7.A Plan and research an issue or topic for presentational speaking is assessed in the multiple-choice section. | Free-response question 4: Cultural Comparison assesses the skills associated with oral presentations. |
| Skill Category 8: Present in Writing | Skill 8.A Plan and research an issue or topic for presentational writing is assessed in the multiple-choice section. | Free-response question 2: Argumentative Essay assesses the skills associated with written presentations. |

Section I: Multiple-Choice

The first section of the AP Spanish Language and Culture Exam includes 65 multiple-choice questions presented in nine sets. Each set contains one or more stimulus materials—mostly authentic sources—and from 5–11 questions. The following chart lays out the different types of stimulus materials, the number of questions per set, and the skills that may be assessed in each set. The order below represents the relative order of each set on the exam.

| Stimulus Type | Number of Questions | Skills Assessed by Set |
|---------------------------------|---------------------|---|
| <i>Promotional material</i> | 5 | <ul style="list-style-type: none"> 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 |
| <i>Literary text</i> | 7 | <ul style="list-style-type: none"> 1.A Describe the literal meaning of the text 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 |
| <i>Article and chart</i> | 11 | <ul style="list-style-type: none"> 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 4.A Determine the meaning of familiar and unfamiliar words |
| <i>Letter</i> | 7 | <ul style="list-style-type: none"> 1.A Describe the literal meaning of the text 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 |
| <i>Audio report and article</i> | 10 | <ul style="list-style-type: none"> 1.A Describe the literal meaning of the text 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 |
| <i>Conversation and chart</i> | 7 | <ul style="list-style-type: none"> 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 |
| <i>Interview</i> | 5 | <ul style="list-style-type: none"> 1.A Describe the literal meaning of the text 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 |
| <i>Instructions</i> | 5 | <ul style="list-style-type: none"> 1.A Describe the literal meaning of the text 3.A Interpret the distinguishing features of a text 3.B Interpret the meaning of a text |

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| Stimulus Type | Number of Questions | Skills Assessed by Set |
|---------------------|---------------------|---|
| <i>Presentation</i> | 8 | <ul style="list-style-type: none"> 1.A Describe the literal meaning of the text 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 |

Section II: Free-Response

The second section of the AP Spanish Language and Culture Exam includes four free-response questions (FRQs), each weighted equally. Each question is scored on a five-point holistic scale. (See rubrics on pages 175–181.)

FRQ 1: Email Reply requires students to compose an email reply in the formal register in response to an incoming email in Spanish. In their reply, students are instructed to include a greeting, and a closing, and to respond to all the questions and requests in the message. Additionally, students are instructed to ask for more details about something mentioned in the message.

Students are assessed on their ability to:

- Maintain the exchange
- Provide the required information with details and elaboration
- Communicate in a clear and understandable manner in the formal register, using appropriate and varied grammar, syntax, and sentence structure
- Use varied and appropriate vocabulary, including idiomatic language

FRQ 2: Argumentative Essay requires students to write an essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. Students are given six minutes to read the essay topic and the printed material, and two opportunities to listen to the audio material. Students are encouraged to take notes while they listen. The essay asks students to clearly present and thoroughly defend their own position on the topic, integrate viewpoints and information from all three sources to support their argument (identifying the sources appropriately), and organize their essay into clear paragraphs.

Students are assessed on their ability to:

- Address the topic within the context of the task
- Demonstrate comprehension of the sources' viewpoints
- Present and defend their position on the topic in an organized essay
- Integrate content from the sources to support the argument
- Communicate in a clear and understandable manner, using appropriate and varied grammar, syntax, and sentence structure to develop paragraph-length discourse
- Use varied and appropriate vocabulary, including idiomatic language

FRQ 3: Conversation requires students to participate in a simulated conversation with a recorded interlocutor. They are provided with an outline of the conversation that explains how they are to respond to each of their five turns in the conversation. They have 20 seconds to respond in each turn.

