Advanced Placement Spanish Language and Culture

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** World Languages **Course:** Advanced Placement Spanish Language and Culture		
Course Title:	AP Spanish Language and Culture		
Prerequisite(s):	Spanish 5 *or* Spanish 5 H *or* Teacher Recommendation		
Course Description: *Program of Studies*	The AP Spanish Language and Culture course comprehensively explores family values and life, factors that impact quality of life, scientific and technological innovations and factors that shape individual, cultural and national identities. In this course students will improve their listening, speaking, reading, and writing skills in Spanish through interactive activities and assessments. They will explore the cultural practices, products, and perspectives of Spanish-speaking communities, fostering a deeper appreciation of cultural diversity. By analyzing and discussing contemporary issues, historical events, and cultural phenomena, students will develop critical thinking skills. Additionally, they will connect language learning to other disciplines such as history, sociology, and the arts to gain a holistic understanding of the Spanish-speaking world. Through comparing and contrasting cultural practices and beliefs across different Spanish-speaking countries, students will develop a global perspective, enriching their understanding of the rich cultural heritage of the Spanish-speaking world. This course prepares students for the AP Spanish Language and Culture exam, which assesses their		

	proficiency in the language and their understanding of cultural contexts. By the end of the course, students will be able to communicate effectively in Spanish and demonstrate a deep understanding of the rich cultural heritage of the Spanish-speaking world.
Course Essential Questions:	**Unit 1** What constitutes a family in Spanish-speaking societies? What are some important aspects of family values and family life in Spanish-speaking societies? What challenges do families face in today's world? **Unit 2** How do aspects of everyday life influence and relate to the quality of life? How does where one lives impact the quality of life? What influences one's interpretation and perceptions of the quality of life? **Unit 3** What factors drive innovation and discovery in the fields of science and technology? What role do ethics play in scientific advancement? What are the social consequences of scientific or technological advancements? **Unit 4** How does one's identity evolve over time? How does language shape our cultural identity? How does the art of a community reflect its public identity?
Course Enduring Understandings:	● Family structures in Spanish-speaking societies are diverse and influenced by cultural, social, and historical factors. ● Family values and life in Spanish-speaking societies emphasize close-knit relationships, respect for elders, and strong community ties. ● Modern families face challenges such as economic pressures, migration, and changing social norms, which impact family dynamics and roles.

	• Everyday life aspects such as employment, education, healthcare, and social interactions directly impact one's overall quality of life. • The geographic location, including urban vs. rural settings, access to resources, and environmental factors, significantly influences the quality of life. • Personal experiences, cultural background, and societal influences shape individual interpretations and perceptions of what constitutes a good quality of life. • Innovation and discovery in science and technology are driven by curiosity, necessity, competition, and collaboration. • Ethical considerations play a critical role in guiding scientific advancements to ensure they benefit society and do not cause harm. • Scientific and technological advancements have far-reaching social consequences, including impacts on health, privacy, employment, and the environment. • Individual identity is a dynamic and evolving concept influenced by personal experiences, societal expectations, and cultural heritage. • Language is a powerful tool that shapes and reflects cultural identity, allowing individuals to connect with their heritage and communicate shared values. • The art and cultural expressions of a community reflect its public identity, capturing collective experiences, values, and historical narratives.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s) ☐ N/A
Course Materials/Resources:	AP Spanish Language and Culture Course and Exam Description *Literatura y arte*	
FPS Course Academic Expectation(s):	☐ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC)	

	☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1 -** Families in Different Societies (~ 10 weeks) **Unit 2 -** Factors That Impact the Quality of Life (~ 10 weeks) **Unit 3 -** The Effects of Science and Technology in Our Lives (~ 10 weeks) **Unit 4 -** The Influence of Language and Culture on Identity (~ 10 weeks)

Unit Number and Title:	**Unit 1** - Families in Different Societies
Duration:	~ 10 weeks
Resource(s):	AP Spanish Language and Culture Course and Exam Description *Literatura y arte*
Unit Overview:	In this unit, students will explore the different types of family structures in Spanish-speaking societies, including nuclear families, extended families, and single-parent families. They will discuss the core values that are important in Spanish-speaking families, such as respect, loyalty, and solidarity. Students will also examine the various challenges that families face today, including economic difficulties, migration, and changing social norms.
Learning Goals	
Standard(s):	**Communication (Interpretive, Interpersonal, Presentational)** Students understand and interpret written and spoken language on a variety of topics related to family life and values in Spanish-speaking communities. Students present information, concepts, and ideas to an audience of listeners or readers on the topic of families in different societies. **Cultures (Relating Cultural Practices and Products to Perspectives)** Students explore cultural products (e.g., tools, books, music, laws, conventions, institutions) related to family life in Spanish-speaking societies. Students examine patterns of social interactions within families in Spanish-speaking communities. Students understand the values, attitudes, and assumptions that shape family life and values in Spanish-speaking societies. **Connections (Making Connections and Acquiring Information)** Students connect their learning about families in Spanish-speaking societies to other disciplines, such as art, history, and anthropology. Students will acquire information and recognize the distinctive viewpoints that are only available through the study of Spanish-speaking societies.

