

Curriculum Guide

AP Spanish Language and Culture

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AP Spanish Language & Culture Skills



AP SPANISH LANGUAGE AND CULTURE

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.



Skills and Learning Objectives *(cont'd)*

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.

8.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.

1st Semester

Unidad 1

Language and Level / Grade	Advanced Placement Spanish Language and Culture / 5th year Spanish	Approximate Length of Unit	20 days
		Approximate Number of Minutes Weekly	210 minutes
Theme/Topic	Las familias y las comunidades		
Essential Question	<ul style="list-style-type: none"> • ¿Qué compone una familia en una sociedad de habla hispana? • ¿Cuáles son algunos aspectos importantes de los valores y la vida familiar en las sociedades de habla hispana? • ¿Qué retos enfrentan las familias de hoy? 		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • By the end of the AP Spanish Language course, students should be able to perform the following tasks within the context of each of the six themes / units: 1) Interpretive reading and listening: Students will read different types of writing (fiction, non-fiction articles, graphs, etc.) and listen to different types of audio, then answer multiple-choice questions based on the readings and audios 2) Interpersonal writing: Students will read an email message, then respond by writing a formal email. 3) Presentational writing: Students will read an article with a corresponding graph and listen to a corresponding audio, then write a five-paragraph argumentative essay. 4) Interpersonal speaking: Students will have a “conversation”, speaking 20 seconds each time it is their turn to speak and 5) Presentational Speaking: After having four minutes to prepare and organize, students will speak for two minutes, comparing their community with one in a Spanish-speaking country, based on the prompt given. • By the end of the unit, students should be able to: explain 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; and consider the evolving concept and role of families in contemporary societies. 		
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated</i>	Interpretive Mode		
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<p><i>throughout the unit.</i></p> <ul style="list-style-type: none"> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	<ul style="list-style-type: none"> ● 1.B.1: Identify and describe patterns and trends in data. ● 1.B.2: Describe data from a table, chart, graph, map, or infographic 	<ul style="list-style-type: none"> ● 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. 	<p>for a given context.</p> <ul style="list-style-type: none"> ● 4.B.1: Use a variety of vocabulary in written and spoken communication. 4.B.2: Explain and use idiomatic and culturally authentic expressions.
	<p style="text-align: center;">Interpersonal Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <ul style="list-style-type: none"> ● 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. 		<p style="text-align: center;">Presentational Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <p>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.</p> <p>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.</p>

- 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.

Writing:

- **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)

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.

Writing:

- **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.**

		<ul style="list-style-type: none"> ● 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.
	<p>Cultures, Connections, Comparisons, and Communities</p> <ul style="list-style-type: none"> ● 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. 	

Unidad 2

Language and Level / Grade	Advanced Placement Spanish Language and Culture / 5th year Spanish		Approximate Length of Unit	20 days
			Approximate Number of Minutes Weekly	210 minutes
Theme/Topic	Las identidades personales y públicas			
Essential Question	<ul style="list-style-type: none"> ● ¿Cómo se desarrolla nuestra identidad a lo largo del tiempo? ● ¿Cómo moldea la lengua nuestra identidad cultural? ● ¿Cómo influye la tecnología en el desarrollo de la identidad pública y personal? ● ¿Cómo refleja el arte de una comunidad su identidad pública? 			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● By the end of the AP Spanish Language course, students should be able to perform the following tasks within the context of each of the six themes / units: 1) Interpretive reading and listening: Students will read different types of writing (fiction, non-fiction articles, graphs, etc.) and listen to different types of audio, then answer multiple-choice questions based on the readings and audios 2) Interpersonal writing: Students will read an email message, then respond by writing a formal email. 3) Presentational writing: Students will read an article with a corresponding graph and listen to a corresponding audio, then write a five-paragraph argumentative essay. 4) Interpersonal speaking: Students will have a “conversation”, speaking 20 seconds each time it is their turn to speak and 5) Presentational Speaking: After having four minutes to prepare and organize, students will speak for two minutes, comparing their community with one in a Spanish-speaking country, based on the prompt given. ● By the end of the unit, students should be able to 			
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>• They are integrated throughout the unit.</i>	Interpretive Mode			
	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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: 	

