

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

AP Spanish V

Curriculum Manual

2026

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved on July 27, 2026

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 21
Introduced By: Mrs. Gamarekian
Seconded By: Vice President Rinaldi
Adopted: July 27, 2026

Curriculum Adoption

To approve the following new and revised curriculum and courses for the 2026-2027 school year:

1. High School Courses

a. AP Cybersecurity (new course)
b. AP Business with Personal Finance (new course)
c. AP Biology
d. AP Chemistry
e. AP Physics 1
f. PLTW Robotics and Automation
g. PLTW Introduction to Engineering Design
h. PLTW Principles of Engineering
i. Biology
j. Biology Honors
k. Chemistry
l. Chemistry Honors
m. Conceptual Physics
n. Physics
o. Environmental Science
p. Forensics
q. Human Anatomy and Physiology
r. Oceanography
s. Science 8
t. Molecular Biology Research Lab (new course)

2. Middle School Courses

a. Science 6
b. Science 7

3. Elementary School Courses

a. Kindergarten Science
b. Grade 1 Science
c. Grade 2 Science

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 27, 2026 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 28th day of July 2026.

SEAL

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS

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Springfield Public Schools
Springfield, New Jersey

Rachel Goldberg
Superintendent of Schools

Curriculum Developed by:

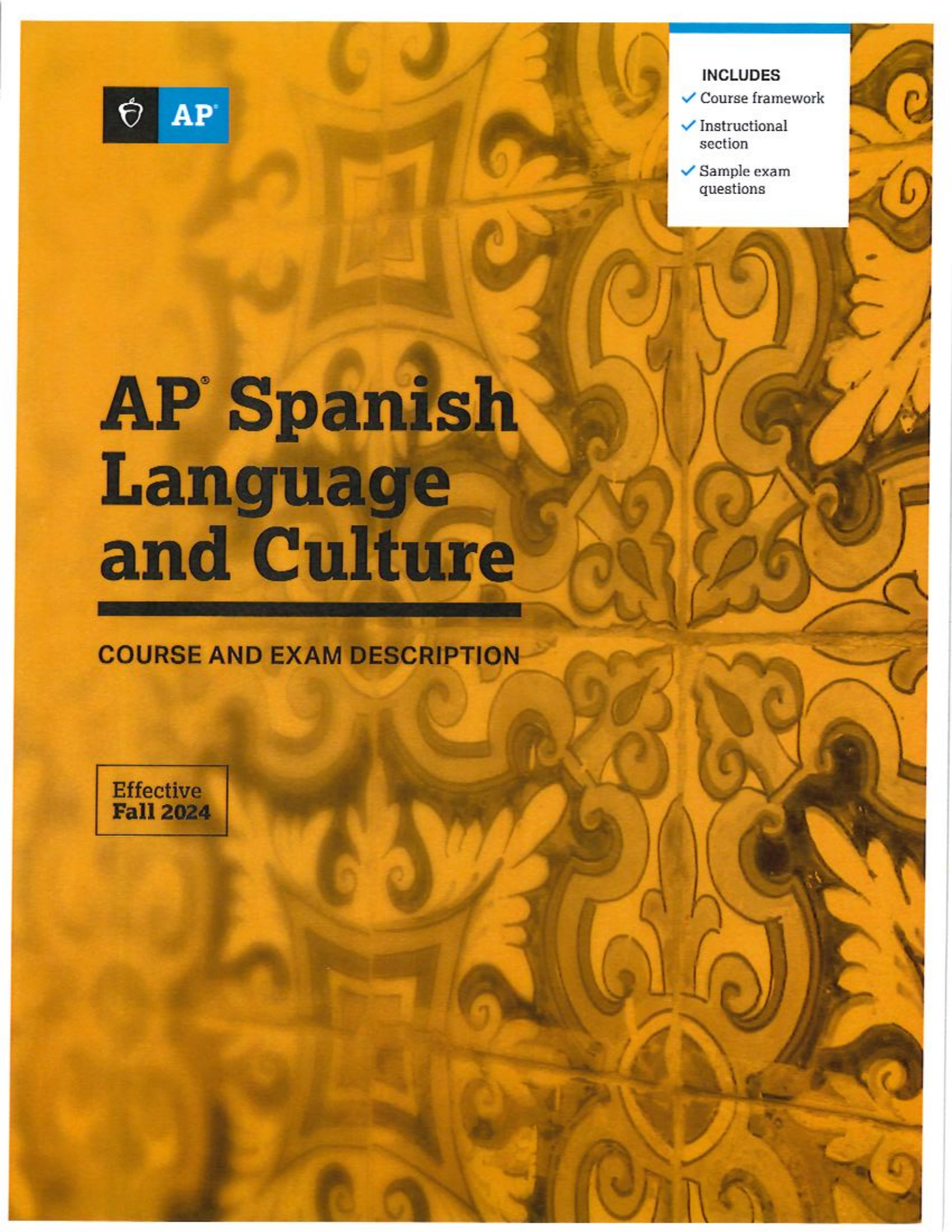
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Lisa Ramirez – Assistant Principal of Jonathan Dayton High School

Candice Schiano – Supervisor of Humanities

Sandra Diez - Teacher



INCLUDES

- ✓ Course framework
- ✓ Instructional section
- ✓ Sample exam questions

AP® Spanish Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2024

AP® Spanish Language and Culture

COURSE AND EXAM DESCRIPTION

Effective
Fall 2024

AP COURSE AND EXAM DESCRIPTIONS ARE UPDATED PERIODICALLY
Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

What AP® Stands For

Thousands of Advanced Placement teachers have contributed to the principles articulated here. These principles are not new; they are, rather, a reminder of how AP already works in classrooms nationwide. The following principles are designed to ensure that teachers' expertise is respected, required course content is understood, and that students are academically challenged and free to make up their own minds.

1. AP stands for clarity and transparency. Teachers and students deserve clear expectations. The Advanced Placement Program makes public its course frameworks and sample assessments. Confusion about what is permitted in the classroom disrupts teachers and students as they navigate demanding work.
2. AP is an unflinching encounter with evidence. AP courses enable students to develop as independent thinkers and to draw their own conclusions. Evidence and the scientific method are the starting place for conversations in AP courses.
3. AP opposes censorship. AP is animated by a deep respect for the intellectual freedom of teachers and students alike. If a school bans required topics from their AP courses, the AP Program removes the AP designation from that course and its inclusion in the AP Course Ledger provided to colleges and universities. For example, the concepts of evolution are at the heart of college biology, and a course that neglects such concepts does not pass muster as AP Biology.
4. AP opposes indoctrination. AP students are expected to analyze different perspectives from their own, and no points on an AP Exam are awarded for agreement with any specific viewpoint. AP students are not required to feel certain ways about themselves or the course content. AP courses instead develop students' abilities to assess the credibility of sources, draw conclusions, and make up their own minds.

   As the AP English Literature course description states: "AP students are not expected or asked to subscribe to any one specific set of cultural or political values, but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole."
5. AP courses foster an open-minded approach to the histories and cultures of different peoples. The study of different nationalities, cultures, religions, races, and ethnicities is essential within a variety of academic disciplines. AP courses ground such studies in primary sources so that students can evaluate experiences and evidence for themselves.
6. Every AP student who engages with evidence is listened to and respected. Students are encouraged to evaluate arguments but not one another. AP classrooms respect diversity in backgrounds, experiences, and viewpoints. The perspectives and contributions of the full range of AP students are sought and considered. Respectful debate of ideas is cultivated and protected; personal attacks have no place in AP.
7. AP is a choice for parents and students. Parents and students freely choose to enroll in AP courses. Course descriptions are available online for parents and students to inform their choice. Parents do not define which college-level topics are suitable within AP courses; AP course and exam materials are crafted by committees of professors and other expert educators in each field. AP courses and exams are then further validated by the American Council on Education and studies that confirm the use of AP scores for college credits by thousands of colleges and universities nationwide.

The AP Program encourages educators to review these principles with parents and students so they know what to expect in an AP course. Advanced Placement is always a choice, and it should be an informed one. AP teachers should be given the confidence and clarity that once parents have enrolled their child in an AP course, they have agreed to a classroom experience that embodies these principles.

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About AP

The Advanced Placement® Program (AP®) enables willing and academically prepared students to pursue college-level studies—with the opportunity to earn college credit, advanced placement, or both—while still in high school. Through AP courses in 39 subjects, each culminating in a challenging exam, students learn to think critically, construct solid arguments, and see many sides of an issue—skills that prepare them for college and beyond. Taking AP courses demonstrates to college admission officers that students have sought the most challenging curriculum available to them, and research indicates that students who score a 3 or higher on an AP Exam typically experience greater academic success in college and are more likely to earn a college degree than non-AP students. Each AP teacher's syllabus is evaluated and approved by faculty from some of the nation's leading colleges and universities, and AP Exams are developed and scored by college faculty and experienced AP teachers. Most four-year colleges and universities in the United States grant credit, advanced placement, or both on the basis of successful AP Exam scores—more than 3,300 institutions worldwide annually receive AP scores.

AP Course Development

In an ongoing effort to maintain alignment with best practices in college-level learning, AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations.

Individual teachers are responsible for designing their own curriculum for AP courses, selecting appropriate college-level readings, assignments, and resources. This course and exam description presents the content and skills that are the focus of the corresponding college course and that appear on the AP Exam. It also organizes the content and skills into a series of units that represent a sequence found in widely adopted college textbooks and that many AP teachers have told us they follow in order to focus their instruction. The intention of this publication is to respect teachers' time and expertise by providing a roadmap that they can modify and adapt to their local priorities and preferences. Moreover, by organizing the AP course content and skills into units, the AP Program is able to provide teachers and students with free formative assessments—Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

Enrolling Students: Access, Opportunity, and Readiness

The AP Program welcomes all students willing to challenge themselves with college-level coursework and career preparation. We strongly encourage educators to invite students into AP classes, including students from ethnic, racial, socioeconomic, geographic, or other groups not broadly participating in a school's AP program. We believe that readiness for AP is attainable, and that educators can expand readiness by opening access to Pre-AP course work. We commit to support educators and communities in their efforts to make AP courses widely available, advancing students in their plans for college and careers.

Offering AP Courses: The AP Course Audit

The AP Program unequivocally supports the principle that each school implements its own curriculum that will enable students to develop the content understandings and skills described in the course framework.

While the unit sequence represented in this publication is optional, the AP Program does have a short list of curricular and resource requirements that must be fulfilled before a school can label a course "Advanced Placement" or "AP." Schools wishing to offer AP courses must participate in the AP Course Audit, a process through which AP teachers' course materials are reviewed by college faculty. The AP Course Audit was created to provide teachers and administrators with clear guidelines on curricular and resource requirements for AP courses and to help colleges and universities validate courses marked "AP" on students' transcripts. This process ensures that AP teachers' courses meet or exceed the curricular and resource expectations that college and secondary school faculty have established for college-level courses.

The AP Course Audit form is submitted by the AP teacher and the school principal (or designated administrator) to confirm awareness and understanding of the curricular and resource requirements. A syllabus or course outline, detailing how course requirements are met, is submitted by the AP teacher for review by college faculty.

Please visit the **AP Course Audit** website for more information to support the preparation and submission of materials for the AP Course Audit.

How the AP Program Is Developed

The scope of content for an AP course and exam is derived from an analysis of hundreds of syllabi and course offerings of colleges and universities. Using this research and data, a committee of college faculty and expert AP teachers work within the scope of the corresponding college course to articulate what students should know and be able to do upon the completion of the AP course. The resulting course framework is the heart of this course and exam description and serves as a blueprint of the content and skills that can appear on an AP Exam.

The AP Test Development Committees are responsible for developing each AP Exam, ensuring the exam questions are aligned to the course framework. The AP Exam development process is a multiyear endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are accurate, fair, and valid, and that there is an appropriate spread of difficulty across the questions.