Students are assessed on their ability to:

- Maintain the exchange
- Provide the required information with elaboration and details
- Communicate in a clear and understandable manner, using appropriate and varied grammar, syntax, and sentence structure; and a consistent register that is appropriate for the conversation
- Use appropriate pronunciation, intonation, and pacing to enhance comprehension
- Use varied and appropriate vocabulary, including idiomatic language

FRQ 4: Cultural Comparison requires students to compare an aspect of a Spanish-speaking community with which they are familiar to that in their own or another community, demonstrating an understanding of cultural features of this Spanish-speaking community. In their presentations, students may refer to what they have studied, observed, or experienced.

Students are assessed on their ability to:

- Address the topic within the context of the task
- Compare the target culture with the student's own or another community, using supporting details and relevant examples and demonstrating an understanding of the target culture
- Give an organized and understandable presentation
- Communicate in a clear and coherent manner, using appropriate and varied grammar, syntax, and sentence structure and a consistent register appropriate for the presentation
- Use varied and appropriate vocabulary, including idiomatic language
- Use appropriate pronunciation, intonation, and pacing to enhance comprehension

Task Verbs Used in Free-Response Questions

The following **task verbs** are commonly used in the free-response questions:

Ask: Request information or details.

Compare: Provide a description or explanation of similarities and/or differences.

Defend: Explain or justify.

Demonstrate: Show ability to respond appropriately.

Hear/Listen: Listen to directions and an audio source.

Identify/Indicate: Indicate or provide information about a specified topic, without elaboration or explanation.

Make a presentation: Orally respond to a prompt.

Organize: Determine and arrange a logical sequence for a response.

Participate in a conversation: Respond to spoken prompts (such as providing a greeting; offering details, explanations, opinions, or perspectives; accepting or declining an invitation or suggestion; proposing solutions; and/or concluding a conversation).

Prepare: Plan your response.

Present: Provide information or ideas.

Read: Look at or view printed directions and information.

Record: Capture spoken responses digitally.

Respond: Reply to a question or prompt.


Speak: Express ideas verbally in response to a specific question or prompt.

Use: Select and use appropriate register (formal or informal).

Write: Produce a response in writing.

Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP Spanish Language and Culture Exam and serve as examples of the types of questions that appear on the exam. At the end of the sample exam questions we provide a table showing which skills and learning objectives are assessed in each question. The table also provides answer to the multiple-choice questions.

Please note, the sample exam includes questions with available audio. If using the downloadable PDF version of this publication, you can access the audio by clicking on the audio icon . If using the print version, please visit your course's [exam page](#) on AP Central for the audio. Scripts for audio are presented in this publication for reference. They are not provided to students during the exam.

Section I: Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the exam.

Este texto trata de un cine que también es un restaurante. El artículo original fue publicado el 18 de agosto de 2010 en Argentina por *La Nación*.

Quando el cine también es restaurante

En algunas salas se puede comer a la carta mientras se disfruta un film; los fines de semana casi no hay lugares

La propuesta llegó a Buenos Aires hace poco más de un año: ver una película y disfrutar de un menú de tres pasos, recostado en un sillón que nada tiene que envidiarles a los asientos de primera clase y con un mozo que está pendiente de dos cosas: atender a los comensales sin tapar la pantalla y de que la copa de los 5 espectadores esté siempre llena.

Lo cierto es que en las dos salas en las que se brinda este servicio *premium* en el país casi no quedan butacas vacías los fines de semana. Las funciones comienzan a las 13.30 y se extienden hasta la traspasada, pasadas las tres. Y cuanto más temprano, más posibilidades hay de conseguir un lugar.

10 *La Nación* vivió esta experiencia para conocer si de este cóctel que combina alta gastronomía con cine resulta un trago de buen sabor para el exigente paladar porteño.

Desde el inicio del paseo, queda en claro que se trata de un servicio *premium*. No hay que hacer filas para sacar las entradas porque las salas cuentan con una boletería y un *lobby* independientes. Hay un menú de invierno, diseñado por el chef de la casa, Martín

15 Molteni, que incluye el pase de cine, una entrada, un plato principal, bebida, postre y café, por 145 pesos. También se puede pedir el combo de pizza y cerveza, que con la entrada vale 70 pesos o cuñas de papa con cerveza más entrada, por \$60.

Conviene llegar unos 20 minutos antes de la función para ubicarse en los *livings* de la recepción y elegir con luz el menú. Allí, el mozo tomará el pedido y consultará en qué momento de la película uno quiere que llegue cada paso. Por lo general, los tres pasos del menú de Molteni siguen el ritmo de introducción, nudo y desenlace de la película.