	Comparisons (Language and Cultural Comparisons) Students compare the Spanish language with their own language to understand the nature of language and its role in shaping cultural identity. Students compare family life and values in Spanish-speaking societies with those in their own culture to understand the nature of culture and its impact on human behavior. **Communities (Using Language Beyond the Classroom and Lifelong Learning)** Students use their knowledge of family life in Spanish-speaking societies to participate in multilingual communities at home and around the world. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
Essential Question(s):	● What constitutes a family in Spanish-speaking societies? ● What are some important aspects of family values and family life in Spanish-speaking societies? ● What challenges do families face in today's world?
Enduring Understanding(s):	● Family structures in Spanish-speaking societies vary widely, shaped by cultural, social, and historical influences. Strong family values emphasize close-knit relationships, respect for elders, and deep connections within the community. However, modern families also navigate challenges such as economic pressures, migration, and evolving social norms, all of which impact family dynamics and roles.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● vocabulary related to the different types of family structures in Spanish-speaking societies, such as nuclear families, extended families, and single-parent families. ● how family structures vary across different Spanish-speaking countries and regions. ● forms and uses of the subjunctive (present and past) in noun, adjective and adverbial clauses. ● relative pronouns in adjective clauses. ● prepositions.

	Skills: (Students will be able to…) **1. Interpretive Communication**: ● **Students will be able to read and comprehend** authentic texts about family life and values in Spanish-speaking societies. ● **Students will be able to listen to and understand** spoken Spanish related to family dynamics, cultural practices, and challenges. **2. Interpersonal Communication**: ● **Students will be able to engage in conversations** with peers and native speakers about family-related topics, asking and answering questions, and expressing opinions in Spanish. ● **Students will be able to respond to email messages** discussing family structures, values, and challenges in a coherent and culturally appropriate manner. **3. Presentational Communication**: ● **Students will be able to deliver oral presentations** on aspects of family life in Spanish-speaking societies, using appropriate vocabulary, cultural references, and visual aids. **4. Cultural Comparison**: ● **Students will be able to compare family structures and values** between Spanish-speaking societies and their own culture, identifying similarities and differences. ● **Students will be able to understand and appreciate** the cultural perspectives that influence family life and values in Spanish-speaking societies. **5. Connections**: ● **Students will be able to connect learning** about families in Spanish-speaking societies to other disciplines, such as art, history, and anthropology. ● **Students will be able to develop a global perspective** on the challenges and dynamics of family life in different cultural contexts.

Unit Number and Title:	**Unit 2 -** Factors that Impact the Quality of Life
Duration:	~ 10 weeks
Resource(s):	AP Spanish Language and Culture Course and Exam Description
Unit Overview:	In this unit, students will examine what affects people's quality of life in Spanish-speaking communities. Students will study topics like access to education and healthcare, economic challenges, cultural traditions, and the differences between living in cities and rural areas. By using articles, videos, charts, and stories, students will learn how society and individual well-being are connected. They will also compare these factors to their own lives, helping them improve their Spanish skills and better understand other cultures.
Learning Goals	
Standard(s):	**Communication (Interpretive, Interpersonal, Presentational)** Students practice interpersonal, interpretive, and presentational communication modes to discuss and analyze factors affecting quality of life in Spanish-speaking communities. **Cultures (Relating Cultural Practices and Products to Perspectives)** Students explore cultural products, practices, and perspectives, such as traditions, societal structures, and values that impact quality of life. **Connections (Making Connections and Acquiring Information)** Students connect their learning to other disciplines, such as economics, sociology, and geography to understand how these factors influence quality of life. **Comparisons (Language and Cultural Comparisons)** Students compare the factors affecting quality of life in Spanish-speaking regions with their own experiences and perspectives. **Communities (Using Language Beyond the Classroom and Lifelong Learning)** Students engage with authentic resources and participate in discussions that connect them to Spanish-speaking communities, fostering a global perspective.

