

### About the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>)

The Advanced Placement Program<sup>®</sup> has enabled millions of students to take college-level courses and earn college credit, advanced placement, or both, while still in high school. AP Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible, in college, to receive credit, placement into advanced courses, or both. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

### AP World Languages and Cultures Program

The AP World Languages and Cultures program features eight courses and exams and includes the following languages: Chinese, French, German, Italian, Japanese, Latin, and Spanish (both Language and Literature courses).

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 provides them with access to perspectives and knowledge that is only available through the language and culture. 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 (Interpersonal, Interpretive, and Presentational) defined in the *World-Readiness Standards for Learning Languages* and described in more detail in the *ACTFL Performance Descriptors for Language Learners*, are foundational to AP World Languages and Cultures courses.

### AP Spanish Language and Culture Course Overview

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).

### RECOMMENDED 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 course of study leading to this course.

### Course Themes

The AP Spanish Language and Culture course is structured around six themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts.

The themes may be combined, as they are interrelated.

### World Languages and Cultures Learning Objectives

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the *ACTFL Performance Descriptors for Language Learners*.

Students are expected to:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

## AP Spanish Language and Culture Exam Structure

### AP SPANISH LANGUAGE AND CULTURE EXAM: 3 HOURS

#### Assessment Overview

Exam questions are based on the six learning objectives and assess all themes. As much as possible, students read and listen to authentic texts from the Spanish-speaking world throughout the exam.

#### Format of Assessment

**Section I:** Multiple Choice | 65 Questions | ~ 1 Hour, 35 Minutes | 50% of Exam Score

Part A: 30 questions; 40 minutes

- Interpretive Communication: Print Tests

Part B: 35 questions; ~55 minutes

- Interpretive Communication: Print and Audio Texts (combined)
- Interpretive Communication: Audio Texts

**Section II:** Free Response | 4 Tasks | ~ 1 Hour, 28 Minutes | 50% of Exam Score

- Task 1 — Interpersonal Writing: Email Reply (1 prompt)
- Task 2 — Presentational Writing: Persuasive Essay (1 prompt)
- Task 3 — Interpersonal Speaking: Simulated Conversation (5 prompts)
- Task 4 — Presentational Speaking: Cultural Comparison (1 prompt)

## EXAM COMPONENTS

Note: On the AP Spanish Language and Culture Exam, all directions, questions, and texts are presented in Spanish.

### Multiple-Choice Section

#### Part A:

##### Print Texts

Students respond to questions based on a variety of authentic print materials, including:

- Journalistic Texts
- Literary Texts
- Announcements
- Advertisements
- Letters
- Maps
- Tables

#### Part B:

##### Print and Audio Texts

Students respond to a variety of authentic audio texts\*, including:

- Interviews
- Podcasts
- Public Service Announcements
- Conversations
- Brief Presentations

##### Audio Texts

Students respond to questions based on audio texts\* that are paired with print materials.

\*Note: All audio texts are played twice.

### Free-Response Section

#### Interpersonal Writing: Email Reply (15 minutes)

Students read and respond to an email message.

#### Presentational Writing: Persuasive Essay (55 minutes: 15 minutes to examine texts and 40 minutes to write)

Students examine three authentic texts (article, table or graphic, audio text), then have 40 minutes to organize and write a persuasive essay in response to a prompt. In their essays they must present and defend their own viewpoint using information from all three sources.

#### Interpersonal Speaking: Simulated Conversation (2 minutes 40 seconds: 1 minute to preview and 20 seconds each for five prompts)

Students have one minute to preview a conversation, including an outline of each turn in the conversation, and then respond to five prompts.

#### Presentational Speaking: Cultural Comparison (6 minutes: 4 minutes to prepare and 2 minutes to present)

Students respond to a prompt by giving a presentation in which they compare cultural features of their own community to those found in an area of the Spanish-speaking world with which they are familiar.