Committee members are selected to represent a variety of perspectives and institutions (public and private, small and large schools and colleges) and a range of gender, racial/ethnic, and regional groups. A list of each subject's current AP Test Development Committee members is available on **AP Central®**.

Throughout AP course and exam development, College Board gathers feedback from various stakeholders in both secondary schools and higher education institutions. This feedback is carefully considered to ensure that AP courses and exams are able to provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement or college credit.

How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions and through-course performance assessments, as applicable, are scored by thousands of college faculty and expert AP teachers. Most are scored at the annual AP Reading, while a small portion is scored online. All AP Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member serves as Chief Faculty Consultant and, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores on the free-response questions and performance assessments are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is converted into a composite AP score on a 1–5 scale.

AP Exams are **not** norm-referenced or graded on a curve. Instead, they are criterion-referenced, which means that every student who meets the criteria for an AP score of 2, 3, 4, or 5 will receive that score, no matter how many students that is. The criteria for the number of points students must earn on the AP Exam to receive scores of 3, 4, or 5—the scores that research consistently validates for credit and placement purposes—include:

- the number of points successful college students earn when their professors administer AP Exam questions to them;
- the number of points researchers have found to be predictive that an AP student will succeed when placed into a subsequent higher-level college course; and
- achievement-level descriptions formulated by college faculty who review each AP Exam question.

Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. Frequent and regular research studies establish the validity of AP scores as follows:

AP Score	Credit Recommendation	College Grade Equivalent
5	Extremely well qualified	A
4	Well qualified	A–, B+, B
3	Qualified	B–, C+, C
2	Possibly qualified	n/a
1	No recommendation	n/a

While colleges and universities are responsible for setting their own credit and placement policies, most private colleges and universities award credit and/or advanced placement for AP scores of 3 or higher. Additionally, most states in the U.S. have adopted statewide credit policies that ensure college credit for scores of 3 or higher at public colleges and universities. To confirm a specific college's AP credit/placement policy, use the search engine available on the **AP Credit Policy Search** page.

BECOMING AN AP READER

Each June, thousands of AP teachers and college faculty members from around the world gather for seven days in multiple locations to evaluate and score the free-response sections of the AP Exams. Ninety-eight percent of surveyed educators who took part in the AP Reading say it was a positive experience.

There are many reasons to consider becoming an AP Reader, including opportunities to:

- **Bring positive changes to the classroom:** Surveys show that the vast majority of returning AP Readers—both high school and college educators—make improvements to the way they teach or score because of their experience at the AP Reading.
- **Gain in-depth understanding of AP Exam and AP scoring standards:** AP Readers gain exposure to the quality and depth of the responses from the entire pool of AP Exam takers, and thus are better able to assess their students' work in the classroom.
- **Receive compensation:** AP Readers are compensated for their work during the Reading. Expenses, lodging, and meals are covered for Readers who travel.
- **Score from home:** AP Readers have online distributed scoring opportunities for certain subjects. Check the **AP Reader** site for details.
- **Earn Continuing Education Units (CEUs):** AP Readers earn professional development hours and CEUs that can be applied to PD requirements by states, districts, and schools.

How to Apply

Visit the **Become an AP Reader** site for eligibility requirements and to start the application process.

AP Resources and Supports

By completing a simple class selection process at the start of the school year, teachers and students receive access to a robust set of classroom resources.

AP Classroom

AP Classroom is a dedicated online platform designed to support teachers and students throughout their AP experience. The platform provides a variety of powerful resources and tools to provide yearlong support to teachers and students, offering opportunities to give and get meaningful feedback on student progress.



UNIT GUIDES

Appearing in this publication and on AP Classroom, these planning guides outline all required course content and skills, organized into commonly taught units. Each Unit Guide suggests a sequence and pacing of content, scaffolds skill instruction across units, organizes content into topics, and provides tips on taking the AP Exam.



PROGRESS CHECKS

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Progress Checks measure knowledge and skills through multiple-choice questions with rationales to explain correct and incorrect answers, and free-response questions with scoring information. Because the Progress Checks are formative, the results of these assessments cannot be used to evaluate teacher effectiveness or assign letter grades to students, and any such misuses are grounds for losing school authorization to offer AP courses.*



REPORTS

Reports provides teachers with a one-stop shop for student results on all assignment types, including Progress Checks. Teachers can view class trends and see where students struggle with content and skills that will be assessed on the AP Exam. Students can view their own progress over time to improve their performance before the AP Exam.



QUESTION BANK

The Question Bank is a searchable library of all AP questions that teachers use to build custom practice for their students. Teachers can create and assign assessments with formative topic questions or questions from practice or released AP Exams.

Class Section Setup and Enrollment

- Teachers and students sign in to or create their College Board accounts.
- Teachers confirm that they have added the course they teach to their AP Course Audit account and have had it approved by their school's administrator.
- Teachers or AP coordinators, depending on who the school has decided is responsible, set up class sections so students can access AP resources and have exams ordered on their behalf.
- Students join class sections with a join code provided by their teacher or AP coordinator.
- Students will be asked for additional information upon joining their first class section.

* To report misuses, please call, 877-274-6474 (International: 212-632-1781).

Instructional Model

Integrating AP resources throughout the course can help students develop skills and conceptual understandings. The instructional model outlined below shows possible ways to incorporate AP resources into the classroom.



Plan

Teachers may consider the following approaches as they plan their instruction before teaching each unit.

- Review the overview at the start of each **Unit Guide** to identify essential questions, conceptual understandings, and skills for each unit.
- Use the **Unit at a Glance** table to identify related topics that build toward a common understanding, and then plan appropriate pacing for students.
- Identify useful strategies in the **Instructional Approaches** section to help teach the concepts and skills.



Teach

When teaching, supporting resources could be used to build students' conceptual understanding and their mastery of skills.

- Use the topic pages in the **Unit Guides** to identify the required content.
- Integrate the content with a skill, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the available resources, including **AP Daily**, on the topic pages to bring a variety of assets into the classroom.



Assess

Teachers can measure student understanding of the content and skills covered in the unit and provide actionable feedback to students.

- As you teach each topic, use **AP Classroom** to assign student **Topic Questions** as a way to continuously check student understanding and provide just-in-time feedback.
- At the end of each unit, use **AP Classroom** to assign students **Progress Checks**, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level formative feedback using **Reports**.
- Create additional practice opportunities using the **Question Bank** and assign them through **AP Classroom**.

About the AP Spanish Language and Culture Course

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions).

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.

AP SPANISH LANGUAGE AND CULTURE

Course Framework


ESPAÑOL

Introduction

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also gives them access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the *World Readiness Standards for Learning Languages*, are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the *ACTFL Performance Descriptors for Language Learners*. As such, the course has been designed to provide high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world.

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed according to how they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course should be taught primarily in the target language.

Course Framework Components

Overview

This course framework provides a clear and detailed description of the course requirements necessary for student success. The framework specifies what students must know, be able to do, and understand to qualify for college credit and/or placement.

The course framework includes the following essential components:

1 SKILLS

At the core of the AP Spanish Language and Culture course are course skills identifying what students should know and be able to do to succeed in the course. Students should develop and apply the described skills on a regular basis over the span of the course.

2 THEMES

The course is based on six required course themes that help teachers integrate language, content, and culture into a series of lessons and activities. Within each theme are recommended contexts and overarching essential questions that engage students, guide their classroom investigations, and promote the use of language in a variety of contexts.

3 MODES

Foundational to the course are the three modes of communication: Interpretive, Interpersonal, and Presentational, as defined in ACTFL's *World Readiness Standards for Learning Languages*. Throughout the course, students demonstrate their abilities in the interpretive mode by engaging with written, print, visual, audiovisual, and audio texts; in the interpersonal mode by speaking with and writing to others; and in the presentational mode by speaking to and writing for an audience.

4 TASK MODELS

Each unit in the course features several of the task models that students will encounter on the exam, which build in difficulty and complexity over time to the level that matches the exam's expectations. These task models include nine different types of stimuli with questions that address interpretive print and audio communication, and four free-response tasks that address the interpersonal and presentational modes.

Course Skills

The following table lays out the basic language and communication skills that students are expected to develop in the course. As shown later, each skill is further broken out into concrete learning objectives, which are described in the section on Unit Guides on p. 17.