Essential Question(s):	● How do aspects of everyday life influence and relate to the quality of life? ● How does where one lives impact the quality of life? ● What influences one's interpretation and perceptions of the quality of life?
Enduring Understanding(s):	● Socioeconomic factors, along with religious and cultural values, play a role in determining the age of emancipation. Everyday aspects of life, such as employment, education, healthcare, and social interactions, directly affect the overall quality of life. Additionally, geographic location—including urban versus rural settings, access to resources, and environmental conditions—has a significant impact. Personal experiences, cultural background, and societal influences further shape individual perceptions of what defines a good quality of life.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● vocabulary related to factors that affect quality of life such as education, economy, health, environment and social and family relations. ● the impact that income, employment, and economic stability have on an individual's quality of life. ● how economic disparities and access to resources influence living standards in different Spanish-speaking countries. ● the importance of family, community, and social support systems in enhancing the quality of life. ● how urban and rural settings differ in terms of their impact on the quality of life ● how cultural values and traditions shape perceptions of what constitutes a good quality of life. ● the future, conditional and pluperfect indicative tenses. ● the pluperfect subjunctive. ● if clauses (all). ● formal commands. **Skills:** (Students will be able to…) **1. Interpretive Communication**:

	● **Students will be able to read and comprehend** authentic texts (e.g., articles, essays, and reports) about factors impacting the quality of life in Spanish-speaking societies. ● **Students will be able to listen to and understand** spoken Spanish (e.g., interviews, podcasts, videos) related to economic, social, environmental, and health-related factors influencing quality of life. **2. Interpersonal Communication**: ● **Students will be able to engage in conversations** with peers and native speakers about factors affecting the quality of life. They will practice asking and answering questions, expressing opinions, and providing information in Spanish. ● **Students will be able to write messages, emails** discussing the various factors impacting the quality of life, demonstrating coherent and culturally appropriate communication. **3. Presentational Communication**: ● **Students will be able to prepare and deliver oral presentations** on specific factors that impact the quality of life in Spanish-speaking societies, using appropriate vocabulary, cultural references, and visual aids. ● **Students will be able to write essays, reports, and cultural analyses** on factors such as economic conditions, social support, health care, and environmental quality, demonstrating clear organization and development of ideas. **4. Cultural Comparison**: ● **Students will be able to compare the factors impacting the quality of life in Spanish-speaking societies with those in their own culture**, identifying similarities and differences. ● **Students will be able to understand and appreciate** the cultural perspectives that influence perceptions of quality of life in Spanish-speaking societies. **5. Connections**: ● **Students will be able to connect their learning** about the factors impacting the quality of life to other disciplines, such as sociology, economics, environmental science, and public health. ● **Students will be able to develop a global perspective** on the challenges and dynamics of quality of life in different cultural contexts.

Unit Number and Title:	**Unit 3 -** The effects of science and technology in our lives
Duration:	~ 10 weeks
Resource(s):	AP Spanish Language and Culture Course and Exam Description *Literatura y arte*
Unit Overview:	In this unit, students will explore how past scientific discoveries and technological innovations have shaped modern society. They will examine ways in which technology influences our daily routines, communication, and lifestyle. Students will also investigate the ethical dilemmas and societal challenges posed by new technologies, such as privacy concerns and the digital divide.
Learning Goals	
Standard(s):	**Communication (Interpretive, Interpersonal, Presentational)** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions on topics related to science and technology. Students understand and interpret written and spoken language on a variety of topics, including articles, reports, and multimedia related to technological advancements and their impacts. Students present information, concepts, and ideas to an audience of listeners or readers on the effects of science and technology, using appropriate vocabulary and structures. **Cultures (Relating Cultural Practices and Products to Perspectives)** Students explore cultural products, practices, and perspectives in the context of scientific and technological innovations and their impact on society. **Connections (Making Connections and Acquiring Information)** Students make connections to other disciplines and acquire information and diverse perspectives through the study of science and technology in Spanish-speaking cultures. **Comparisons (Language and Cultural Comparisons)** Students compare and contrast the role and impact of science and technology in Spanish-speaking communities with those in the students' own communities.

	Communities (Using Language Beyond the Classroom and Lifelong Learning) Students use Spanish both within and beyond the school setting to discuss and explore the effects of science and technology in real-life contexts.
Essential Question(s):	● What factors drive innovation and discovery in the fields of science and technology? ● What role do ethics play in scientific advancement? ● What are the social consequences of scientific or technological advancements?
Enduring Understanding(s):	● Scientific and technological advancements impact societies in diverse ways. As technology progresses rapidly, it raises ethical challenges that each society must navigate. In turn, societies adapt and transform in response to these developments. At the same time, scientific and technological advancements continue to evolve to fulfill society's ever-changing needs.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content: (Students will know…)** ● vocabulary related to technological advancements and scientific discoveries. ● the role of technology and scientific innovations in enhancing economic stability and quality of life ● how access to technology varies across different Spanish-speaking countries and its impact on living standards. ● ethical issues related to scientific and technological innovations. ● informal commands. ● direct and indirect object pronouns. ● gerunds/the present and past progressive. **Skills:** (Students will be able to…) **1. Interpretive Communication**: ● **Students will be able to read and comprehend a**uthentic texts related to scientific and technological innovations in the Spanish-speaking world. ● **Students will be able to listen to and understand** spoken Spanish related to scientific and technological advances and the ethical ramifications that different societies must address.