Educators: [apcentral.collegeboard.org/apspanishlanguage](http://apcentral.collegeboard.org/apspanishlanguage)

Students: [apstudent.collegeboard.org/apspanishlanguage](http://apstudent.collegeboard.org/apspanishlanguage)

# Unit: Personal and Public Identities

Sub-themes: *Alienation and Assimilation; Heroes and Historical Figures; National and Ethnic Identities; Personal Beliefs; Personal Interests; Self Esteem and Self Image*

LEARNING OUTCOMES	MEANING	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>talk about self and others, and express ideas and opinions about personal beliefs and preferences.</li> <li>explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.</li> <li>identify and describe ways in which regional, ethnic, and national cultures influence individuals' daily lives.</li> <li>identify and describe the influence of perception, attitudes, values, and beliefs on personal identity.</li> <li>explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.</li> <li>understand how culture and experience influence perception of places and regions</li> <li>engage in conversations on familiar, academic, and contemporary issues teens face today.</li> <li>explore the contributing factors to feelings of assimilation and alienation.</li> <li>understand historical context that have contributed to the concept of heroism and patriotism.</li> <li>learn about heroes from Latin American history and identify their heroic characteristics.</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b>  <b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>individuals have personalities made up of different traits.</li> <li>identity is shaped by factors related to birth (such as family, class, culture, gender, environment, community) and by the choices that they make.</li> <li>otherness is the state or fact of being distinct or different; stereotypes are generalizations about a group of individuals.</li> <li>personal and public identities are complex, changing and different.</li> <li>there are similarities and differences between traditional and modern heroes.</li> <li>stereotyping can have damaging impact on self-image and interpersonal relationships</li> <li>when one examines other cultures, beliefs, and values, one is better able to understand one's cultural identity.</li> <li>having a wider worldview broadens one's outlook on identity, family, community, and self.</li> <li>heroes face challenges in particular times and situations.</li> <li>heroes are defined by their deeds and choices.</li> <li>cultural values can influence what is considered heroic and can change over time.</li> <li>patriotic symbols and traditions honor the people and the history of a country.</li> <li>citizens demonstrate their patriotism in many ways.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> <li>How can being alert to generalizations help us avoid stereotyping individuals ?</li> <li>How do our personal beliefs influence our perspective of others?</li> <li>How does the media affect our view of ourselves and others?</li> <li>How is culture reflected in individual identity? How does it shape the way we see the world, ourselves, and others?</li> <li>How do we define patriotism? How do societies create a sense of patriotism in today's youth?</li> <li>How do the diverse geographies, languages, ethnicities, and cultures of the Spanish speaking world interact to form local, national, and regional identities? What role does national and ethnic identity play in one's personal and public identity?</li> <li>How do we and how should we define role models and heroes? How do role models and heroes influence our daily lives?</li> <li>How do individuals develop values and beliefs? What factors shape our values and beliefs? How do values and beliefs change over time?</li> </ol>
<b>ACQUISITION</b>		
	<p><b>ACQUIRED KNOWLEDGE</b>  <b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>specific vocabulary to describe self and others, and historical figures.</li> <li>vocabulary and grammar structures needed to make connections between historical contexts and current attitudes towards heroes, celebrities, and role models.</li> <li>vocabulary and grammar required to express opinions about identity, patriotism, and heroic actions.</li> <li>vocabulary and idiomatic expressions to maintain a conversation about:             <ul style="list-style-type: none"> <li>contributions of multiple factors in a person's identity</li> <li>national and ethnic identity and support personal opinions.</li> <li>common generalizations of people and cultures</li> <li>the meaning of the words hero and heroic actions.</li> </ul> </li> </ul>	<p><b>LANGUAGE SKILLS</b>  <b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>identifying key elements defining a person's identity.</li> <li>formulating and answering questions related to culture and particular areas of personal interest.</li> <li>mentioning some characteristics that define a heroic or historical figure; mentioning important historical figures from Spanish speaking countries and the United States and participate in discussions concerning them.</li> <li>using a variety of vocabulary to describe a person, talk about self and others and express ideas and opinions.</li> <li>writing an essay explaining how language and culture can influence a person's identity</li> <li>describing self and family and provide information on a variety of topics of personal and academic interest.</li> <li>identifying and describing symbols of cultural and patriotic expression in the US and Spanish speaking countries.</li> <li>writing an email or letter regarding identity issues teenagers face today, using class discussions as well as different resources to formulate ideas.</li> <li>participating in a discussion comparing a variety of cultural beliefs of people in Spanish speaking countries and the United States.</li> <li>giving a presentation on important historical figures from Latin America and Spain.</li> </ul>

