



Northern York County School District

Curriculum Overview

Course: Advanced Placement Spanish Language and Culture	
Grade Level: 11-12	
Approval Date: January 2025	Length of Time: One School Year
Course Description: <p>This course is the culmination of Spanish language study at the high school level. It utilizes the vocabulary and grammar studied in Spanish I, II, III, and IV. This course focuses on vocabulary acquisition, grammatical knowledge, pronunciation refinement, and oral fluency through the lens of 6 unifying themes: global challenges, beauty and aesthetics, contemporary life, families and communities, personal and public identity, and science and technology. The curriculum is structured around interpersonal, interpretive, and presentational communication and therefore is conducted in an immersive language environment. The course is designed to prepare students to use the Spanish language in real-world settings beyond the classroom.</p>	
Course Objectives: <ul style="list-style-type: none">• Demonstrate strong communication skills in interpersonal, presentational, and interpretive modes.• Understand spoken Spanish that is intended for a variety of settings, types of discourses, topics, and registers.• Speak Spanish with accuracy and fluency using appropriate pronunciation and intonation.• Read and demonstrate understanding of a variety of authentic texts including newspapers, magazines, and literary texts.• Express ideas accurately and fluently in writing without the use of a dictionary.• Develop a wide-ranging Spanish vocabulary and mastery of grammatical structures.• Demonstrate awareness of cultural perspectives, practices, and products of the Spanish-speaking world.	
Related Standards: <ul style="list-style-type: none">• ACTFL (American Council on the Teaching of Foreign Languages) Standards<ul style="list-style-type: none">○ Communication: Communicate effectively in the target language in order to function in a variety of situations and for multiple purposes.○ Cultures: Interact with cultural competence and understanding.○ Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.○ Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.○ Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.• Pennsylvania Core English Language Arts Standards<ul style="list-style-type: none">○ CC1.2.11-12.A: Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of central ideas.○ CC1.4.11-12.C: Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, concrete details, or other information appropriate to the audience.	

<ul style="list-style-type: none"> ○ CC1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective. 	
Units: <ul style="list-style-type: none"> • Unit 1: España (Spain) • Unit 2: Países andinos (Andean Countries) • Unit 3: El cono sur (Southern Cone) • Unit 4: América Central (Central America) • Unit 5: México (Mexico) • Unit 6: El Caribe, Venezuela, and Colombia (The Caribbean, Venezuela, and Colombia) • Unit 7: Los Estados Unidos (United States) 	
Concepts: <ul style="list-style-type: none"> • Families & Communities: Customs, global citizenship, and social networking • Personal & Public Identities: Assimilation, self-image, and multiculturalism • Beauty & Aesthetics: Cultural heritage, literary arts, and ideals of beauty • Science & Technology: Innovations, social impacts, and ethical questions • Contemporary Life: Rites of passage, entertainment, and relationships • Global Challenges: Human rights, demographics, and environmental issues 	Competencies: <ul style="list-style-type: none"> • Comprehend and interpret the context of written, audio, audiovisual, and visual text • Make interdisciplinary and cultural connections • Differentiate meanings of words and expressions • Communicate interpersonally by speaking and writing to others • Communicate presentationally to a variety of audiences
Learning Activities: <ul style="list-style-type: none"> • Teacher-led cultural explanations • Immersive class discussion • Vocabulary review • Grammar instruction and practice • Analysis of authentic materials (both literary and multimedia) • Interpretation of data, tables, and infographics • Discussion of the AP test and strategies 	Performance Tasks: <ul style="list-style-type: none"> • Discussion questions • Quizzes on key topics • Email replies • Argumentative essays • Simulated conversations • Cultural presentations • Socratic seminars • AP Classroom activities • AP practice exams
Other Assessment Measures: Advanced Placement Spanish Language and Culture Exam	
Textbooks/Primary Resources: <ul style="list-style-type: none"> • Una vez más, Un repaso completo de gramática avanzada. 3rd Edition. 2009. Couch, McCann, Rodriguez-Walter, Rubio-Marato. Pearson (ISBN: 0-13-361125-6) • ¡Así se dice!. Level 4. 2016. Schmitt. Glencoe McGraw-Hill (ISBN: 978-0-02-138822-6) 	
Supplemental Resource Materials: <ul style="list-style-type: none"> • AP Spanish: Preparing for the Language and Culture Examination. 2024. Diaz. Savvas. (ISBN: 1-4285-1818-5) • AP Classroom: https://apclassroom.collegeboard.org/ • Radio Naciones Unidas: http://www.un.org/radio.es/ • Various Spanish-language news sites • Teacher generated activities • Additional authentic resources 	