Nelson fue el mozo que atendió a esta cronista. El menú elegido fue roll de salmón, como entrada, y bondiola a la miel como primer plato, todo acompañado por un *syrah* de una marca líder. La *mousse* de chocolate se prometió para el momento 25 del postre.

Una vez adentro, instruyó acerca del uso del sillón. Un botón permite reclinarlo a 60 grados y subir el apoyapiés. Otro botón es para llamar al mozo, al estilo de las aerolíneas. Los asientos están distribuidos de a dos y hay una mesa pequeña y redonda en medio. Según se explicó, la sala fue diseñada con una inclinación tal que los mozos no obstruyan la visión mientras sirven. Para lograrlo, se mueven con máxima discreción y en ocasiones deben servir los platos de rodillas, a riesgo de ser silbados por otros espectadores.

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Fuente: DEISICA (Depto. de Estudio e Investigación del Sindicato de la Industria Cinematográfica Argentina)

Este texto trata de la industria del cine. La tabla fue publicada en 2011 en Argentina por DEISICA (Depto. de Estudio e Investigación del Sindicato de la Industria Cinematográfica Argentina).

Recaudación y cantidad de copias, estrenos y espectadores según origen del film en Argentina, 2011.

| | Recaudación en pesos | Copias cinematográficas para salas de cine | Número de estrenos en unidades | Número de espectadores |
|----------------|----------------------|--|--------------------------------|------------------------|
| EE. UU. | \$805.606.737 | 8.312 | 133 | 34.788.695 |
| EE. UU. % | 82,8% | 74,6% | 41,3% | 81,9% |
| Argentina | \$59.521.190 | 1.226 | 104 | 3.041.135 |
| Argentina % | 6,1% | 11,0% | 32,3% | 7,2% |
| Otros países | \$108.010.766 | 1.606 | 85 | 4.660.599 |
| Otros países % | 11,1% | 14,4% | 26,4% | 11,0% |
| Total | \$973.138.693 | 11.144 | 322 | 42.490.429 |
| Total % | 100% | 100% | 100% | 100% |

- ¿Cuál es el propósito del artículo?
 - Informar sobre un nuevo concepto de entretenimiento
 - Criticar el servicio de un restaurante con pantallas de televisión
 - Informar sobre la inauguración de un cine al aire libre
 - Promover una propuesta de cine con cena en casas particulares
- ¿Qué indica la frase “el exigente paladar porteño”?
 - Que los habitantes de Buenos Aires son muy exigentes con las películas
 - Que los habitantes de Buenos Aires no se conforman con cualquier comida
 - Que a los habitantes de Buenos Aires les gusta comer en el cine
 - Que los habitantes de Buenos Aires ya no van tanto al cine

3. ¿Cuál es la función del tercer párrafo “*La Nación* vivió esta experiencia para conocer si de este cóctel que combina alta gastronomía con cine resulta un trago de buen sabor para”?
 - (A) Presentar a Nelson, el mozo
 - (B) Hablar de los horarios de las funciones
 - (C) Ofrecer una experiencia personal
 - (D) Informar sobre las películas que se exhiben
4. ¿Qué se puede afirmar del menú que se sirve?
 - (A) Se sirve como desayuno.
 - (B) Incluye varios platos.
 - (C) Se ofrece una sola propuesta.
 - (D) Solo incluye refrescos.
5. Según el artículo, ¿en qué momento se sirven los platos?
 - (A) Antes de que comience la función
 - (B) Cuando lo solicite el cliente
 - (C) Durante un intervalo
 - (D) Cuando lo determine el chef
6. ¿Qué consejo da el artículo al público interesado en ir al cine?
 - (A) Que vayan a las funciones al inicio de la tarde
 - (B) Que vayan a las primeras funciones por la mañana
 - (C) Que no asistan al cine en pareja
 - (D) Que no beban bebidas alcohólicas
7. ¿Qué característica de la sala se destaca en el artículo?
 - (A) La intensidad de la luz
 - (B) La acústica de la sala
 - (C) El tamaño de sus pantallas
 - (D) El tipo de sillones que tiene
8. Según el artículo, ¿qué se puede afirmar de este cine?
 - (A) Que el servicio debe mejorar
 - (B) Que tiene mucha popularidad
 - (C) Que hay que hacer largas filas para entrar
 - (D) Que sus puertas cierran muy temprano
9. ¿Qué tipo de información presenta la tabla?
 - (A) Datos sobre la industria cinematográfica europea
 - (B) Datos sobre la industria cinematográfica argentina
 - (C) Una comparación entre el público estadounidense y el argentino
 - (D) El porcentaje de dinero recaudado en el cine en los últimos diez años