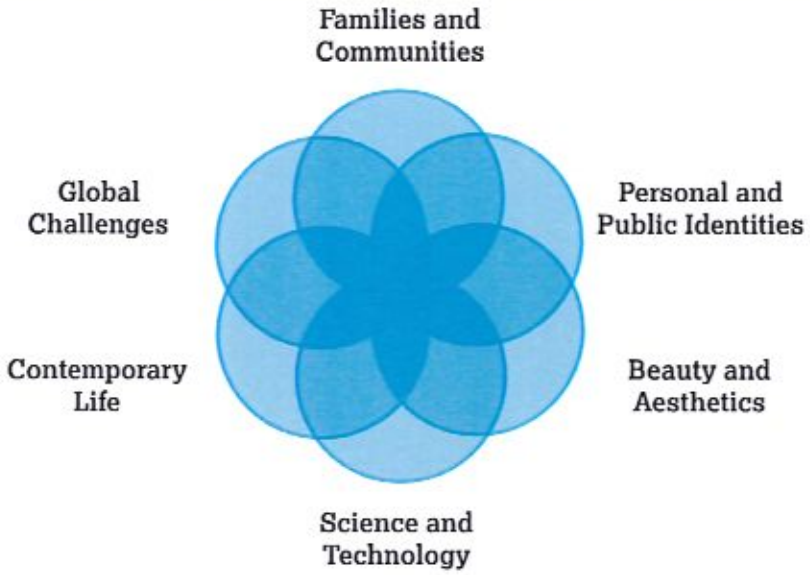
AP SPANISH LANGUAGE AND CULTURE

Course Skills

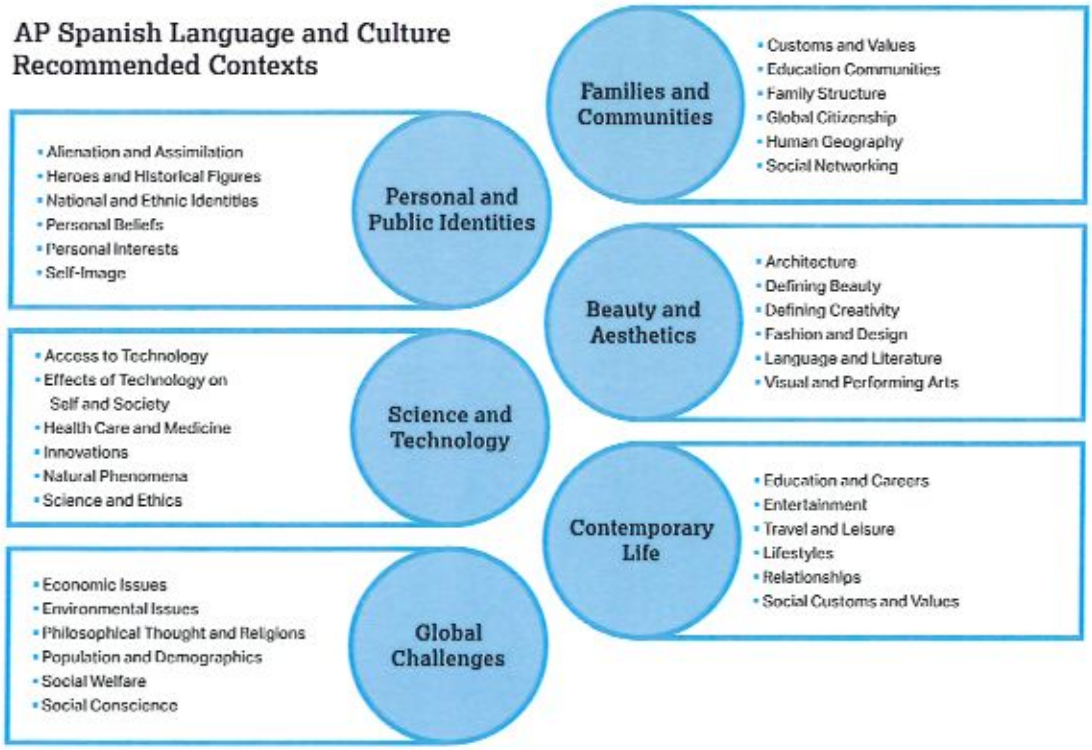
Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4	Skill Category 5	Skill Category 6	Skill Category 7	Skill Category 8
Comprehend Text 1 Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	***Make Connections*** 2 Make interdisciplinary and cultural connections.	***Interpret Text*** 3 Interpret the content of written or audio text (words).	***Make Meanings*** 4 Make meanings from words and expressions.	***Speak to Others*** 5 Communicate interpersonally by speaking with others.	***Write to Others*** 6 Communicate interpersonally by writing to others.	***Present Orally*** 7 Communicate through spoken presentations.	***Present in Writing*** 8 Communicate through written presentations.
SKILLS							
1.A Describe the literal meaning of the text. 1.B Describe data.	2.A Make cultural connections. 2.B Make connections in and across disciplines.	3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text.	4.A Determine the meaning of familiar and unfamiliar words. 4.B Use words appropriate for a given context.	5.A Understand and apply appropriate communication strategies in interpersonal speaking. 5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.	6.A Understand and apply appropriate communication strategies in interpersonal writing. 6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	7.A Plan and research an issue or topic for presentational speaking. 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking. 7.C Use appropriate language and vocabulary for the intended audience in presentational speaking. 7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	8.A Plan and research an issue or topic for presentational writing. 8.B Use appropriate writing strategies to communicate an idea in presentational writing. 8.C Understand and apply appropriate and varied syntactical expressions in presentational writing. 8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.

Course Themes

To provide context and content for students to develop their skills in the modes of communication, the course takes a thematic approach. There are six required course themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.



Within each of these themes, there are five to seven recommended contexts. The course is organized thematically into six units. Each unit targets a primary theme but also connects to additional recommended contexts for those themes. Teaching to multiple themes in every unit ensures a rich curriculum that will spiral, as the themes are revisited through a variety of lenses throughout the course. This allows students to experience the study of language and culture in a variety of authentic and engaging ways and allows teachers to consider the interests and needs of their students when designing instruction. While teachers may organize the course thematically in any way they choose, following the recommended course design provided by the unit guides that follow ensures that all the required course themes are addressed multiple times in a scaffolded manner.



ESSENTIAL QUESTIONS

Related to the themes are essential questions designed to spark curiosity and encourage students to investigate and express different views on real-world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across interdisciplinary content areas while working with content from language, literature, and cultures of the Spanish-speaking world. Examples of essential questions appear in the Unit Guide openers.

Course Modes

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:

- Audio, Visual, and Audiovisual Interpretive Communication;
- Written and Print Interpretive Communication;
- Spoken Interpersonal Communication;
- Written Interpersonal Communication;
- Spoken Presentational Communication; and
- Written Presentational Communication.

Course Task Models

As students work with the modes of communication listed above, they practice various task models that familiarize them with what will be on the exam while helping them build linguistic skills and cultural competencies.

Task Model Type	Mode
Promotional material	Interpretive – print source
Literary text	Interpretive – print source
Article and chart	Interpretive – print sources
Letter	Interpretive – print source
Audio report and article	Interpretive – audio and print sources
Conversation and chart	Interpretive – audio and print sources
Interview	Interpretive – audio source
Instructions	Interpretive – audio source
Presentation	Interpretive – audio source
Email reply	Interpersonal – written
Argumentative essay	Presentational – written
Conversation	Interpersonal – spoken
Cultural comparison	Presentational – spoken

More complex tasks, such as the cultural comparison or the argumentative essay, are taught incrementally so that students develop skills over time and through practice before engaging with a full-task model.

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AP SPANISH LANGUAGE AND CULTURE

Unit Guides

Introduction

This course is organized into six units that are based on the required themes. This creates an interesting, meaningful context in which to explore a variety of language and cultural concepts in the interpretive, interpersonal, and presentational modes. The themes in each unit help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.

The objective in providing this unit structure is to respect new AP teachers' time by providing one possible sequence they can adopt or modify, rather than having to build from scratch. An additional benefit is that these units enable the AP Program to provide interested teachers with formative assessments—the Progress Checks—that they can assign their students at the end of each unit to gauge progress toward success on the AP Exam. However, experienced AP teachers who are satisfied with their current course organization and exam results should feel no pressure to adopt these units, which comprise an optional sequence for this course.

Skill Categories and Learning Objectives

At the core of the AP Spanish Language and Culture course are learning objectives that identify what students should know and be able to do across the three modes of communication. The interpretive mode is divided into four skill categories with underlying learning objectives. There are two skill categories associated with the interpersonal mode and two with the presentational mode.

There are also Achievement Level Descriptions (ALDs), which describe the degree to which student performance meets the skill categories articulated for the course and exam. For a comprehensive look at the course ALDs, see the section "AP Spanish Language and Culture Achievement Level Descriptions" on p. 109.

The table that follows on pp. 17-19 shows all eight skill categories with their associated skills and the learning objectives that will help students develop those skills.

AP SPANISH LANGUAGE AND CULTURE

Skills and Learning Objectives

Skill Category 1	Skill Category 2	Skill Category 3	Skill Category 4
Comprehend Text 1 Comprehend written, audio, audiovisual, and visual text.	***Make Connections*** 2 Make interdisciplinary and cultural connections.	***Interpret Text*** 3 Interpret the content of written or audio text.	***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)

Skills and Learning Objectives *(cont'd)*

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.

Using the Unit Guides



UNIT 1 ~19–21 CLASS PERIODS

Families in Different Societies

Developing Understanding

ESSENTIAL QUESTIONS

- What constitutes a family in Spanish-speaking communities? How do families in the United States and Canada differ from those?
- What are some important aspects of family values and family life in Spanish-speaking communities? In what ways are those aspects of the values and family life in the United States and Canada different from those?
- What challenges do families face in today's world? How do those challenges affect families in the United States and Canada?

Suggested Themes	Recommended Contexts
Families and Communities/Las familias y la comunidad	Daily Life and Work/La vida diaria y el trabajo Family Structure/La estructura de la familia Social Networking/Las redes sociales
Personal and Public Identities/Las identidades personales y públicas	Personal Beliefs/Las creencias personales Personal Interests/Los intereses personales Self-Image/La autoestima
Contemporary Life/La vida contemporánea	Celebrations/Las fiestas y celebraciones Social Customs and Values/Las costumbres y los valores sociales Education and Careers/La educación y las carreras profesionales
Global Challenges/Los desafíos mundiales	Economic Issues/Los temas económicos Social Welfare/Bienestar social

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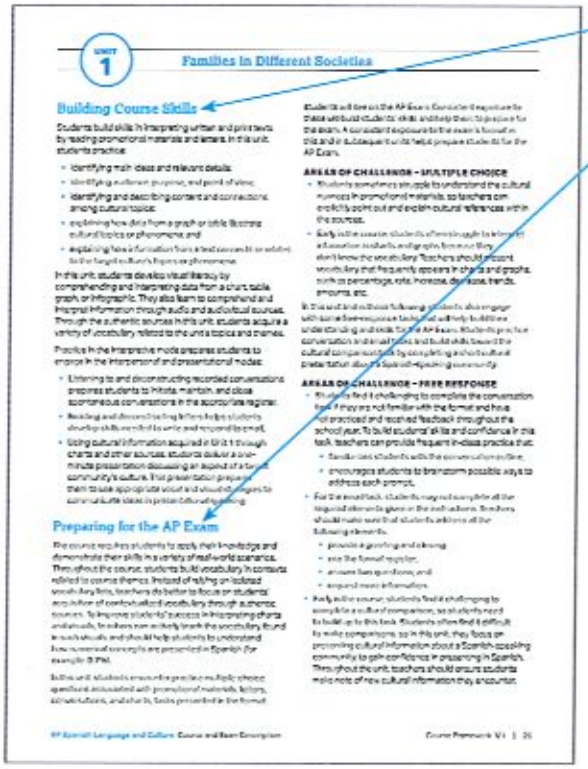
UNIT OPENERS

Developing Understanding provides an overview that contextualizes and situates the theme of the unit within the scope of the course.

The **Essential Questions** are thought-provoking questions that motivate students and inspire inquiry.

Suggested Themes provide a foundation for connecting content through a variety of perspectives by complementing the unit's main theme.

Recommended Contexts provide possible topics for exploring the themes in the units to help students build language and cultural skills.



UNIT 1 Families in Different Societies

Building Course Skills

Students build skills in interpreting written and print texts by reading promotional materials and letters. In this unit, students practice:

- identifying main ideas and relevant details;
- identifying audience, purpose, and point of view;
- identifying and describing content and connections among cultural topics;
- explaining how data from a graph or table illustrate cultural topics or phenomena; and
- explaining how information from a text connects to and/or builds on target culture's topics or phenomena.

In this unit, students develop visual literacy by comprehending and interpreting data from a chart, table, graph, or infographic. They also learn to comprehend and interpret information through audio and audiovisual sources. Through the authentic sources in this unit, students acquire a variety of vocabulary related to the unit's topics and themes.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes:

- Listening to and deconstructing recorded conversations prepares students to initiate, maintain, and close spontaneous conversations in the appropriate register.
- Reading and deconstructing letters helps students develop skills needed to write and respond to email.
- Using cultural information acquired in Unit 1 through charts and other sources, students deliver a one-minute presentation discussing an aspect of a target community's culture. That presentation prepares them to use appropriate vocabulary and structures to communicate ideas in person (interpersonal mode).

Preparing for the AP Exam

The course requires students to apply their knowledge and demonstrate their skills in a variety of real-world scenarios. Throughout the course, students build vocabulary in contexts related to course themes. Instead of relying on isolated vocabulary lists, teachers do better to focus on students' acquisition of context-related vocabulary through authentic sources. To help move students' success in interpreting charts and visuals, teachers can actively teach the vocabulary found in such visuals, and should help students to understand how numerical concepts are presented in Spanish (for example, 0,1%).

In this unit, students encounter the practice multiple-choice questions associated with promotional materials, letters, and advertisements, and also the free-response format.

Students will see on the AP Exam a Conversation response for these will build students' skills and help them to prepare for the exam. A consistent exposure to the exam is found in this and in subsequent units that help prepare students for the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students sometimes struggle to understand the cultural nuances in promotional materials, so teachers can explicitly point out and explain cultural references within the sources.
- Early in the course, students often struggle to interpret information in charts and graphs because they don't know the vocabulary. Teachers should present vocabulary that frequently appears in charts and graphs, such as percentage, rate, increase, decrease, trends, amounts, etc.

In this unit and in those following, students should engage with some free-response tasks that will help build their understanding and skills for the AP Exam. Students practice conversation in dialogic form and build skills toward the cultural competencies by using letter writing and cultural presentation about the Spanish-speaking community.

AREAS OF CHALLENGE – FREE RESPONSE

- Students find it challenging to complete the conversation task if they are not familiar with the format and have not practiced and received feedback throughout the school year. To build students' skills and confidence in this task, teachers can provide frequent in-class practice that:
  - familiarizes students with the conversation outline;
  - encourages students to brainstorm possible ways to address each prompt.
- For the email task, students may not complete all the required elements given in the instructions. Teachers should make sure that students address all the following elements:
  - provide a greeting and closing;
  - use the formal register;
  - answer both questions; and
  - request more information.
- Early in the course, students find it challenging to complete a cultural comparison, as students need to build up to this task. Students often find it difficult to make comparisons, so in this unit, they focus on presenting cultural information about a Spanish-speaking community to gain confidence in presenting in Spanish. Throughout the unit, teachers should ensure students make note of new cultural information they encounter.