# Unit: Contemporary Life

Sub-themes: *Education and Professional Careers; Entertainment; Travel; Lifestyles; Personal Relationships; Traditions and Social Values; Volunteer Work*

LEARNING OUTCOMES	MEANING					
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>● identify personal learning styles and establish immediate and future learning goals.</li> <li>● compare and contrast educational systems in the USA to those in other countries.</li> <li>● understand education requirements for colleges in the USA and in other countries.</li> <li>● analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.</li> <li>● demonstrate an understanding of a relationship between the changing nature of work and educational environment.</li> <li>● assess personal, educational and career skills that are transferable to various jobs.</li> <li>● understand how societal needs and functions influence the nature and the structure of work.</li> <li>● compare lifestyle options as determined by their career choices.</li> <li>● explain how knowledge and skills acquired in high school lay the foundation for future academic and career success.</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b>  <b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>● in today's global community, it is important to be able to communicate effectively in more than one language.</li> <li>● deeper insights into the nature of language and culture are achieved through travel abroad and the study of other languages.</li> <li>● career preparation is a lifelong process that requires purposeful planning based on research, self-knowledge, and informed choices.</li> <li>● cross-cultural understanding and effective interpersonal communication skills are essential for solving problems in a global society.</li> <li>● global societies are diverse, creating varied perspectives, contributions, and challenges.</li> <li>● personal behavior and other choices can impact the success or failure of a job applicant.</li> <li>● people are affected by environmental, economic, social, cultural, and civic concerns.</li> <li>● the study of political, social and economic patterns reveal continuity and change over time.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> <li>1. How can the student, as a bilingual or multilingual person, engage in lifelong language learning in an interconnected world?</li> <li>2. What are the challenges of contemporary life?</li> <li>3. How have economic and technical advances changed contemporary life?</li> <li>4. What risks exist in the global world?</li> <li>5. To what extent are people limited by their physical surroundings, socioeconomic situation, and class structure?</li> <li>6. Why are cross-cultural understanding and effective interpersonal communication skills so important in a global society?</li> </ol>				
	<p><b>ACQUISITION</b></p> <table border="1"> <thead> <tr> <th data-bbox="422 881 961 922">ACQUIRED KNOWLEDGE</th> <th data-bbox="961 881 2045 922">LANGUAGE SKILLS</th> </tr> </thead> <tbody> <tr> <td data-bbox="422 922 961 1555"> <p><b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>● specific vocabulary to share information about:                             <ul style="list-style-type: none"> <li>○ holidays and/or celebrations in the target culture</li> <li>○ job opportunities and work habits in the target culture.</li> <li>○ student lifestyle in the target culture.</li> </ul> </li> <li>● vocabulary and grammar structures necessary to express opinions on:                             <ul style="list-style-type: none"> <li>○ personal abilities, interests, and motivations and discuss how they might influence job and career selection.</li> <li>○ communication, collaboration, and 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# Unit: Family and Community

**Sub-themes:** Custom, Traditions and Values; Educational/Learning Communities; Family Structure; Global Citizenship; Human Geography; Social Networking