10. Según la tabla, ¿qué películas recaudaron más dinero?
- (A) Las películas de Estados Unidos
 - (B) Las películas argentinas
 - (C) Las películas de otros países
 - (D) Las películas europeas
11. Tienes que escribir un informe sobre el mismo tema del artículo y la tabla. ¿Cuál de los siguientes sitios web sería más útil consultar para buscar información?
- (A) www.vinos.ar — Vinos de América Latina
 - (B) www.cocinaportena.ar — Recetas de comida argentina
 - (C) www.cineXXI.ar — Cine y tendencias
 - (D) www.todoelcine.es — Cine español: una mirada crítica

Primero tienes 1 minuto para leer la introducción y prever las preguntas.

Esta grabación trata de la etnia wayúu. La entrevista original titulada “Cien por ciento wayúu” fue publicada el 9 de agosto de 2011 en Estados Unidos por Radio Naciones Unidas. Laura Kwiatkowski habla con Patricia Velásquez, una modelo venezolana de origen wayúu. La grabación dura aproximadamente tres minutos.

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 **Script**

Due to a permissions clearance issue, the transcript of this interview is not currently available.

12. ¿Cuál es el propósito principal de la entrevista?
- (A) Describir las artesanías que producen los grupos wayúu
 - (B) Promover un plan nacional de crecimiento económico
 - (C) Dar a conocer una iniciativa privada de desarrollo comunitario
 - (D) Dar información sobre los logros artísticos de una modelo
13. ¿A qué se refiere la entrevistada cuando dice que para los wayúu no existen fronteras?
- (A) A que suelen comerciar con toda Sudamérica
 - (B) A que sus ancestros llegaron a América desde otro continente
 - (C) A que viven entre dos países sin residencia fija
 - (D) A que llevan una mezcla de varias culturas en su sangre
14. Según la entrevistada, ¿cómo ayuda la fundación a las mujeres wayúu?
- (A) Les brinda un lugar donde trabajar dignamente.
 - (B) Les ofrece clases de lenguas.
 - (C) Les brinda atención médica.
 - (D) Les ofrece ayuda con el cuidado de sus hijos.

15. De acuerdo con la entrevista, ¿qué se puede afirmar sobre los bolsos Susu?
- (A) Que lleva mucho trabajo elaborarlos
 - (B) Que la familia entera participa en su confección
 - (C) Que por ahora se venden solamente en Venezuela
 - (D) Que los están fabricando en distintas partes del mundo
16. ¿Qué pregunta sería la más apropiada para formular a Patricia Velásquez al final de la entrevista?
- (A) Y, ¿cuánto cuesta un bolso Susu?
 - (B) ¿Por qué el centro no es sustentable?
 - (C) ¿Quiénes son los wayúu?
 - (D) ¿A qué población ayudan ustedes?, ¿a los wayúu colombianos o venezolanos?

Section II: Free-Response Questions

Below are two sample free-response questions—numbers 1 and 4. (For more information on all four free-response questions, see page 164.)

Free-response question 1: Email Reply

Prompt/Directions:

You will write a reply to an email message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vas a escribir una respuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

Tu respuesta debe incluir un saludo y una despedida y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También, debes responder de una manera formal.

