YOUNG WOMEN'S Leadership Academy

AP Spanish 4
Instructional Plan

Created on 8/7/2026

Contact Information
Teacher Name: Holly Aguila
Email: holly.aguila@midlandisd.net
Phone: (432) 240-8757

WHAT IS AP (ADVANCED PLACEMENT)?
AP courses aim to teach students the skills and information needed to pass an end of year exam given by College Board. Any student who receives a score of three (or above) on College Board's five-point grading system typically receives college credit by most public colleges.

Moreover, regardless of exam score, many colleges and universities view participation in the AP program as a sign of a motivated student. The course is advanced not only in reading and writing, but in the depth of the material. Students taking this course will learn at an accelerated pace and must exhibit responsibility, good work ethic, and a drive to learn to achieve college readiness skills and (potential) college credit.

COURSE DESCRIPTION
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes interpretation of meaning, communicative abilities, research strategies, and cultural understanding. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best engage with culturally relevant, real-world tasks, the course is taught almost entirely in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. Drawing on the ACTFL *World-Readiness Standards for Learning Languages*, the course develops students' awareness and appreciation of cultural products, practices, and perspectives.

- Cultural products are tangible and intangible artifacts of a culture such as clothing, tools, food, monuments, artwork, and stories.
- Cultural practices are patterns of social behaviors and interactions of a culture such as how people greet each other, socialize, or celebrate holidays.
- Cultural perspectives are underlying cultural values, beliefs, and attitudes that inform a culture's products and practices.

To deepen their understanding of those contents and skills, students will embark on an individual course project. Students will be provided a cultural situation and a series of sources to use as part of their investigation into cultural products, practices, and perspectives. This will culminate in an exam day Project Presentation and simulated Project Q&A.

COLLEGE COURSE EQUIVALENT: The AP Spanish Language and Culture course is approximately equivalent to an upper-intermediate college-level course in Spanish language and culture.

PREREQUISITES: There are no prerequisites; however, students are typically in their fourth year of high school–level Spanish language study. In the case of native or heritage speakers, there may be a different pathway of study leading to this course.

COURSE OBJECTIVES AND SKILLS

As students work with course themes and consider essential questions, they do so while engaging in the three modes of communication—Interpretive, Interpersonal, and Presentational. The development of skills in each of these modes forms the core of the units, as students build skills in listening, reading, speaking, and writing tasks of increasing levels of complexity as they work through the course. Students are expected to build skills in the following areas:

- Interpretive communication: Comprehend written texts, audio, and visualizations of data.
    - Recognize explicit meaning.
    - Interpret meaning.
    - Synthesize and infer meaning

YOUNG WOMEN'S Leadership Academy

AP Spanish 4 Instructional Plan

Created on 8/7/2026

- Interpersonal and Presentational Communication: Speak and write in interpersonal and presentational contexts.
    - Use language that aligns with the communicative purpose and context.
    - Make communication comprehensible for the intended audience.
    - share ideas, information, and opinions about familiar and researched topics.
    - Apply organizational and rhetorical strategies.
- Cultural Understanding: Demonstrate cultural understanding.
    - Make connections within and across cultures.

COURSE TOPICS (CED Breakdown and Description)

- Unit 1 - Families and Communities
- Unit 2 - Language and Culture
- Unit 3 - Art and Creativity
- Unit 4 - Science and Technology
- Unit 5 - Contemporary Life
- Unit 6 - Global Contexts

GRADES - Click here for → YWLA Grading Policy (Student Handbook p. 15-16)

Major (Quizzes, Tests, Projects)	60%
Minor (Notes, Daily Work)	40%

Final Exam Dates:

- **FALL SEMESTER:** Tuesday, 12/15/26 (odd) or Wednesday, 12/16/26 (even) (NO EXEMPTIONS)
- **SPRING SEMESTER:** Monday, 5/24/27 (odd) or Tuesday, 5/25/27 (even) (NO EXEMPTIONS)
- NO FINAL EXAMS ARE GIVEN EARLY.

CLASSROOM RESOURCES

- AP Textbooks
    - Temas
    - Así Se Dice 4

- The Princeton AP Spanish Language and Culture
- AP Classroom
- Google Classroom
- Teacher Created Resources
- CED (College Board Course Exam & Description)

OPTIONAL RESOURCES

- NY Times en español
- Real Fast Spanish articles

AP EXAM OVERVIEW

The AP Spanish Language and Culture Exam assesses student understanding of the skills and course learning objectives outlined in the course framework. The exam is is around two and a half hours long and includes 3 free-response questions and 55 multiple-choice questions. The details of the exam, including exam weighting and timing, can be found below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Free-response questions	3	50%	65–70 minutes
	Question 1: Project Presentation		20%	
	Question 2: Project Q&A (4 questions)		15%	
	Question 3: Argumentative Essay		15%	
II	Multiple-choice questions	55	50%	80 minutes
	Part A: Listening	25	25%	40 minutes
	Part B: Reading	30	25%	40 minutes

Exam Date: Thursday, May 13, 2026 @ 8:00 a.m.

YOUNG WOMEN'S Leadership Academy

AP Spanish 4
Instructional Plan

Created on 8/7/2026

Classroom Supplies & Expectations

Bring your Chromebook, notebook, wired earbuds with microphone, and a pen/pencil to class each day. I have a class set of markers, glue sticks, scissors, mini-white boards, dry erase markers, and map colors to use when needed for class activities.

Due to the nature and importance of in-class work, active participation is necessary in Spanish class and is the single most important factor for student success. Students are required to pay attention on a daily basis and should come to class ready to be active participants.

Absences

If you are absent, please check Google Classroom for the assignments you miss. I will give you hard copies of any handout when you return. If you miss a quiz or test, please plan to attend tutorials to make them up. In addition to my tutorial schedule, I am available most days after school.

Tutorials Schedule

You are responsible for attending tutorials when you are absent, miss a test or quiz, or need additional help for any reason. My tutorial days & times are:

- Tuesdays & Thursday before/after school: 8:00 - 8:25 & 4:00 - 4:30 & by appointment.

Please feel free to reach out with any questions or concerns.