AP Spanish Language and Culture Course and Exam Description — Course Framework V.1 | 20

Building Course Skills describes specific skills that are appropriate to focus on in the unit.

Preparing for the AP Exam provides helpful tips and common student challenges identified from prior exam data.

Using the Unit Guides


UNIT 1 Families in Different Societies

STIMULUS/TASK MODEL

Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: Comprehend written, audio, audiovisual, and visual text (text, picture, and numbers)	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea. 1.A.2: Identify supporting relevant details.
3: Interpret the content of written or audio text (words).	3.A: Interpret the distinguishing features of a text.	3.A.1: Identify the intended audience. 3.A.2: Identify the purpose.
4: Make meanings from words and expressions.	4.A: Determine the meaning of familiar and unfamiliar words.	4.A.1: Determine the meaning of a variety of vocabulary. 4.A.2: Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Find an authentic video (teacher) or text.
- Have students predict what the source will be about, based on the title and on any accompanying visuals.
- Have students identify the audience. Who would read this type of ad?
- Have students identify the purpose. Why was this ad created?
- Select 5 key words from the ad that you think will be unfamiliar to your students. Ask them what they think each word means, giving a reason based on context. A student can look up the word in an online dictionary to determine which interpretation is most reasonable.

AP Spanish Language and Culture Course and Exam Description | Course Framework V.1 | 21

STIMULUS/TASK MODEL PAGES

Task Models in each of the three modes can be practiced in class and throughout the course to familiarize students with expectations for the exam while building language skills and cultural competencies.

Learning Objectives define what a student should know and be able to do to succeed in the course. These objectives outline expectations of student abilities across the interpretive, interpersonal, and presentational modes of communication.

Teacher Talk offers helpful tips for working with the task models.

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AP SPANISH
LANGUAGE AND CULTURE

UNIT 1

Families in Different Societies



~19–21
CLASS PERIODS

Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Progress Check 1

Multiple-choice: ~15 questions
Free-response: 3 questions

- Email Reply
- Conversation
- Cultural Presentation

UNIT 1 ~19–21 CLASS PERIODS

Families in Different Societies

ESSENTIAL QUESTIONS

- What constitutes a family in Spanish-speaking societies?/*¿Qué compone una familia en una sociedad de habla hispana?*
- What are some important aspects of family values and family life in Spanish-speaking societies?/*¿Cuáles son algunos aspectos importantes de los valores y la vida familiar en las sociedades de habla hispana?*
- What challenges do families face in today's world?/*¿Qué retos enfrentan las familias de hoy?*

Developing Understanding

Unit 1 explores themes related to families in Spanish-speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of **Families and Communities**, teachers should interweave the themes of Personal and Public Identities, Contemporary Life, and Global Challenges by incorporating recommended contexts from these themes. For example, students could:

- explore 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.
- consider the evolving concept and role of families in contemporary societies.

Using a thematic approach helps teachers to integrate language, content, and culture into lessons that build skills in the three modes of communication—interpretive, interpersonal, and presentational. The development of skills in each of these modes forms the core of this and all subsequent units.

Suggested Themes	Recommended Contexts
Families and Communities/*Las familias y las comunidades*	Customs and Values/*Las tradiciones y los valores* Family Structure/*La estructura de la familia* Social Networking/*Las redes sociales*
Personal and Public Identities/*Las identidades personales y públicas*	Personal Beliefs/*Las creencias personales* Personal Interests/*Los intereses personales* Self-Image/*La autoestima*
Contemporary Life/*La vida contemporánea*	Relationships/*Relaciones personales* Social Customs and Values/*Las tradiciones y los valores sociales* Education and Careers/*La educación y las carreras profesionales*
Global Challenges/*Los desafíos mundiales*	Economic Issues/*Los temas económicos* Social Welfare/*El bienestar social*

Building Course Skills

Students build skills in interpreting written and print texts by reading promotional materials and letters. In this unit, students practice:

- identifying main ideas and relevant details;
- identifying audience, purpose, and point of view;
- identifying and describing content and connections among cultural topics;
- explaining how data from a graph or table illustrate cultural topics or phenomena; and
- explaining how information from a text connects or relates to the target culture's topics or phenomena.

In this unit, students develop visual literacy by comprehending and interpreting data from a chart, table, graph, or infographic. They also learn to comprehend and interpret information through audio and audiovisual sources. Through the authentic sources in this unit, students acquire a variety of vocabulary related to the unit's topics and themes.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes:

- Listening to and deconstructing recorded conversations prepares students to initiate, maintain, and close spontaneous conversations in the appropriate register.
- Reading and deconstructing letters helps students develop skills needed to write and respond to email.
- Using cultural information acquired in Unit 1 through charts and other sources, students deliver a one-minute presentation discussing an aspect of a target community's culture. This presentation prepares them to use appropriate vocal and visual strategies to communicate ideas in presentational speaking.

Preparing for the AP Exam

The course requires students to apply their knowledge and demonstrate their skills in a variety of real-world scenarios. Throughout the course, students build vocabulary in contexts related to course themes. Instead of relying on isolated vocabulary lists, teachers do better to focus on students' acquisition of contextualized vocabulary through authentic sources. To improve students' success in interpreting charts and visuals, teachers can actively teach the vocabulary found in such visuals and should help students to understand how numerical concepts are presented in Spanish (for example: 0,7%).

In this unit, students encounter practice multiple-choice questions associated with promotional materials, letters, conversations, and charts, tasks presented in the format students will see on the AP Exam. Consistent exposure to these will build students' skills and help them to prepare for the exam. A consistent exposure to the exam's format in this and in subsequent units helps prepare students for the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students sometimes struggle to understand the cultural nuances in promotional materials, so teachers can explicitly point out and explain cultural references within the sources.
- Early in the course, students often struggle to interpret information in charts and graphs because they don't know the vocabulary. Teachers should present vocabulary that frequently appears in charts and graphs, such as percentage, rate, increase, decrease, trends, amounts, etc.

In this unit and in those following, students also engage with some free-response tasks that will help build their understanding and skills for the AP Exam. Students practice conversation and email tasks and build skills toward the cultural comparison task by completing a short cultural presentation about a Spanish-speaking community.

AREAS OF CHALLENGE – FREE RESPONSE

- Students find it challenging to complete the conversation task if they are not familiar with the format and have not practiced and received feedback throughout the school year. To build students' skills and confidence in this task, teachers can provide frequent in-class practice that:
  - familiarizes students with the conversation outline.
  - encourages students to brainstorm possible ways to address each prompt.
- For the email task, students may not complete all the required elements given in the instructions. Teachers should make sure that students address all the following elements:
  - provide a greeting and closing;
  - use the formal register;
  - answer two questions; and
  - request more information.
- Early in the course, students find it challenging to complete a cultural comparison, so students need to build up to this task. Students often find it difficult to make comparisons, so in this unit, they focus on presenting cultural information about a Spanish-speaking community, to gain confidence in presenting in Spanish. Throughout the unit, teachers should ensure students make note of new cultural information they encounter.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction.

AP Go to **AP Classroom** to assign the **Progress Check** for Unit 1.
Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea. **1.A.2:** Identify supporting/relevant details.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.2:** Identify the purpose.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.1:** Determine the meaning of a variety of vocabulary. **4.A.2:** Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Find an authentic advertisement online.
- Have students predict what the source will be about, based on the title and on any accompanying visuals.
- Have students identify the audience: Who would read this type of ad?
- Have students identify the purpose: Why was this ad created?
- Select three words from the ad that you think will be unfamiliar to your students. Ask them what they think each word means, giving a reason based on context. A student can look up the word in an online dictionary to determine which interpretation is most reasonable.

STIMULUS/TASK MODEL

Letter

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.3:** Retell or summarize information in narrative form.
3: *Interpret the content of written or audio text (words).*	**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.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.

TEACHER TALK

- Provide students with examples of original formal letters in Spanish.
- Teach students the elements of a formal letter by pointing out register, greetings and closings, verb forms, and possessive adjectives.
- Frame questions to guide understanding of letter(s), considering the five Learning Objectives:
  - Who is writing this letter and to whom?
  - What is the purpose of the letter?
  - What is the point of view and/or attitude of the letter-writer?
  - Summarize the message in your own words.
  - Based on the specific letter, ask what is meant by a portion of the letter that requires interpretation.

STIMULUS/TASK MODEL

Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea. **1.A.2:** Identify supporting/relevant details.
	1.B: Describe data.	**1.B.2:** Describe data from a table, chart, graph, map, or infographic.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.1:** Determine the meaning of a variety of vocabulary. **4.A.2:** Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Have students identify formulas used in conversations (greetings/closings, idiomatic expressions, transitional expressions, etc.).
- Provide students with some examples of charts, tables, or infographics.
- Have students identify vocabulary common to charts/graphs/tables, such as percentage, rate, increase, decrease, trends, amounts, etc.
- Students view the charts and answer questions based on the learning objectives.
  - What message is communicated in each chart?
  - State two facts that you learned from the chart.
  - How does the layout and/or use of colors contribute to the message of the chart?
- Record a conversation/interview with a Spanish- speaking professional. Ask the following questions about their education and career and share the results with the class:
  - Where did you study and how did you decide on your profession?
  - How have your studies affected your professional career?
  - What do you think young people should consider when making decisions about their higher education, and what advice do you have for them?
- When listening to the conversation, students will take notes and answer questions based on the learning objectives:
  - What did you learn about the interviewee's education and career?
  - What point of view about education was expressed in the interview?
  - What implied messages did you hear in the conversation?

STIMULUS/TASK MODEL

Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
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.

continued on next page

Families in Different Societies

TEACHER TALK

- Create an incoming email in formal register dealing with a topic relevant to families/communities that requests information from the student (e.g., a volunteering opportunity).
- Support student comprehension of the purpose, audience, and message.
- Brainstorm with the class possible questions that they might include in an email response.
- Review the elements of the letters discussed earlier in the unit, and have students discuss how to apply many of the elements to create an organized email.
- Review use of the formal register.
- Expand students' repertoire of transitional expressions and cohesive devices.
- Teach ways to request more information about something referenced in the email.
- Students write a draft message expressing interest in more information on volunteer opportunities, as indicated on the site.
- After reviewing and editing draft messages, encourage students to send their messages, and share any responses that they receive.

STIMULUS/TASK MODEL
Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
5: *Communicate interpersonally by speaking with others.*	**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.

TEACHER TALK

- Create a conversation in the informal register on a topic relevant to one or more themes of the unit (family events, traditions/celebrations, family roles/responsibilities, etc.).
- Teach students how aspects of the conversation task are connected to the Conversation and Chart task completed in this unit.
- Teach effective ways to use circumlocution.

STIMULUS/TASK MODEL

Cultural Presentation

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
7: *Communicate through spoken presentations.*	**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.

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Families in Different Societies

UNIT 1

TEACHER TALK

In this unit, prepare students to present a short spoken presentation based on one of the suggested prompts below or another one you create related to this unit. This is a first step in preparing them for the more challenging task that will come in subsequent units of comparing an aspect of the target culture with their own.

- Provide a template to help students plan and organize their presentation.
- Show students how to provide an introduction, development of the topic, and a conclusion.
- Discuss elements of effective presentations, such as engaging the audience, eye contact, using gestures, intonation, appropriate pauses, etc.

Suggested Prompts for the Cultural Presentation

- Describe la importancia de la familia en una comunidad hispanohablante que conoces.
- Explica el papel de la familia en una comunidad hispanohablante que conoces.
- Explica algunos de los retos que enfrentan las familias en una comunidad hispanohablante que conoces.