	2. Interpersonal Communication: ● **Students will be able to engage in conversations** with peers and native speakers about the role of technology in daily life, comparing perspectives from Spanish-speaking cultures and their own. **3. Presentational Communication:** ● **Students will be able to deliver oral presentations** on topics related to science and technology such as the impact of social media in Spanish-speaking societies. ● **Students will write messages, emails and an argumentative essay** discussing how science and technology affect the lives of people. **4. Cultural Comparison**: ● **Students will compare and contrast how science and technology are perceived and utilized** in Spanish-speaking societies with those in their own culture, identifying similarities and differences. **5. Connections**: ● **Students will connect their learning** about the effects of science and technology to other disciplines, such as sociology, economics, environmental science, and public health. ● **Students will develop a global perspective** on the effects of science and technology in different cultural contexts.

Unit Number and Title:	**Unit 4 -** The Influence of Language and Culture on Identity
Duration:	~ 10 weeks
Resource(s):	AP Spanish Language and Culture Course and Exam Description *Literatura y arte*
Unit Overview:	In this unit students will examine how language influences personal and cultural identity and explore cultural practices and traditions that shape identity in Spanish-speaking communities. Students will also gain an understanding of the historical development of language and its impact on cultural identity. Furthermore, students will discuss how technology influences the development of personal and public identity and analyze the effects of multiculturalism on identity in Spanish-speaking societies.
Learning Goals	
Standard(s):	**Communication (Interpretive, Interpersonal, Presentational)** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions on topics related to personal and public identities. Students understand and interpret written and spoken language on topics such as alienation and assimilation, heroes and historical figures, national and ethnic identities, personal beliefs, personal interests, and self-image. Students present information, concepts, and ideas to an audience on issues related to identity, using appropriate vocabulary and structures. **Cultures (Relating Cultural Practices and Products to Perspectives)** Students explore cultural products, practices, and perspectives in the context of individual and public identities. **Connections (Making Connections and Acquiring Information)** Students connect their learning to other disciplines, such as art, history and sociology to deepen their understanding of identity. **Comparisons (Language and Cultural Comparisons)** Students compare and contrast their own culture with those of Spanish-speaking communities, focusing

	on how identity is expressed and perceived. **Communities (Using Language Beyond the Classroom and Lifelong Learning)** Students use Spanish both within and beyond the classroom to interact and collaborate with others, exploring identity in various contexts.
Essential Question(s):	● How does one's identity evolve over time? ● How does language shape our cultural identity? ● How does the art of a community reflect its public identity?
Enduring Understanding(s):	Identity is shaped by personal experiences, social interactions, and cultural influences, continually evolving over time. Language serves as a vital means of expressing cultural beliefs, values, and traditions. Similarly, art powerfully reflects a community's identity, preserving its history, values, and aspirations.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content: (Students will know…)** ● vocabulary related to public and personal identities. ● what constitutes identity. ● elements that shape one's identity and self-image. ● how living in a multicultural community impacts identity. ● how language and culture influence public and personal identity. ● How the arts are used to reflect one's identity. ● the impact of cultural values and traditions on personal and public identities. **Skills:** (Students will be able to…) **1. Interpretive Communication**: ● **Students will be able to read and comprehend** authentic texts (e.g., articles, essays, and reports) related to personal and public identities. ● **Students will be able to listen to and understand** spoken Spanish (e.g., interviews, podcasts,

	videos) related to personal and public identities. **2. Interpersonal Communication**: ● **Students will be able to engage in conversations** with peers and native speakers related to personal and public identities.They will practice asking and answering questions, expressing opinions, and providing information in Spanish. ● **Students will be able to write messages, emails** discussing cultural identity and community engagement, demonstrating coherent and culturally appropriate communication. **3. Presentational Communication**: ● **Students will be able to prepare and deliver oral presentations** on individual, cultural and national identities including historical figures, using appropriate vocabulary, cultural references, and visual aids. ● **Students will be able to write essays, reports, and cultural analyses** on the impact of personal beliefs, cultural values, and historical figures on identity. **4. Cultural Comparison**: ● Students will compare how different cultures view and express personal and public identities and analyze ethical considerations related to identity from various cultural perspectives. **5. Connections**: ● **Students will connect their learning** about alienation and assimilation, heroes and historical figures, national and ethnic identities, personal beliefs, personal interests, and self-image to other disciplines, such as art, history, political science and psychology. ● **Students will develop a global perspective** on cultural diversity, national and ethnic identities, and social dynamics and historical events that shape personal and public identities.