1. **Este mensaje electrónico es de Carlos Ferrer Quintana, Jefe de Programación de Canal 6. Has recibido este mensaje porque has participado como voluntario en Perú y te quieren entrevistar.**

De: Carlos Ferrer Quintana
Asunto: Voluntarios en Perú

Estimado/a estudiante:

Como usted sabe, la semana pasada salió en el informativo de la noche de Canal 6 un reportaje con imágenes de la llegada al aeropuerto de su clase de español, que regresaba de su viaje para hacer trabajo voluntario en Perú. Quisiéramos invitar a varios alumnos del grupo para hacerles una entrevista en nuestro estudio, sobre

su experiencia durante el viaje. Usted es una de las personas pre-seleccionadas, pero para poder hacer la selección final necesitamos que responda las siguientes preguntas:

- ¿Qué tipo de contacto ha tenido con los jóvenes peruanos durante el viaje?
- ¿Qué fue lo más importante que aprendió sobre la cultura peruana durante su estadía?

Nos comunicaremos con usted la próxima semana para indicarle si ha sido uno de los finalistas.

Mientras tanto, si tiene alguna pregunta, no dude en ponerse en contacto con nosotros.

Le agradecemos de antemano su colaboración.

Atentamente,

Carlos Ferrer Quintana
Jefe de Programación
Canal 6

Free-Response Question 4: Cultural Comparison

Prompt/Directions:

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare a Spanish-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this Spanish-speaking community. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara una comunidad hispanohablante que te sea familiar a tu comunidad o a otra comunidad. Debes demostrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

4. ¿Cómo afecta el diseño de una ciudad (por ejemplo, sus mercados, parques y calles) a la vida social de las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara el efecto del diseño de una ciudad en una región del mundo hispanohablante que te sea familiar con el efecto del diseño en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

Answer Key and Question Alignment to Course Framework

| Multiple-Choice Question | Answer | Task Model | Skill | Learning Objective |
|--------------------------|--------|-------------------|-------|--------------------|
| 1 | A | Article and Chart | 3.A | 3.A.2 |
| 2 | B | Article and Chart | 4.A | 4.A.2 |
| 3 | C | Article and Chart | 3.A | 3.A.4 |
| 4 | B | Article and Chart | 2.B | 2.B.1 |
| 5 | B | Article and Chart | 1.A | 1.A.2 |
| 6 | A | Article and Chart | 1.A | 1.A.2 |
| 7 | D | Article and Chart | 1.A | 1.A.2 |
| 8 | B | Article and Chart | 1.A | 1.A.2 |
| 9 | B | Article and Chart | 1.B | 1.B.1 |
| 10 | A | Article and Chart | 1.B | 1.B.2 |
| 11 | C | Article and Chart | 2.B | 2.B.4 |
| 12 | C | Interview | 3.A | 3.A.2 |
| 13 | C | Interview | 3.B | 3.B.2 |
| 14 | A | Interview | 3.A | 3.A.3 |
| 15 | A | Interview | 1.A | 1.A.3 |
| 16 | A | Interview | 2.B | 2.B.1 |

| Free-Response Question | Question Type | Skill |
|------------------------|---------------------|-----------------------------------|
| 1 | Email Reply | 1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B |
| 4 | Cultural Comparison | 2.A, 2.B, 4.B, 7.B, 7.C, 7.D |

AP SPANISH LANGUAGE AND CULTURE: SCORING RUBRICS FOR FREE-RESPONSE QUESTIONS

Free-Response Question: Email Reply (Question 1 on AP Exam)

5: STRONG

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

4: GOOD

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) with some elaboration
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound, and a few complex sentences

3: FAIR

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
- Simple and a few compound sentences

2: WEAK

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language

- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

1: POOR

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- (**hyphen**): BLANK (no response)

Free-Response Question: Argumentative Essay (Question 2 on AP Exam)

5: STRONG

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of an argument
- Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of an argument
- Presents and defends the student's own position on the topic with clarity; develops an argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices

- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences

3: FAIR

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of an argument
- Presents and defends the student's own position on the topic; develops an argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Uses strings of mostly simple sentences, with a few compound sentences

2: WEAK

- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support an argument
- Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Uses strings of simple sentences and phrases

1: POOR

- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Very simple sentences or fragments

0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic

- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- **(hyphen):** BLANK (no response)

Clarification Note:

There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to: directly cite content in quotation marks; paraphrase content and indicate that it is "according to Source 1" or "according to the audio file"; refer to the content and indicate the source in parentheses ["(Source 2)"]; refer to the content and indicate the source using the author's name ["(Smith)"]; etc.