<ul style="list-style-type: none"> • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks should incorporate 21st Century Skills. 	<ul style="list-style-type: none"> ● 1.B.2: Describe data from a table, chart, graph, map, or infographic 	<ul style="list-style-type: none"> ● 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. 	<p>Explain and use idiomatic and culturally authentic expressions.</p>
<p style="text-align: center;">Interpersonal Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <ul style="list-style-type: none"> ● 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. 		<p style="text-align: center;">Presentational Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <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>	

- 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.

Writing:

- **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)

- 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.

Writing:

- **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.

		<ul style="list-style-type: none"> ● 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.
	<p>Cultures, Connections, Comparisons, and Communities</p> <ul style="list-style-type: none"> ● 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. 	

Resources	Technology Integration
<ul style="list-style-type: none"> ● <i>Temas</i> AP Spanish Language and Culture 3rd edition ● AP Spanish Language and Culture Exam Preparation 	<ul style="list-style-type: none"> ● <i>Temas</i> Supersite (VHL) ● Online resources

Unidad 3

Language and Level / Grade	Advanced Placement Spanish Language and Culture / 5th year Spanish		Approximate Length of Unit	20 days
			Approximate Number of Minutes Weekly	210 minutes
Theme/Topic	La belleza y la estética			
Essential Question	<ul style="list-style-type: none"> ● ¿Cómo influyen los ideales/ modelos de belleza y estética en la vida diaria? ● ¿Cómo el arte desafía y a la vez refleja las perspectivas culturales? ● ¿Cómo valoran las comunidades la belleza y el arte? ● ¿Cómo se usa el arte para documentar la historia? 			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● By the end of the AP Spanish Language course, students should be able to perform the following tasks within the context of each of the six themes / units: 1) Interpretive reading and listening: Students will read different types of writing (fiction, non-fiction articles, graphs, etc.) and listen to different types of audio, then answer multiple-choice questions based on the readings and audios 2) Interpersonal writing: Students will read an email message, then respond by writing a formal email. 3) Presentational writing: Students will read an article with a corresponding graph and listen to a corresponding audio, then write a five-paragraph argumentative essay. 4) Interpersonal speaking: Students will have a “conversation”, speaking 20 seconds each time it is their turn to speak and 5) Presentational Speaking: After having four minutes to prepare and organize, students will speak for two minutes, comparing their community with one in a Spanish-speaking country, based on the prompt given. ● By the end of the unit, students should be able to: 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 and explore how art challenges and reflects cultural perspectives. 			
Summative Performance Assessment <i>· These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>· They are integrated</i>	Interpretive Mode			
	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	

<p><i>throughout the unit.</i></p> <ul style="list-style-type: none"> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	<ul style="list-style-type: none"> ● 1.B.2: Describe data from a table, chart, graph, map, or infographic 	<ul style="list-style-type: none"> ● 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. 	<p>vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p>
	<p style="text-align: center;">Interpersonal Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <ul style="list-style-type: none"> ● 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. 		<p style="text-align: center;">Presentational Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <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>

- 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.

Writing:

- **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)

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.

Writing:

● **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.**

		<ul style="list-style-type: none"> ● 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.
	<p>Cultures, Connections, Comparisons, and Communities</p> <ul style="list-style-type: none"> ● 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. 	