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AP SPANISH
LANGUAGE AND CULTURE

UNIT 2

The Influence of Language and Culture on Identity



~19–21
CLASS PERIODS

Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Progress Check 2

Multiple-choice: ~20 questions
Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

UNIT 2 ~19–21 CLASS PERIODS

The Influence of Language and Culture on Identity

ESSENTIAL QUESTIONS

- How does one's identity evolve over time?/*¿Cómo se desarrolla nuestra identidad a lo largo del tiempo?*
- How does language shape our cultural identity?/*¿Cómo moldea la lengua nuestra identidad cultural?*
- How does technology influence the development of personal and public identity?/*¿Cómo influye la tecnología en el desarrollo de la identidad pública y personal?*
- How does the art of a community reflect its public identify?/*¿Cómo refleja el arte de una comunidad su identidad pública?*

Developing Understanding

Unit 2 looks at how language and culture influence identity in Spanish-speaking societies. This relevant and engaging theme provides a meaningful context in which students can acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of **Personal and Public Identities**, teachers are encouraged to interweave the themes of Beauty and Aesthetics, Contemporary Life, and Science and Technology. For example, students could:

- explore how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- examine how social media affects personal image and identity.
- consider the role of advertising in shaping personal and public identity.
- explore how a community's identity is reflected in its art.

Suggested Themes	Recommended Contexts
Personal and Public Identities/*Las identidades personales y públicas*	Personal Beliefs/Las creencias personales Personal Interests/*Los intereses personales* Self-Image/*La autoestima*
Beauty and Aesthetics/*La belleza y la estética*	Defining Beauty/*Definiciones de la belleza* Defining Creativity/*Definiciones de la creatividad* Language and Literature/*El lenguaje y la literatura*
Contemporary Life/*La vida contemporánea*	Social Customs and Values/*Las tradiciones y los valores sociales* Lifestyles/*Los estilos de vida* Relationships/*Las relaciones personales*
Science and Technology/*La ciencia y la tecnología*	Effects of Technology on Self and Society/*Los efectos de la tecnología en el individuo y en la sociedad* Access to Technology/*El acceso a la tecnología* Science and Ethics/*La ciencia y la ética*

UNIT 2

The Influence of Language and Culture on Identity

Building Course Skills

Students continue to build interpretive skills through engaging with literary texts, articles, charts, and audio reports. Building on skills developed in Unit 1, students enhance their skills in:

- identifying perspectives;
- comprehending vocabulary in context;
- summarizing content in narrative form; and
- making interdisciplinary and cultural connections.

Practice in the interpretive mode prepares students to engage in the presentational mode:

- Students build skills in understanding content and building academic vocabulary needed for writing an argumentative essay by listening to and discussing audio reports, interpreting data and cultural trends from a visual text, and reading and discussing articles.
- Students demonstrate their ability to express their own viewpoints and support them with textual evidence by writing a thesis statement and selecting relevant evidence.
- By interacting with sources provided in this unit, students acquire cultural information to present a one-minute oral cultural comparison between their own community and a target community.

Preparing for the AP Exam

In this unit, students encounter some multiple-choice tasks similar to what they will see on the AP Exam and presented in the same format but not yet at the level they will see on the exam. These include literary texts, articles and charts, and audio reports and articles.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Literary texts often prove challenging to students, particularly in regard to understanding vocabulary that make inferences based on tone, attitude, or perspective. Teachers should anticipate which vocabulary words may be challenging to students and help them define them. Presenting some background on the literary text, including its context, may also help students with comprehension. After students read a little of the text, teachers should stop and ask them to predict what may happen next or how the story may finish. This will enhance their ability to make inferences.
- Multiple-choice task models containing two sources, such as an audio report and an article, can be challenging for students; they may need specific help from the teacher identifying how the two sources are related and also in what ways they are similar and different. Teachers could introduce the use of graphic organizers to assist students in organizing information found in the two sources.

Because students find the argumentative essay and the cultural comparison tasks challenging, in this unit, they complete a modified version to build skills needed to complete the full versions of these tasks in later units.

AREAS OF CHALLENGE – FREE RESPONSE

- Students find writing an argumentative essay based on three sources to be challenging. To build skills toward this task, in this unit, students write an essay based on just two sources, focusing on creating their thesis/argument and on including relevant evidence from the sources to support their argument. Teacher feedback is most helpful if it focuses solely on the essay's argument and how it is supported by evidence from the sources.
- Exam performance data indicate that students struggle to create effective cultural comparisons, so a gradual building of skills for success on this task is needed. For this unit, students develop a one-minute spoken presentation that compares a cultural aspect of a Spanish-speaking community that they have learned about in this unit to the same cultural aspect in their own community. Students may benefit from the use of a graphic organizer, such as a T-note chart or a Venn diagram, to organize, their thoughts for this task. Successful responses will:
  - contain an effective introduction;
  - define the two communities;
  - be well organized;
  - include a clear comparison; and
  - provide details and elaboration.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction.

AP Go to **AP Classroom** to assign the **Progress Check** for Unit 2.
Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Literary Text

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea. **1.A.3:** Retell or summarize information in narrative form.
3: *Interpret the content of written or audio texts (words).*	**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.

TEACHER TALK

- Find a text from a chicana/latinx writer and select a passage that relates to the topic of "identity."

First reading

- Identify the main idea. What do we learn about identity?

Subsequent readings

- Supporting details – How do the details in each paragraph contribute to the main idea?
- Meaning of unfamiliar words – Focus on understanding unfamiliar words by asking students to use the context to make inferences about each word's meaning, then to confirm or refine their inferences.

Postreading

- Audience and purpose – Ask for students' reaction to the passage. Do they find it effective or relevant to their experience? Discuss how literary characters can influence a young person's developing identity or sense of self.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.2:** Identify supporting/relevant details. **1.A.3:** Retell or summarize information in narrative form.
	1.B: Describe data.	**1.B.1:** Identify and describe patterns and trends in data.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.2:** Identify the purpose.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce meaning of unfamiliar words or expressions.

TEACHER TALK

Provide students with links to online articles in Spanish as well as an infographic about language diversity in Spanish speaking countries, indigenous languages, bilingualism, or bilingual education, etc. Then complete the following reading activities:

Prereading

- Guide students to:
  - identify the author/institution hosting the site;
  - describe the visual content of the page; and
  - identify the intended audience(s).

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Reading

- Identify the main idea.
- Summarize – Have students summarize details, or assign pairs of student to read different pages, then have them give a summary of their findings to the class.
- Point of view – Discuss the web page design, the photo images and information on the site, and how each element contributes to project a positive attitude.
- Identify meanings implied through context.
- Encourage students to analyze the organization of information in the infographic.
- Relate the two texts: Encourage students to find connections between the two texts.

Postreading

- Students can research language diversity and bilingual education in the U.S. and in countries of the Spanish-speaking world, then present their findings to their classmates.
- Students can research language diversity in their own community and compare that to the information presented in the infographic.
- Students can develop their own infographic based on the information about their community, regarding language diversity.

STIMULUS/TASK MODEL

Audio Report and Article

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea. **1.A.2:** Identify supporting/relevant details.
2: *Make interdisciplinary and cultural connections.*	**2.A:** Make cultural connections.	**2.A.1:** Identify and/or describe content and connections among cultural topics. **2.A.3:** Explain how information from a text connects or relates to the target cultural topics or phenomena.
	2.B: Make connections in and across disciplines.	**2.B.3:** Explain how information from a text connects or relates to interdisciplinary topics or phenomena.

TEACHER TALK

Previewing

- Ask students to identify sports figures of Hispanic heritage in different sports.

Viewing

- Have students listen to or view promotional material in Spanish from a professional sport organization (FIFA, NBA, or MLB), for example, the YouTube video of the MLB campaign, "#PonleAcento". Students should analyze it as a promotional piece. Ask them to describe the message, audience, main idea, and purpose of the video.

Reading

- Provide students with an article on PonleAcento to learn more about perspectives on using accents on sports jerseys.

Postreading

- Discuss students' perspective on the use of accents on names.
  - *Do accents appear on class rolls, diplomas, etc., at your school? Should they?*
- Consider a debate or an opportunity for students to present their perspective on the topic to school administration.

Follow the reading process (prereading, reading, postreading) to explore how bilingual education is impacting identity in indigenous communities in Mexico and Peru. Compare with bilingual education and language learning in general in the students' community.

STIMULUS/TASK MODEL

Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
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 for presentational writing.	**8.B.1:** Produce written presentations in the appropriate register with an introduction, development of topic, and a 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.
	8.D: Express a perspective with details and examples to illustrate an opinion or idea for 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.

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TEACHER TALK

- Provide students with a practice argumentative essay prompt related to the importance of being bilingual in today's society, asking, for example:

  ¿Deben los estudiantes en nuestro colegio estudiar dos idiomas además del inglés?

  ¿Deben los estudiantes en nuestro colegio estudiar dos idiomas inglés?
- Provide students with sources, specifically articles and charts, that discuss the importance of bilingualism.
- Provide students with a list of transition words that will help them to connect their ideas and organize their essay.
- Practice a variety of ways to express cause and effect within the context of the unit (*porque, a causa de, debido a, por eso*).
- Read the sources for the essay as a class, and identify details that can be used to support an affirmative and negative response to the essay prompt.
- Create a T-chart to summarize arguments on both sides.
- Teach students how to write a hook sentence and thesis statement. Teach transition words to introduce concession (*aunque, a pesar de, sin embargo, no obstante*), and consider practicing how to include different perspectives in the thesis statement: *Although A, it is clear that B because X, Y, and Z.*
- In the opening paragraph, students need to provide, at a minimum, two details that will be developed in the argumentative essay.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
7: *Communicate through spoken presentations.*	**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.

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TEACHER TALK

- Provide students with a practice Cultural Comparison prompt related to a topic in this unit, for example, "learning a second language." Consider the following example:

  ¿Cuál es la actitud de las personas en una comunidad del mundo hispanohablante que te sea familiar con respecto al aprendizaje de más de un idioma? Compara la actitud de las personas en una communidad hispanohablante que te sea familiar con la actitud de las personas en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.
- Before having students respond to a practice prompt, present them with and have them practice using transition words.
- Introduce the presentation topic and brainstorm about language learning at your school.
- Discuss how students' observations of products and practices allow them to infer community attitudes and perspectives and generate a number of examples.
- Review the unit readings and audio/visual sources to find evidence of products, practices, and perspectives relating to language learning in the Spanish-speaking world.
- Have students work with a partner to create a Venn diagram to organize ideas for the comparison. Share diagrams to give all students a variety of ideas to include in their presentation.
- Remind students to create an introduction and to use transition words to connect ideas. They should:
  - include an introduction in which they identify their home community and the target language community.
  - provide information about what they have experienced and observed in their own community.
  - compare their community to what they have learned and studied about the target language community.
  - describe how the communities are similar and different.
- Classmates and/or the teacher provide feedback on the following aspects of student performance: detailed information, explicit comparison, organization, and use of transition words.

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AP SPANISH
LANGUAGE AND CULTURE

UNIT 3

Influences of Beauty and Art



~19–21
CLASS PERIODS

Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Progress Check 3

Multiple-choice: ~15 questions
Free-response: 3 questions

- Email Reply
- Conversation
- Cultural Comparison

UNIT 3 ~19–21 CLASS PERIODS

Influences of Beauty and Art

ESSENTIAL QUESTIONS

- How do ideals of beauty and aesthetics influence daily life?/*¿Cómo influyen los ideales/modelos de belleza y estética en la vida diaria?*
- How does art both challenge and reflect cultural perspectives?/*¿Cómo el arte desafía y a la vez refleja las perspectivas culturales?*
- How do communities value beauty and art? / *¿Cómo valoran las comunidades la belleza y el arte?*
- How is art used to record history?/*¿Cómo se usa el arte para documentar la historia?*

Developing Understanding

This unit explores themes related to the influences of beauty and art in Spanish-speaking communities, which provides a meaningful context for students in which to acquire and develop a variety of linguistic and cultural concepts. The primary focus will be on the theme of **Beauty and Aesthetics;** however, teachers should incorporate the themes of Personal and Public Identities, Contemporary Life, and Families and Communities by integrating recommended contexts from these themes. For example, students could:

- 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.
- explore how art challenges and reflects cultural perspectives.