LEARNING OUTCOMES	MEANING	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>reflect on their own family values and traditions, and begin to understand and express why these things are important to them</li> <li>understand basic information about global immigration</li> <li>understand how the roles and responsibilities of families and communities differ in societies around the world</li> <li>compare and contrast traditions and celebrations of Hispanic cultures to that of one's own and understand how the attitudes and beliefs of Hispanic cultures are reflected in their celebrations and cultural practices</li> <li>understand the contribution of the Latino community in the United States</li> <li>compare patterns of behavior and interaction of people in the USA and Spanish speaking countries</li> <li>recognize how Latino and Latina creators depict traditions, beliefs, heritage and cultural identity in their works</li> <li>understand the importance of being a global citizen and the responsibilities aligned with global citizenship</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b>  <b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>we are all part of a global community and live in an interconnected world.</li> <li>our perspectives are influenced by our cultural backgrounds and our experiences.</li> <li>our customs, traditions and values reflect our cultural identity.</li> <li>it is important to understand and respect the perspectives of individuals with different cultural backgrounds and experiences.</li> <li>there are multiple reasons that influence people to move from their countries or origin..</li> <li>Hispanic cultures have greatly impacted USA culture through music, food, language, politics, etc...</li> <li>the transition individuals experience when they mature from childhood to adulthood differs among cultures.</li> <li>even within a culture, diversity may be influenced by race, religion, or class.</li> <li>relationships and interdependencies develop within a community.</li> <li>with citizenship comes roles, rights and responsibilities.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> <li>How does one interact within the family structure? What can we learn from different generations?</li> <li>How do men's and women's roles differ in other societies? How have individuals overcome gender-bias obstacles in Hispanic communities?</li> <li>Why do people choose to leave their land and immigrate? How does immigration shape nations?</li> <li>What challenges do immigrants face in their new communities? What factors influence an immigrant's chance of success in a new country?</li> <li>How can beliefs and ideologies cause social and political challenges as well as resolve them?</li> <li>What impact does family have in shaping our values and beliefs during different stages of our lives?</li> <li>What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?</li> <li>How are families from different cultures similar/different? How do families and individuals honor their own heritage?</li> <li>What does it mean to be a global citizen in one's own country and in the world? How do people of different cultures interact in global communities?</li> </ol>
	<p><b>ACQUISITION</b></p> <div data-bbox="426 873 1081 1485"> <p><b>ACQUIRED KNOWLEDGE</b>  <b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>specific vocabulary to describe family structure and personal community.</li> <li>vocabulary and grammar structures needed to make connections between celebrations, customs, traditions, and societal and family values in US and Spanish speaking countries.</li> <li>vocabulary and grammar required to express opinions on immigration and global citizenship.</li> <li>vocabulary and grammar structures necessary to:               <ul style="list-style-type: none"> <li>summarize, interpret and analyze literature and short films about family and community</li> <li>interpret and relate global perspectives to one's own life</li> <li>ask about, justify, and support opinions about family and community relationships</li> <li>express hopes, dreams, and concerns about one's own family and community relationships</li> </ul> </li> </ul> </div> <div data-bbox="1081 873 2043 1485"> <p><b>LANGUAGE SKILLS</b>  <b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>communicating in a group describing self and family.</li> <li>providing information on a variety of topics of personal and academic interest.</li> <li>communicating on how the roles that families and communities assume differ in societies around the world.</li> <li>giving an oral presentation explaining the similarities and differences of family values in the United States and in Spanish speaking countries.</li> <li>having a conversation comparing and contrasting the traditions and celebrations of the Hispanic culture to their own.</li> <li>identifying the contributions citizens have made for the well-being of our society.</li> <li>discussing family rules, generation gaps, extended family and family relationships in Spanish speaking cultures and in their own.</li> <li>listening and understanding a variety of native speaker reports and other media regarding cultural practices and traditions in Spanish speaking countries.</li> <li>identifying and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source, such as a broadcast news report or a lecture, on an academic or cultural topic related to the Spanish speaking world.</li> </ul> </div>	

# Unit: Beauty and Aesthetics

**Sub-themes:** Architecture, Defining Beauty, Defining Creativity, Fashion and Design, Language and Literature, Visual and Performing Arts