Resources	Technology Integration
<ul style="list-style-type: none"> ● <i>Temas</i> AP Spanish Language and Culture 3rd edition ● AP Spanish Language and Culture Exam Preparation 	<ul style="list-style-type: none"> ● <i>Temas</i> Supersite (VHL) ● Online resources

2nd Semester

Unidad 4

Language and Level / Grade	Advanced Placement Spanish Language and Culture / 5th year Spanish	Approximate Length of Unit	20 days
		Approximate Number of Minutes Weekly	210 minutes
Theme/Topic	Tecnología, Individuo y Sociedad		
Essential Question	<ul style="list-style-type: none"> • ¿Qué factores impulsan la innovación y los descubrimientos en los campos de la ciencia y la tecnología? • ¿Qué papel juega la ética en los avances científicos? • ¿Cuáles son las consecuencias sociales de los avances científicos y tecnológicos? 		
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • By the end of the AP Spanish Language course, students should be able to perform the following tasks within the context of each of the six themes / units: 1) Interpretive reading and listening: Students will read different types of writing (fiction, non-fiction articles, graphs, etc.) and listen to different types of audio, then answer multiple-choice questions based on the readings and audios 2) Interpersonal writing: Students will read an email message, then respond by writing a formal email. 3) Presentational writing: Students will read an article with a corresponding graph and listen to a corresponding audio, then write a five-paragraph argumentative essay. 4) Interpersonal speaking: Students will have a “conversation”, speaking 20 seconds each time it is their turn to speak and 5) Presentational Speaking: After having four minutes to prepare and organize, students will speak for two minutes, comparing their community with one in a Spanish-speaking country, based on the prompt given. • By the end of the unit, students should be able to: 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; and examine how science and technology affect the values and ethics of a community 		
Summative Performance Assessment <i>These tasks allow learners to demonstrate how well they have met the</i>	Interpretive Mode		
	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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.

<p><i>goals of the unit.</i></p> <ul style="list-style-type: none"> • <i>They are integrated throughout the unit.</i> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	<ul style="list-style-type: none"> ● 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 	<p>perspective(s), tone, or attitude.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.
	<p style="text-align: center;">Interpersonal Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <ul style="list-style-type: none"> ● 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: 		<p style="text-align: center;">Presentational Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <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>

- 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.

Writing:

- **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)

- 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.

Writing:

- **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.

		<ul style="list-style-type: none"> ● 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.
	<p>Cultures, Connections, Comparisons, and Communities</p> <ul style="list-style-type: none"> ● 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. 	

Resources	Technology Integration
<ul style="list-style-type: none"> ● <i>Temas</i> AP Spanish Language and Culture 3rd edition ● AP Spanish Language and Culture Exam Preparation 	<ul style="list-style-type: none"> ● <i>Temas</i> Supersite (VHL) ● Online resources

Unidad 5

Language and Level / Grade	Advanced Placement Spanish Language and Culture / 5th year Spanish		Approximate Length of Unit	20 days
			Approximate Number of Minutes Weekly	210 minutes
Theme/Topic	La vida contemporánea			
Essential Question	<ul style="list-style-type: none"> ● ¿Cómo influyen y se relacionan los aspectos de la vida diaria con la calidad de vida? ● ¿Cómo impacta la calidad de vida el lugar donde se vive? ● ¿Qué influye en nuestra interpretación y en nuestras percepciones de la calidad de vida? 			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● By the end of the AP Spanish Language course, students should be able to perform the following tasks within the context of each of the six themes / units: 1) Interpretive reading and listening: Students will read different types of writing (fiction, non-fiction articles, graphs, etc.) and listen to different types of audio, then answer multiple-choice questions based on the readings and audios 2) Interpersonal writing: Students will read an email message, then respond by writing a formal email. 3) Presentational writing: Students will read an article with a corresponding graph and listen to a corresponding audio, then write a five-paragraph argumentative essay. 4) Interpersonal speaking: Students will have a “conversation”, speaking 20 seconds each time it is their turn to speak and 5) Presentational Speaking: After having four minutes to prepare and organize, students will speak for two minutes, comparing their community with one in a Spanish-speaking country, based on the prompt given. ● By the end of the unit, students should be able to: 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 and explore how geography influences the quality of life. 			
Summative Performance Assessment <i>· These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>· They are integrated</i>	Interpretive Mode			
	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	

<p><i>throughout the unit.</i></p> <ul style="list-style-type: none"> <i>The template encourages multiple interpretive tasks.</i> <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> <i>The tasks should incorporate 21st Century Skills.</i> 	<ul style="list-style-type: none"> 1.B.2: Describe data from a table, chart, graph, map, or infographic 	<ul style="list-style-type: none"> 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. 	<p>spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p>
	<p style="text-align: center;">Interpersonal Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <ul style="list-style-type: none"> 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. 		<p style="text-align: center;">Presentational Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <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>

- 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.