Suggested Themes	Recommended Contexts
Beauty and Aesthetics/*La belleza y la estética*	Architecture/*La arquitectura* Defining Beauty/*Definiciones de la belleza* Visual and Performing Arts/*Las artes visuales y escénicas*
Personal and Public Identities/*Las identidades personales y públicas*	National and Ethnic Identities/*La identidad nacional y la identidad étnica* Alienation and Assimilation/*La enajenación y la asimilación* Heroes and Historical Figures/*Los héroes y los personajes históricos*
Contemporary Life/*La vida contemporánea*	Entertainment/*El entretenimiento y la diversión* Lifestyles/*Los estilos de vida* Social Customs and Values/*Las tradiciones y los valores sociales*
Families and Communities/*Las familias y las comunidades*	Customs and Values/*Las tradiciones y los valores* Human Geography/*La geografía humana* Global Citizenship/*La ciudadanía global*

Building Course Skills

Students continue to build interpretive communication skills by engaging with promotional materials, literary texts, and letters of increasing complexity. Students also practice interpreting audio and visual sources by listening to conversations and viewing charts. Building on skills from previous units, students:

- identify point of view and purpose;
- infer meanings;
- summarize content;
- identify themes or morals; and
- explain and compare cultural products, practices, and perspectives.

Practice in the interpretive mode prepares students to engage in the interpersonal and presentational modes.

- Reading and deconstructing letters informs students about the features of written interpersonal communication, building skills in reading and responding to emails.
- Sources provide cultural perspectives for students to incorporate in cultural comparisons.
- To prepare students to present a two-minute comparison between their community and a Spanish-speaking community, students practice delivering an organized presentation with a thesis statement and supporting evidence.
- Students build their repertoire of transitional and cohesive expressions to make more effective comparisons.

Preparing for the AP Exam

In this unit, students practice and receive feedback on multiple-choice questions based on promotional materials, letters, literary texts, and conversations and charts. The questions in this unit begin to approach the complexity of the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students sometimes struggle to understand vocabulary in context, especially idiomatic expressions. Teachers can provide opportunities for students to identify and explain vocabulary based on the context of a source, adding cultural background as appropriate.
- Students also struggle to identify distinguishing features of a text, such as purpose, point of view, and/or intended audience. During instruction, teachers can guide students to discover these features by actively deconstructing a text in class.
- Students may also struggle when asked to explain how data from a graph, chart, or table relate to a cultural topic. They may need support in interpreting information presented graphically.
- Students may find it difficult to understand details and nuance while listening to audio and audiovisual sources. It's a good idea to frequently check students' comprehension during a listening activity. One way to do this is to pause a recording at several key points to ask students to identify specific details and inferences.

In this unit, students practice three free-response task models: email reply, conversation, and cultural comparison to develop their skills.

AREAS OF CHALLENGE – FREE RESPONSE

- Successful responses to all free-response tasks are well organized and provide significant detail and elaboration. Teachers can support students in building these skills by providing and reviewing examples of well-organized responses from AP Central that contain robust details and elaboration.
- Students often do not effectively use cohesive devices and transitional expressions when writing or speaking. Across all free-response tasks, teachers should work with students to develop a robust variety of transitional expressions and cohesive devices that go beyond the commonly used "and," "but," and "because." Students can build a list of these expressions throughout the course, and teachers can check for their use in student work. In this unit, students complete a full, two-minute cultural comparison, so teachers can look for opportunities to help students make comparisons between Spanish-speaking communities and their own. Teachers can remind students to connect their ideas with effective transitional expressions.
- Students often use sweeping generalizations and stereotypes when completing the cultural comparison, which can sometimes lead to ineffective and inaccurate comparisons. Teachers should guide their students to set up equal comparisons as much as possible. For example, students should compare communities of similar scope (e.g., a city to a city, a nation to a nation, a continent to a continent).

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction.

AP Go to **AP Classroom** to assign the **Progress Check** for Unit 3.
Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**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.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.4:** Identify organizing and/or rhetorical structures and/or strategies.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Provide students with an article about the importance or the benefits of art in education. Have students focus on the headline, images, and boldfaced headings in the article. Have them identify the main idea.
- Ask students to create a list summarizing the positive impact of art.
- Students, individually or in pairs, can share information from one article, explaining its relationship to the main idea of the benefits of education in the arts.

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- Select one or more promotional materials about art workshops/courses, museums, architectural tours, etc. and read them as a class, or assign different materials to groups.

First reading/overview

- Preview the promotional material, asking students what kind of information appears there.

Additional reading

- Return to the text, asking students the following questions and always requesting text evidence to support their responses:
  - Purpose: What is the purpose of the text?
  - Audience: Who would be interested in the information?
  - Main idea: What is the basic message transmitted?
  - Details: What three facts would you jot down if you decided to follow up on this message? Why is that information important to you?

Postreading

- Ask students what additional information they would need if they were considering attending. Have students formulate questions.
- Return to the essential question, and relate how each promotional piece shows how people value art (by learning to make art, viewing and purchasing art, experiencing architecture while traveling, etc.).
- Have students write a brief email message in response to the promotional material, summarizing the content of the promotion, and asking two questions.

STIMULUS/TASK MODEL

Literary Text

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea.
2: *Make interdisciplinary and cultural connections.*	**2.B:** Make connections in and across disciplines.	**2.B.1:** Identify and/or describe content and connections among interdisciplinary topics.
3: *Interpret the content of written or audio texts (words).*	**3.A:** Interpret the distinguishing features of a text.	**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.

TEACHER TALK

- Provide students with one or more literary texts (e.g., short stories).
- Present one of the literary texts in class and have students predict what they think the story will be about based on its title.
- Read the beginning aloud to the students and stop to check for understanding by asking comprehension questions.
- Have students work in pairs to read the rest of the story aloud to one another, taking turns while reading.
- Once students have finished reading the story together, have them create a summary of the story in their own words. Select a pair to share their summary aloud. Ask other pairs to add any missing details.
- Have students work in pairs to create a short original story told in words that begin with the same letter. This could be very short—just a couple of sentences. Students can consult dictionaries or the web for help with words beginning with their chosen letter.
- Have some pairs share their original stories in class.

STIMULUS/TASK MODEL

Letter

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.2:** Identify the purpose. **3.A.4:** Identify organizing and/or rhetorical structures and/or strategies.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.

TEACHER TALK

- Provide students with one or more samples of a welcome letter addressed to students from a school or university.
- Have students identify implied meaning through context. For instance, ask students what they think the meaning of an unfamiliar term is in that context.
- Have students identify purpose. Use the following question: What is the purpose of this message?
- Have students identify tone. Use the following question: Observe the greeting, body of the message, and closing. What elements contribute to a more formal or less formal tone?
- Have students retell or summarize information. Use the following question: What can students learn about the school through the letter?

STIMULUS/TASK MODEL

Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
2: *Make interdisciplinary and cultural connections.*	**2.B:** Make connections in and across disciplines.	**2.B.2:** Explain how data from a graph or table illustrate interdisciplinary topics or phenomena. **2.B.4:** Infer interdisciplinary information from a text.

TEACHER TALK

- Provide students with a chart that focuses on data about art, museums, cultural events, movies, music, literature, theater, or concerts.
- Have students look at the chart and discuss it in pairs. Have each pair summarize the main points expressed by the data. Select a pair to share their observations of the chart with the class. Encourage others to add any missing details.
- Provide a conversation that you have created and recorded on the topic. Have students listen to it and take notes while listening.
- Have students work in pairs to summarize the conversation—encourage them to provide as many details as possible.
- Ask students to make connections between the chart and the conversation.

STIMULUS/TASK MODEL

Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
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.

TEACHER TALK

- Create an incoming email from the director of programs at an art museum in a Spanish-speaking community, inviting the student to participate in an internship in which they would collaborate on programs to get more art into public spaces. The email should:
  - be in the formal register;
  - ask at least two questions; and
  - encourage students to request information.

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- Encourage students to read the incoming email carefully and to then provide a written response that:
  - uses the formal register;
  - provides an appropriate greeting and closing;
  - provides answers to the questions in the mail;
  - includes a request for additional information; and
  - includes details and elaboration.

STIMULUS/TASK MODEL

Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
5: *Communicate interpersonally by speaking with others.*	**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.

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TEACHER TALK

- Although the exam conversation task does not have students engage with sources, before engaging students in a model conversation task, encourage small group or pair discussion on the topic by providing them with sources on art in public spaces.
- Following their initial discussions about source information, have students engage in a conversation about artwork Students should:
  - Decide on a conversation topic: a discussion of favorite art, a comparison of two pieces of art, an invitation to a cultural event, a discussion of ideas for a public installation of art in your community, etc.
  - Provide an overview of the conversation, indicating the language functions students are to perform.
  - Students may perform the conversation live with a partner, or you could record the interlocutor's parts of the conversation and have students record their responses.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
7: *Communicate through spoken presentations.*	**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.

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UNIT 3

Influences of Beauty and Art

TEACHER TALK

- Although the cultural comparison task on the AP Exam does not include sources, to support student skill and content development, provide them with ideas about art (e.g., street art in public spaces and cities) through audio and print materials.
- Teach and practice transition words that support comparisons and contrasts (*tanto A como B, ambas comunidades, a diferencia de, en contraste con, etc.*) and use them frequently in class.
- Provide students with a practice Cultural Comparison Presentation topic related to this unit. Consider using the following example:

  En una comunidad del mundo hispanohablante que te sea familiar, ¿qué tipo de eventos o lugares acercan a las personas a una experiencia con el arte? Compara tus observaciones de una comunidad hispanohablante que se te familiar con tu comunidad u otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.
- Introduce the presentation topic and brainstorm about art in the community.
- Discuss how students' observations of products and practices allow them to infer community attitudes and perspectives.
- Review the unit readings and audio/visual sources to find evidence of products, practices, and perspectives relating to experiences with art in the Spanish-speaking world.
- Have students work with a partner to create a Venn diagram and/or T-chart to organize ideas for the comparison. Share diagrams to give all students a variety of ideas to include in their presentation.
- Remind students to create an introduction and use transition words to connect ideas. Students should:
  - include an introduction in which they identify the home community and the target language community.
  - provide information about what they have experienced and observed in their community.
  - compare their firsthand knowledge with what they have learned about the target-language community.
  - describe how the communities are similar or different.
- Provide feedback describing the following aspects of student performance: detailed information, explicit comparison, organization, and use of transition words.

AP SPANISH
LANGUAGE AND CULTURE

UNIT 4

How Science and Technology Affect Our Lives



~19–21
CLASS PERIODS

Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Progress Check 4

Multiple-choice: ~15 questions
Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

UNIT 4

~19–21 CLASS PERIODS

How Science and Technology Affect Our Lives

ESSENTIAL QUESTIONS

- What factors drive innovation and discovery in the fields of science and technology?/*¿Qué factores impulsan la innovación y los descubrimientos en los campos de la ciencia y la tecnología?*
- What role do ethics play in scientific advancement?/*¿Qué papel juega la ética en los avances científicos?*
- What are the social consequences of scientific or technological advancements?/*¿Cuáles son las consecuencias sociales de los avances científicos y tecnológicos?*

Developing Understanding

Unit 4 explores the effects of science and technology on people's lives in Spanish-speaking communities. This theme encourages students to work with more complex academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units. While **Science and Technology** is the primary thematic focus of the unit, it is possible to integrate the additional themes of Global Challenges, Contemporary Life, and Personal and Public Identities. For example, students could:

- 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.
- examine how science and technology affect the values and ethics of a community.