LEARNING OUTCOMES	MEANING	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>maintain a discussion related to different styles of art, dance, architecture and theater.</li> <li>discuss and/or debate the personal preference with regard to styles of art and music.</li> <li>express and explain how history has affected art, music, theater, architecture and dance.</li> <li>express opinions and react to a work of art (song, painting, sculpture, architecture, etc.)</li> <li>demonstrate comprehension of content from authentic audio and visual texts relating to art, dance, music, architecture and theater.</li> <li>make connections between historical contexts and current attitudes towards works of art or building.</li> <li>compare and contrast views towards various styles of art or architecture over the years in different countries.</li> <li>explore works of art or architecture in their own community and compare them to Spanish-speaking communities.</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b> <b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>ideas for artwork may come from observations, imagination, personal experiences and/or other artists</li> <li>artists tell stories dance, music, literature and visual arts.</li> <li>the concept of beauty is influenced by the society in which one lives.</li> <li>artists select, organize and manipulate art elements and principles of design to create specific effects and communicate meaning</li> <li>decisions about art and art making can be based on established societal norms and one's personal criteria for beauty and creativity.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> <li>How are perceptions of beauty and creativity established?</li> <li>How do ideals of beauty and aesthetics influence daily life?</li> <li>How do the arts both challenge and reflect cultural perspectives?</li> <li>What do artists consider when making decisions about their work?</li> <li>How can meaning be communicated through art?</li> <li>How does our popular entertainment differ from that in the target language countries?</li> </ol>
	<p><b>ACQUISITION</b></p> <p><b>ACQUIRED KNOWLEDGE</b> <b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>specific vocabulary to talk about the arts</li> <li>vocabulary and grammar structures necessary to:             <ul style="list-style-type: none"> <li>summarize works of literature</li> <li>interpret and analyze visual and performance art</li> <li>describe and discuss architecture around the world.</li> </ul> </li> </ul>	<p><b>LANGUAGE SKILLS</b> <b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>expressing and explaining what makes a cultural icon.</li> <li>expressing opinions and reacting to examples of the arts in Spanish-speaking countries.</li> <li>demonstrating comprehension of content from authentic audiovisual texts relating to the performing arts.</li> <li>producing oral and written reports on literature and visual arts.</li> <li>producing an oral or written presentation reflecting current trends and/or attitudes in society related to ideals of beauty.</li> <li>evaluating, interpreting and discussing written text, materials and attitudes related to artistic heritage.</li> <li>making connections between historical contexts and current attitudes towards the performance arts.</li> <li>comparing and contrasting traditional and modern artistic identity.</li> <li>producing an oral or written presentation reflecting current trends and/or attitudes in society related to body image.</li> </ul>

# Unit: Science and Technology

**Sub-themes:** Access to Technology, Effects of Technology on Self and Society, Health Care and Medicine, Innovations, Natural Phenomena, Science and Ethics

LEARNING OUTCOMES	MEANING	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>● define what are considered health issues or concerns in the United States and Spanish-speaking countries</li> <li>● describe the impact of modern technology inventions on daily life</li> <li>● understand how human actions modify the physical environment</li> <li>● understand the ethical, cultural and societal issues related to technology and health care</li> <li>● examine the relationship between innovation and a country's living standard</li> <li>● hypothesize future trends and inventions in the 21st century</li> <li>● explore technological advancements in their own community and compare them to Spanish-speaking communities</li> <li>● explore attitudes when reacting to how health issues impact society.</li> <li>● make connections between historical contexts and current attitudes towards medical treatments.</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b>  <b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>● access to technology and health care will vary in countries around the world.</li> <li>● the impact of technology on a society varies within a country.</li> <li>● the concept of healthy living may differ amongst societies.</li> <li>● computer skills are critical for success in the 21st century</li> <li>● the society in which one lives may influence an individual's ethics</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> <li>1. How do developments in science and technology affect our lives?</li> <li>2. What factors have driven innovation and discovery in the fields of science and technology?</li> <li>3. What purpose or function do ethics / philosophy have in governing technological advances?</li> <li>4. How do the various levels of technological development affect different cultures?</li> <li>5. What are the advantages/disadvantages of instantaneous communication offered by today's communication technologies?</li> <li>6. Is healthy living a universal concept? Why or why not?</li> <li>7. How do cultural beliefs, practices, geography and economics impact choices in medical treatments and decisions about wellness?</li> <li>8. How do different societies prepare for natural disasters and how do they deal with the aftermath?</li> </ol>
	<b>ACQUISITION</b>	
	<p><b>ACQUIRED KNOWLEDGE</b>  <b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>● specific vocabulary to talk about technology and health.</li> <li>● vocabulary and grammar structures necessary to: <ul style="list-style-type: none"> <li>○ interpret and analyze the use of technology and healthy living</li> <li>○ debate and persuade others on the use of technology and healthy living</li> </ul> </li> </ul>	<p><b>LANGUAGE SKILLS</b>  <b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>● discussing and/or debating technological and ethical questions</li> <li>● maintaining a discussion related to technological discoveries and inventions.</li> <li>● expressing opinions and react to the societal impact of technology.</li> <li>● demonstrating comprehension of content from authentic audio visual/ written texts relating to innovations in technology and health care.</li> <li>● producing oral and written reports on discoveries and innovation</li> <li>● producing an oral or written presentation reflecting current trends and/or attitudes in society related to social media.</li> <li>● exploring attitudes when reacting to the use of technology in schools.</li> <li>● making connections between historical contexts and current attitudes towards old and new technology.</li> <li>● comparing and contrasting the use of technology among generations.</li> <li>● maintaining a discussion related to healthy living</li> <li>● discussing and/or debating different illnesses and preventative medicine, including traditional medicine</li> </ul>