Writing:

- **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)

- 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.

Writing:

- **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.

		<ul style="list-style-type: none"> ● 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.
	<p>Cultures, Connections, Comparisons, and Communities</p> <ul style="list-style-type: none"> ● 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. 	

Resources	Technology Integration
<ul style="list-style-type: none"> ● <i>Temas</i> AP Spanish Language and Culture 3rd edition ● AP Spanish Language and Culture Exam Preparation 	<ul style="list-style-type: none"> ● <i>Temas</i> Supersite (VHL) ● Online resources

Unidad 6

Language and Level / Grade	Advanced Placement Spanish Language and Culture / 5th year Spanish		Approximate Length of Unit	20 days
			Approximate Number of Minutes Weekly	210 minutes
Theme/Topic	Los desafíos mundiales			
Essential Question	<ul style="list-style-type: none"> ● ¿Cómo impactan los desafíos medioambientales, políticos y sociales, positiva-o negativamente nuestras comunidades? ● ¿Qué papel juegan los individuos a la hora de abordar asuntos sociales complicados? ● ¿Cómo afectan los asuntos desafiantes la cultura de una sociedad? 			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> ● By the end of the AP Spanish Language course, students should be able to perform the following tasks within the context of each of the six themes / units: 1) Interpretive reading and listening: Students will read different types of writing (fiction, non-fiction articles, graphs, etc.) and listen to different types of audio, then answer multiple-choice questions based on the readings and audios 2) Interpersonal writing: Students will read an email message, then respond by writing a formal email. 3) Presentational writing: Students will read an article with a corresponding graph and listen to a corresponding audio, then write a five-paragraph argumentative essay. 4) Interpersonal speaking: Students will have a “conversation”, speaking 20 seconds each time it is their turn to speak and 5) Presentational Speaking: After having four minutes to prepare and organize, students will speak for two minutes, comparing their community with one in a Spanish-speaking country, based on the prompt given. ● By the end of the unit, students should be able to: 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 and suggest possible solutions that address contemporary global challenges. 			
Summative Performance Assessment <i>· These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> <i>· They are integrated</i>	Interpretive Mode			
	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	

<p><i>throughout the unit.</i></p> <ul style="list-style-type: none"> • <i>The template encourages multiple interpretive tasks.</i> • <i>The interpretive tasks inform the content of the presentational and interpersonal tasks.</i> • <i>The tasks should incorporate 21st Century Skills.</i> 	<ul style="list-style-type: none"> ● 1.B.2: Describe data from a table, chart, graph, map, or infographic 	<ul style="list-style-type: none"> ● 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. 	<p>vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p>
	<p style="text-align: center;">Interpersonal Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <ul style="list-style-type: none"> ● 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. 		<p style="text-align: center;">Presentational Mode</p> <p style="text-align: center;"><u>Speaking:</u></p> <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>

- 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.

Writing:

- **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)

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.

Writing:

● **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.**

		<ul style="list-style-type: none"> ● 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.
	<p>Cultures, Connections, Comparisons, and Communities</p> <ul style="list-style-type: none"> ● 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. 	

Resources	Technology Integration
<ul style="list-style-type: none"> ● <i>Temas</i> AP Spanish Language and Culture 3rd edition ● AP Spanish Language and Culture Exam Preparation 	<ul style="list-style-type: none"> ● <i>Temas</i> Supersite (VHL) ● Online resources