Suggested Themes	Recommended Contexts
Science and Technology/*La ciencia y la tecnología*	Access to Technology/*El acceso a la tecnología* Effects of Technology on Self and Society/*Los efectos de la tecnología en el individuo y en la Sociedad* Science and Ethics/*La ciencia y la ética*
Global Challenges/*Los desafíos mundiales*	Economic Issues/*Los temas ecónomicos* Environmental Issues/*Los temas del medio ambiente* Population and Demographics/*La población y la demografía* Social Welfare/*El bienestar social*
Contemporary Life/*La vida contemporánea*	Lifestyles/*Los estilos de vida* Social Customs and Values/*Las tradiciones y los valores sociales* Volunteerism/*El trabajo voluntario*
Personal and Public Identities/*Las identidades personales y públicas*	National and Ethnic Identities/*La identidad nacional y la identidad étnica* Alienation and Assimilation/*La enajenación y la asimilación*

UNIT 4

How Science and Technology Affect Our Lives

Building Course Skills

In this unit, students comprehend and interpret information of increasing complexity as they read articles and charts and listen to audio sources. Building on skills developed in previous units, students:

- identify purpose, perspectives, and point of view;
- relate a source to another stimulus;
- make connections within and across disciplines;
- identify and explain cultural products, practices, and perspectives; and
- continue to develop visual literacy by identifying and describing patterns and trends in data.

Practice in the interpretive mode prepares students to engage in the presentational mode:

- Identifying main ideas, supporting details, and points of view in written and audio sources builds skills in selecting evidence for writing an argumentative essay.
- Reading and discussing articles and interpreting data from charts related to articles build students' skills in selecting evidence for writing an argumentative essay.
- Applying their cultural understanding by explaining cultural products, practices, and perspectives builds students' skills in making comparisons.

Preparing for the AP Exam

In this unit, students complete multiple-choice questions based on instructions, articles, charts, and presentations, giving them the opportunity to practice working with varied texts and to receive feedback on their comprehension of items of increasing complexity.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students find listening to authentic instructions and presentations challenging: the speed of delivery by native speakers, the speaker's presentational style or dialect, and background sounds may interfere with understanding. The content itself may also be challenging. Teachers can prepare students by providing numerous opportunities to listen to a wide variety of audio sources from the Spanish-speaking world, ideally providing key interdisciplinary vocabulary ahead of time. Teachers should teach strategies for taking notes while listening and encourage students to identify main ideas and supporting details. Students can listen to the source multiple times, with the teacher pausing occasionally to check for students' understanding.
- As previously stated in Unit 2, students find tasks with two sources challenging. Students can continue to make connections between sources using graphic organizers.

Students also complete cultural comparison and argumentative essay free-response questions. In Unit 2, students developed a thesis statement for their written argument. In Unit 4, the essay task is further scaffolded to the complexity students can expect on the AP Exam. Students are given 40 minutes to write an organized essay in response to a prompt. In their essay, students should:

- provide their own viewpoint;
- support their viewpoint by integrating evidence from all three sources;
- cite the sources appropriately;
- apply their knowledge of academic vocabulary;
- write paragraph-length discourse; and
- guide the reader by using effective transitions.

AREAS OF CHALLENGE – FREE RESPONSE

Argumentative Essay:

- Students sometimes focus on summarizing the sources instead of integrating evidence from all the sources to support their argument. Teachers can show examples from AP Central of effective essays that successfully integrate the sources. Teachers can show ineffective sample essays to demonstrate how not integrating evidence detracts from the argument.
- Students often struggle to effectively organize their ideas. Teachers can guide students to:
  - clearly state their argument in the opening paragraph.
  - develop their argument in subsequent paragraphs by integrating evidence from the sources.
  - enhance the reader's understanding by using effective transitions and cohesive devices.
  - bring the essay to an appropriate conclusion in which they do not simply restate their argument.
- Students sometimes forget to cite sources used in their essays. While using formal style guidelines is not expected on the AP Exam, students should acknowledge a source each time it is referenced, by giving the source name, author, or number (Source 1, Source 2, Source 3) or by stating the type of source (article, chart, audio).
- Students don't always proofread and revise their work, so teachers should remind students that reviewing their work for spelling, grammar, and mechanics is part of the writing process.

Cultural Comparison:

- Students tend to focus too much on discussing one community or the other instead of making an effective comparison. It's important that students demonstrate what they have learned about the target culture. A good strategy to ensure that students discuss and compare the two communities is to have them start their presentation by talking about the target language community and then transition to their own.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction.

AP Go to **AP Classroom** to assign the **Progress Check** for Unit 4.
Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text.*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea.
	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: *Make interdisciplinary and cultural connections.*	**2.B:** Make connections in and across disciplines.	**2.B.2:** Explain how data from a graph or table illustrate interdisciplinary topics or phenomena. **2.B.4:** Infer interdisciplinary information from a text.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.



TEACHER TALK

- Find at least two articles and two charts that present information about the use of public transportation in Latin American cities, such as Medellín and Colombia.
- Relate these sources to the topic of urban geography, in particular, the Latin American city model (business and services tend to be connected to high-income areas; large areas remain without city services).

STIMULUS/TASK MODEL

Interview

MODE: AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
2: *Make interdisciplinary and cultural connections.*	**2.B:** Make connections in and across disciplines.	**2.B.1:** Identify and/or describe content and connections among interdisciplinary topics.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

TEACHER TALK

- Find an online interview on a topic of interest to your students having to do with science and/or technology.
- Preview critical vocabulary in the interview with students prior to having them listen to it.
- Provide students with multiple opportunities to listen to the text of the interview; provide graphic organizers as needed to help students outline key information shared in the interview.
- Focus discussion on the essential questions listed at the beginning of the unit.

STIMULUS/TASK MODEL

Instructions

MODE: AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text.*	**1.A:** Describe the literal meaning of the text.	**1.A.3:** Retell or summarize information in narrative form.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.2:** Identify the purpose.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Provide students with a video/audio about cybersecurity or protecting your personal information online.
- Preview critical vocabulary prior to having students listen.
- Provide students with multiple opportunities to listen to the provided video/audio text; provide graphic organizers as needed.
- Have students discuss the provided source(s) in relationship to digital citizenship in your school.

STIMULUS/TASK MODEL

Presentation

MODE: AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.1:** Identify the intended audience. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Since the Presentation Task Model on the AP Exam is an audio source, provide students with "video" and "article with video" resources that enable them to develop their listening skills while also acquiring a variety of perspectives and information on the unit topic of technology and innovation.
- Preview critical vocabulary prior to having students read and listen to the provided source material.
- Provide students with multiple opportunities to listen to audio texts; provide graphic organizers as needed.
- You may choose to assign individual articles or portions of the longer articles and use a jigsaw strategy to share the information.

STIMULUS/TASK MODEL

Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
8: *Communicate interpersonally by speaking with others.*	**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 for 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.
	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.

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TEACHER TALK

- Provide students with an Argumentative Essay prompt related to the unit topic of Science and Technology. Consider, for example, the following question: ¿Es beneficioso para la sociedad el creciente uso de robots y vehículos autónomos?
- Provide students with three sources (an article, a table/graph/chart/infographic, and a related audio source) that relate to the provided question (e.g., sources that explore the use of robots and/or autonomous cars). The sources should present different viewpoints on the topic.
- Have students write responses to the question in which they:
  - integrate evidence from the sources and not simply summarize the sources' content.
  - cite the sources appropriately.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
7: *Communicate through spoken presentations.*	**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.

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TEACHER TALK

- Provide students with a practice Cultural Comparison Presentation topic related to this unit. Consider using the following example:

  En una comunidad del mundo hispanohablante que te sea familiar, ¿cuál es la importancia de las innovaciones en la tecnología y el transporte en la vida de las personas? Compara tus observaciones de una comunidad hispanohablante que te sea familiar con tu comunidad u otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.
- Provide students with three sources (article, infographic/chart/table/graph, audio/video) that support the topic of the provided prompt (e.g., the importance of technological innovation in relation to transportation in a Spanish-speaking community).
- On the AP Exam, students do not engage with sources for the cultural comparison task, but doing so in this unit provides additional information for students to use as they build their content knowledge and skills in preparation for the cultural comparison on the exam.
- Provide a Venn diagram or other template to help students organize their comparison.
- As an option, students could research public transportation systems in different cities of the Spanish-speaking world and report their results to the class through a cultural comparison presentation.

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AP SPANISH
LANGUAGE AND CULTURE

UNIT 5

Factors That Impact the Quality of Life



~19–21
CLASS PERIODS

Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Progress Check 5

Multiple-choice: ~20 questions
Free-response: 3 questions

- Email Reply
- Conversation
- Cultural Comparison

UNIT 5 ~19–21 CLASS PERIODS

Factors That Impact the Quality of Life

ESSENTIAL QUESTIONS

- How do aspects of everyday life influence and relate to the quality of life?/*¿Cómo influyen y se relacionan los aspectos de la vida diaria con la calidad de vida?*
- How does where one live impact the quality of life?/*¿Cómo impacta la calidad de vida el lugar donde se vive?*
- What influences one's interpretation and perceptions of the quality of life?/*¿Qué influye en nuestra interpretación y en nuestras percepciones de la calidad de vida?*

Developing Understanding

This unit explores themes related to the quality of life in Spanish-speaking communities, which provides a meaningful context for students in which to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit's primary thematic focus is **Contemporary Life**, the themes of Global Challenges, Science and Technology, and Beauty and Aesthetics may also be incorporated. For example, students could:

- 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.
- explore how geography influences the quality of life.

Suggested Themes	Recommended Contexts
Contemporary Life/*La vida contemporánea*	Education and Careers/*La educación y las carreras profesionales* Lifestyles/*Los estilos de vida* Volunteerism/*El trabajo voluntario* Relationships/*Las relaciones personales*
Global Challenges/*Los desafíos mundiales*	Philosophical Thought and Religion/*El pensamiento filosófico y la religión* Social Conscience/*La conciencia social* Population and Demographics/*La población y la demografía*
Science and Technology/*La ciencia y la tecnología*	Health Care and Medicine/*El cuidado de la salud y la medicina* Natural Phenomena/*Los fenómenos naturales*
Beauty and Aesthetics/*La belleza y la estética*	Defining Beauty/*Definiciones de la belleza* Defining Creativity/*Definiciones de la creatividad* Fashion and Design/*La moda y el diseño*

Building Course Skills

Students read literary texts and interpret information in interviews, instructions, and conversations. Building on skills developed in previous units, students:

- identify point of view, purpose, perspectives, and intended audience;
- summarize content;
- identify theme or moral;
- infer meanings based on context; and
- connect content to interdisciplinary themes.

Students engage in the interpersonal and presentational modes in the following ways:

- They apply appropriate register, elaboration, and communication strategies to interpersonal speaking and writing.
- They apply skills and vocabulary gained from reading and deconstructing authentic sources while writing and speaking.
- They continue to build their repertoire of transitions and cohesive devices to enhance their presentational speaking.
- They deliver organized spoken presentations with a thesis statement and supporting evidence.

Preparing for the AP Exam

In this unit, students complete multiple-choice questions with literary texts, interviews, instructions, and conversations and charts. These questions closely align to the level of complexity students can expect on the AP Exam.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- Students may have difficulty differentiating among speakers while listening to interviews. Therefore, it is important for teachers to offer many examples of recorded interviews. Students should listen to sources with interviews multiple times in order to clearly distinguish the different speakers. After listening, teachers can provide excerpts and ask students to identify each speaker.
- Students often neglect to read the advance organizers that precede each source. These organizers provide context and essential information about the sources that follow, so teachers need to encourage their students to read them.