Free-Response Question: Conversation (Question 3 on AP Exam)

5: STRONG

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the conversation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
- Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the conversation, except for occasional shifts
- Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides most required information (e.g., responses to questions, statement and support of opinion)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the conversation with several shifts

- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, statement and support of opinion)
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the conversation
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, statement and support of opinion)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Interpersonal Speaking

- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Free-Response Question: Cultural Comparison (Question 4 on AP Exam)

5: STRONG

- Effective treatment of topic within the context of the task
- Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples.
- Demonstrates understanding of the target culture, despite a few minor inaccuracies
- Organized presentation; effective use of transitional elements or cohesive devices

- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the presentation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

4: GOOD

- Generally effective treatment of topic within the context of the task
- Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples
- Demonstrates some understanding of the target culture, despite minor inaccuracies
- Organized presentation; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the presentation, except for occasional shifts
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR

- Suitable treatment of topic within the context of the task
- Compares the target culture with the student's own or another community, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the presentation with several shifts
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK

- Unsuitable treatment of topic within the context of the task
- Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development
- Demonstrates a limited understanding of the target culture; may include several inaccuracies
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the listener

- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the presentation
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR

- Almost no treatment of topic within the context of the task
- Presents information only about the target culture or only about the student's own or another community, and may not include examples
- Demonstrates minimal understanding of the target culture; generally inaccurate
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
- The phrase "target culture" can refer to any community large or small associated with the target language.

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the [AP Spanish Language and Culture Exam Page](#) on AP Central.



Scoring Guidelines

Question 1: Email Reply

Prompt/Directions:

You will write a reply to an email message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vas a escribir una repuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

Tu respuesta debe incluir un saludo y una despedida y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También, debes responder de una manera formal.

1. **Este mensaje electrónico es de Carlos Ferrer Quintana, Jefe de Programación de Canal 6. Has recibido este mensaje porque has participado como voluntario en Perú y te quieren entrevistar.**

De: Carlos Ferrer Quintana
Asunto: Voluntarios en Perú

Estimado/a estudiante:

Como usted sabe, la semana pasada salió en el informativo de la noche de Canal 6 un reportaje con imágenes de la llegada al aeropuerto de su clase de español, que regresaba de su viaje para hacer trabajo voluntario en Perú. Quisiéramos invitar a varios alumnos del grupo para hacerles una entrevista en nuestro estudio, sobre su experiencia durante el viaje. Usted es una de las personas pre-seleccionadas, pero para poder hacer la selección final necesitamos que responda las siguientes preguntas:

- ¿Qué tipo de contacto ha tenido con los jóvenes peruanos durante el viaje?
- ¿Qué fue lo más importante que aprendió sobre la cultura peruana durante su estadía?

Nos comunicaremos con usted la próxima semana para indicarle si ha sido uno de los finalistas.

Mientras tanto, si tiene alguna pregunta, no dude en ponerse en contacto con nosotros.

Le agradecemos de antemano su colaboración.

Atentamente,

Carlos Ferrer Quintana
Jefe de Programación
Canal 6

General Scoring Notes

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Guidelines for Question 1: Email Reply

Skills: **1.A** **2.A** **2.B** **4.A** **4.B** **6.A** **6.B**

5 points

| 1 Poor | 2 Weak | 3 Fair | 4 Good | 5 Strong |
|--|---|---|---|--|
| <ul style="list-style-type: none"> Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task Provides little required information (responses to questions, request for details) Barely understandable, with frequent or significant errors that impede comprehensibility Very few vocabulary resources Little or no control of grammar, syntax, and usage Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing) Very simple sentences or fragments | <ul style="list-style-type: none"> Partially maintains the exchange with a response that is minimally appropriate within the context of the task Provides some required information (responses to questions, request for details) Partially understandable with errors that force interpretation and cause confusion for the reader Limited vocabulary and idiomatic language Limited control of grammar, syntax, and usage Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies Simple sentences and phrases | <ul style="list-style-type: none"> Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task Provides most required information (responses to questions, request for details) Generally understandable, with errors that may impede comprehensibility Appropriate but basic vocabulary and idiomatic language Some control of grammar, syntax, and usage Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness Simple and a few compound sentences | <ul style="list-style-type: none"> Maintains the exchange with a response that is generally appropriate within the context of the task Provides most required information (responses to questions, request for details) with some elaboration Fully understandable, with some errors that do not impede comprehensibility Varied and generally appropriate vocabulary and idiomatic language General control of grammar, syntax, and usage Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing) Simple, compound, and a few complex sentences | <ul style="list-style-type: none"> Maintains the exchange with a response that is clearly appropriate within the context of the task Provides required information (responses to questions, request for details) with frequent elaboration Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility Varied and appropriate vocabulary and idiomatic language Accuracy and variety in grammar, syntax, and usage, with few errors Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors Variety of simple and compound sentences, and some complex sentences |