# Unit: Global Challenges

**Sub-themes:** Economic Issues, Environmental Issues, Philosophical Thought and Religion, Population and Demographics, Social Welfare, Social Conscience

LEARNING OUTCOMES	MEANING	
<p><b>Students will be able to independently and collaboratively use their learning to...</b> <i>(What kinds of long-term independent accomplishments are desired)</i></p> <ul style="list-style-type: none"> <li>develop an interest in and concern for others in a wider sphere and a sense of their own role as a world citizen.</li> <li>develop a sense of individual and collective responsibility</li> <li>examine the problems of children of various ages in diverse Spanish-speaking communities in the world</li> <li>examine and discuss socio-cultural elements represented in a text (e.g. values, attitudes and beliefs).</li> <li>understand the economic and social conditions of children around the world, and explore agencies and principal organizations dedicated to the well-being of children</li> <li>explore environmental issues in their own community and compare them to issues in Spanish-speaking communities.</li> <li>understand the concern for injustice and inequality around the world</li> <li>practice awareness of and respect for the diversity of cultures and people in this country and in the world.</li> <li>identify the principles of human rights in the United States and around the world.</li> <li>observe and record information about societal issues in the target culture through a variety of authentic texts and media.</li> </ul>	<p><b>ENDURING UNDERSTANDINGS</b>  <b>Students will understand that...</b> <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> <li>the development and growth of human populations requires that the use of resources be balanced with their impacts on the environment</li> <li>ones quality of life is impacted by human interaction with the environment</li> <li>throughout human development cultural and ethnic differences have produced many positive interactions; however, at times these differences have been responsible for various forms of inequality.</li> <li>the increase in globalization and interdependence of economies and cultures is evident in the impact natural disasters have on the global supply chain and the desire of individuals to help their fellow human being</li> <li>historical events such as wars, diplomatic negotiations, movements of people and ideas, revolutions, and economic and technological developments can be used to gain an understanding of future world events</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <b>Students will keep considering...</b> <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> <li>What environmental, political, and social issues pose challenges to societies throughout the world? What are the origins of those issues? What are possible solutions to those challenges?</li> <li>How do individuals contribute to the well-being of the community?</li> <li>What roles do nonprofit organizations play in the different Spanish-speaking communities in the world? How do they impact families?</li> <li>Why do natural resources have different values for each society?</li> <li>To what extent do belief systems shape and/or reflect culture and society?</li> <li>What responsibilities do we have as global citizens to people within and outside the borders of our country, and to the planet?</li> </ol>
	<p><b>ACQUISITION</b></p>	
	<p><b>ACQUIRED KNOWLEDGE</b>  <b>Students will know...</b> <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> <li>specific vocabulary to describe environmental, political and social issues.</li> <li>vocabulary and grammar structures necessary to: <ul style="list-style-type: none"> <li>summarize, interpret and analyze economical, environmental, political and social issues as well as belief systems.</li> <li>make predictions about the future; express doubts about ecological issues; discuss environmental issues and possible solutions, and understand cultural perspectives on ecological problems and solutions.</li> </ul> </li> </ul>	<p><b>LANGUAGE SKILLS</b>  <b>Students will be skilled at...</b> <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> <li>defending position on a given social, political and environmental topic.</li> <li>obtaining information on another's thoughts and opinions (e.g., current social, political, or environmental issue) and discussing advantages and disadvantages of an idea or proposed course of action.</li> <li>expressing and explaining information regarding the future and environmental issues.</li> <li>making connections between historical contexts and current attitudes towards the impact of conservation and protection of the ecosystem, wildlife, and future use of energy in the United States and the world.</li> <li>comparing and contrasting the environmental impact of tourism and conservation practices in the United States and Spanish-speaking countries.</li> <li>reading with understanding written materials in target language(s) (e.g. current periodicals) about social, political and economic issues pertinent to the target culture.</li> <li>analyzing the relationship between cultural stereotyping and its implications in different cultures.</li> <li>participating in class discussions expressing social and political views concerning global issues and responsibilities in protecting the environment</li> <li>comparing and contrasting political structures in the USA to those in other countries</li> </ul>