0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

BLANK: (no response)

Question 4: Cultural Comparison

Prompt/Directions:

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare a Spanish-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this Spanish-speaking community. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara una comunidad hispanohablante que te sea familiar a tu comunidad o a otra comunidad. Debes demostrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

- ¿Cómo afecta el diseño de una ciudad (por ejemplo, sus mercados, parques y calles) a la vida social de las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara el efecto del diseño de una ciudad en una región del mundo hispanohablante que te sea familiar con el efecto del diseño en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

Scoring Guidelines for Question 4: Cultural Comparison

Skills: **1.A** **2.A** **2.B** **4.B** **7.B** **7.C** **7.D**

5 points

| 1 Poor | 2 Weak | 3 Fair | 4 Good | 5 Strong |
|--|---|--|--|---|
| <ul style="list-style-type: none"> • Almost no treatment of topic within the context of the task • Presents information only about the target culture or only about the student's own or another community, and may not include examples • Demonstrates minimal understanding of the target culture; generally inaccurate • Little or no organization; absence of transitional elements and cohesive devices • Barely understandable, with frequent or significant errors that impede comprehensibility • Very few vocabulary resources • Little or no control of grammar, syntax, and usage • Minimal or no attention to register • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility • Clarification or self-correction (if present) does not improve comprehensibility | <ul style="list-style-type: none"> • Unsuitable treatment of topic within the context of the task • Presents information about the target culture and the student's own or another community, but may not compare them; consists mostly of statements with no development • Demonstrates a limited understanding of the target culture; may include several inaccuracies • Limited organization; ineffective use of transitional elements or cohesive devices • Partially understandable, with errors that force interpretation and cause confusion for the listener • Limited vocabulary and idiomatic language • Limited control of grammar, syntax, and usage • Use of register is generally inappropriate for the presentation • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility • Clarification or self-correction (if present) usually does not improve comprehensibility | <ul style="list-style-type: none"> • Suitable treatment of topic within the context of the task • Compares the target culture with the student's own or another community, including a few supporting details and examples • Demonstrates a basic understanding of the target culture, despite inaccuracies • Some organization; limited use of transitional elements or cohesive devices • Generally understandable, with errors that may impede comprehensibility • Appropriate but basic vocabulary and idiomatic language • Some control of grammar, syntax, and usage • Use of register may be inappropriate for the presentation with several shifts • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility • Clarification or self-correction (if present) sometimes improves comprehensibility | <ul style="list-style-type: none"> • Generally effective treatment of topic within the context of the task • Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples • Demonstrates some understanding of the target culture, despite minor inaccuracies • Organized presentation; some effective use of transitional elements or cohesive devices • Fully understandable, with some errors that do not impede comprehensibility • Varied and generally appropriate vocabulary and idiomatic language • General control of grammar, syntax, and usage • Generally consistent use of register appropriate for the presentation, except for occasional shifts • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) usually improves comprehensibility | <ul style="list-style-type: none"> • Effective treatment of topic within the context of the task • Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples • Demonstrates understanding of the target culture, despite a few minor inaccuracies • Organized presentation; effective use of transitional elements or cohesive devices • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility • Varied and appropriate vocabulary and idiomatic language • Accuracy and variety in grammar, syntax, and usage, with few errors • Mostly consistent use of register appropriate for the presentation • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility • Clarification or self-correction (if present) improves comprehensibility |

continued on next page

0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response although recording equipment is functioning)

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
 - The phrase "target culture" can refer to any community, large or small, associated with the target language.
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