Students also complete the conversation, email, and cultural comparison free-response questions, which align to the format students will see on the AP Exam.

AREAS OF CHALLENGE – FREE RESPONSE

- In the conversation task, students do not always follow what they are directed to do in the provided outline. When they do not follow directions, they are in danger of going off task and will not be able to receive a high score. Teachers need to make sure students read and adhere to the outline.
- During the conversation, students should not stop if they realize they misunderstood one of the turns but rather continue to do their best and listen carefully to the next prompt from the interlocutor.
- Students should not overuse memorized stock phrases. For example, "What a good question," "Let me think for a minute," and "Just a second" may be appropriate to use occasionally, but such phrases should not be relied on for each turn in the conversation. Students should be encouraged to use the full 20 seconds to respond.
- In both the conversation and the email tasks, students need to pay attention to register and avoid shifting registers during their responses.
- For both speaking tasks, students should monitor their language production and be encouraged to self-correct if they realize that they have made a mistake. They are not penalized for doing so on the exam.
- For all tasks in this unit, students need to continue to focus on providing details and elaboration.
- Teachers should provide examples of effective student responses to conversations, emails, and cultural comparisons from AP Central as models for students.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction.

AP Go to **AP Classroom** to assign the **Progress Check** for Unit 5.
Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Literary Text

MODE: INTERPRETIVE COMMUNICATION – PRINT SOURCES

Skill Category	Skill	Learning Objective
2: *Make interdisciplinary and cultural connections.*	**2.A:** Make cultural connections.	**2.A.3:** Explain how information from a text connects or relates to the target cultural topics or phenomena.
3: *Interpret the content of written or audio texts (words).*	**3.A:** Interpret the distinguishing features of a text.	**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.2:** Infer implied meanings through context.

TEACHER TALK

- Provide students with a short story.
- Observe with students the stylistic features of this text: how the author uses dialogue, the use of description to communicate emotions, etc.
- Analyze the main theme.
- Actively guide students to examine a work to determine distinguishing features and make inferences.

STIMULUS/TASK MODEL

Conversation and Chart

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text.*	**1.B:** Describe data.	**1.B.2:** Describe data from a table, chart, graph, map, or infographic.
2: *Make interdisciplinary and cultural connections.*	**2.A:** Make cultural connections.	**2.A.2:** Explain how data from a graph or table illustrate cultural topics or phenomena.
	2.B: Make connections in and across disciplines.	**2.B.1:** Identify and/or describe content and connections among interdisciplinary topics.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.2:** Identify the purpose. **3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.1:** Identify and/or describe similarities and/or differences among different types of texts.

TEACHER TALK

- Provide students with a chart or graph that presents information about factors that contribute to quality of life in a country or region of the Spanish-speaking world. Consider searching government and international websites like that of the Organization for Economic Cooperation and Development (OECD) that provide tools for examining factors that contribute to quality of life in different cities, regions, and/or countries.
- Analyze the values represented in the provided source(s) with the class and consider assigning one factor to each group of students in a jigsaw activity.
- Brainstorm with the class to create interview questions to ask people who have lived in different places in the Spanish-speaking world about selected aspects of quality of life in their town or city. Students should share summaries of their conversations with classmates.
- Invite guests to come to class, or assign students to interview community members who have lived in the Spanish-speaking world.
- Consider recording the conversations and have students identify perspectives and compare quality of life in different places.

STIMULUS/TASK MODEL

Interview

MODE: AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.

TEACHER TALK

- Provide students with articles and charts as well as interviews about the happiest countries/the country with the highest quality of life in the Spanish-speaking world.
- On the exam, the Interview task model uses only one audio source, but by working with provided information sources, students will enhance both their content knowledge about the unit topics and their interpretive skills.
- If video is provided, permit students to watch the video source more than once to capture as much of the content as possible. Encourage them to take notes as they watch.

STIMULUS/TASK MODEL

Instructions

MODE: AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
2: *Make interdisciplinary and cultural connections.*	**2.A:** Make cultural connections.	**2.A.1:** Identify and/or describe content and connections among cultural topics.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone or attitude.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Brainstorm with students: What is considered necessary for a good quality of life in your community? Do different people have different priorities?
- Compare students' lists with the factors included in the information sources you have provided.
- Provide students with multiple opportunities to listen to a text on the topic; provide graphic organizers as needed.

STIMULUS/TASK MODEL

Email Reply

MODE: WRITTEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
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.

TEACHER TALK

- Provide students with an email reply from a study abroad program or a college or university admissions office in which the Director of the program asks a student about the type of summer community program and/or housing situation in which they are hoping to participate and spend their time.
- Remind students to:
  - respond to the email in the formal register with an appropriate formal greeting and closing;
  - respond to the questions asked; and
  - ask a follow-up question based on the information provided in the email reply.

STIMULUS/TASK MODEL

Conversation

MODE: SPOKEN INTERPERSONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
5: *Communicate interpersonally by speaking with others.*	**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.

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UNIT 5

Factors That Impact the Quality of Life

TEACHER TALK

- Ask students to imagine that they and their family have won an all-expense-paid, two-week vacation, but they must choose ONE place to stay for the entire two weeks. Students should use the information resources you have provided to select their vacation place.
- Assign students to debate in favor of an urban or rural vacation, based on the quality of life the family will experience while living in their chosen setting for two weeks.
- Encourage students to anticipate the arguments the other side might present and formulate qualifiers and counterarguments to use in the debate.
- Present students with a list of communicative functions you expect to hear: ask questions, respond with details, request clarification, paraphrase, make suggestions, reject suggestions, provide alternatives, etc.
- Optional activity: Follow-up the interpersonal communication practice provided by the debate by having students engage with a practice conversation task such as the one they will experience on the exam. Provide an outline of a conversation on the same topic as the debate and have students work with a partner to produce this conversation.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
7: *Communicate through spoken presentations.*	**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.

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UNIT 5

Factors That Impact the Quality of Life

TEACHER TALK

- Provide students with a practice Cultural Comparison Presentation prompt related to this unit. Consider using the following example: ¿Qué aspectos contribuyen positivamente y negativamente a la calidad de la vida en una comunidad hispanohablante que te sea familiar comparados a los de tu comunidad u otra comunidad? En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.
- Students identify a city, town, or region of the Spanish-speaking world with a similar population as that of their own community and research the quality of life there. Students present to their classmates (or students from another class or level), using a gallery setting and including a visual component. The accompanying materials can include images, graphs, and short texts to increase their classmates' understanding of their oral presentation.

AP SPANISH
LANGUAGE AND CULTURE

UNIT 6

Environmental, Political, and Societal Challenges



~19–21
CLASS PERIODS

Remember to go to **AP Classroom** to assign students the online **Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Progress Check** provides each student with immediate feedback related to this unit's content and skills.

Progress Check 6

Multiple-choice: ~20 questions
Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

UNIT 6 ~19–21 CLASS PERIODS

Environmental, Political, and Societal Challenges

ESSENTIAL QUESTIONS

- How do environmental, political, and societal challenges positively and negatively impact communities?/*¿Cómo impactan los desafíos medioambientales, políticos y sociales, positiva-o negativamente- nuestras comunidades?*
- What role do individuals play in addressing complex societal issues?/*¿Qué papel juegan los individuos a la hora de abordar asuntos sociales complicados?*
- How do challenging issues affect a society's culture?/*¿Cómo afectan los asuntos desafiantes la cultura de una sociedad?*

Developing Understanding

This final unit explores themes related to how complex issues and phenomena affect people's lives in Spanish-speaking communities. Engaging with the primary theme of **Global Challenges** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities. For example, students could:

- 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.
- suggest possible solutions that address contemporary global challenges.

Suggested Themes	Recommended Contexts
Global Challenges/*Los desafíos mundiales*	Economic Issues/*Los temas económicos* Environmental Issues/*Los temas del medio ambiente* Population and Demographics/*La población y la demografía* Social Conscience/*La conciencia social*
Contemporary Life/*La vida contemporánea*	Lifestyles/*Los estilos de vida* Relationships/*Las relaciones personales* Travel and Leisure/*El viaje y el ocio* Social Customs and Values/*Las tradiciones y los valores sociales* Volunteerism/*El trabajo voluntario*
Science and Technology/*La ciencia y la tecnología*	Effects of Technology on Self and Society/*Los efectos de la tecnología en el individuo y en la Sociedad* Innovations/*Las innovaciones tecnológicas* Natural Phenomena/*Los fenómenos naturales*
Families and Communities/*Las familias y las comunidades*	Customs and Values/*Las tradiciones y los valores* Global Citizenship/*La ciudadanía global* Education Communities/*Las comunidades educativas*

Building Course Skills

At this point in the course, students are preparing for the exam in earnest, reading articles, viewing charts, and listening to audio reports and presentations of increasing length and complexity, and building on skills from previous units. During the unit, students engage with all four skill categories in the interpretive mode to comprehend text, make connections, interpret text, and make meanings.

In Units 2 and 4, students developed skills for creating effective argumentative essays, and in Unit 6, they will write an essay using three sources, similar to the one that they will be asked to complete on the exam. Writing the essay is supported by the work students perform in this unit's interpretive mode activities, such as:

- listening to and discussing audio reports and presentations, which prepares students to engage with the audio source associated with the argumentative essay;
- identifying main ideas, supporting details, and other distinguishing features in articles, which builds skills for students in selecting evidence for an argumentative essay; and
- viewing charts related to articles, which builds students' skills in interpreting data and cultural trends related to the visuals associated with the argumentative essay.

Students continue to refine their skills in presenting effective cultural comparisons. They will demonstrate their understanding of culture as learned in this unit by comparing one cultural aspect of Spanish-speaking communities with that aspect in their own community.

Preparing for the AP Exam

In this final unit, students complete multiple-choice questions in the interpretive mode, using articles and charts, audio reports and articles, and presentations. Many skills acquired through the multiple-choice questions are transferrable to other interpretive-mode exam task models.

AREAS OF CHALLENGE – MULTIPLE CHOICE

- The article and chart task model has the most multiple-choice items on the exam, and students find working with two sources challenging. Students need to deeply engage with the content of both sources, so teachers can help by working with students to unpack all the information provided in the two sources and guide students' understanding with leading questions. Students could also engage with the sources by using a think-pair-share activity.
- Students also find both the audio report and article task model difficult because there are two sources. Teachers should guide students in making connections and understanding the content of both sources and also remind students to take good notes as they listen to the audio report.

Students demonstrate presentational writing and speaking skills by completing full argumentative essay and cultural comparison free-response questions. They apply their understanding of academic vocabulary in both written and oral presentations and enhance clarity by using effective transitions. Many skills developed in the presentational mode are transferrable to the interpersonal communication tasks on the AP Exam.

AREAS OF CHALLENGE – FREE RESPONSE

For the essay task, students need to remember to:

- provide a thesis statement that clearly defines their argument;
- integrate relevant evidence from all three sources in support of their argument;
- leave time to review and revise their work, paying careful attention to mechanics (teachers can provide a checklist of basic punctuation, spelling, and grammatical issues); and
- write legibly so that the reader does not have to interpret their handwriting.

For the cultural comparison task:

- students sometimes do not state a clear thesis as a basis for their presentation. Students need to establish a strong thesis for their cultural comparison and ensure that they address a cultural aspect in both their community and a Spanish-speaking community.
- many students do not respond fully to the prompt of the cultural comparison but rather give generalities about the topic. Teachers can remind students to read the prompt carefully and make sure to address the role, influence, attitude, perspective, or significance of the topic.
- students need to pay careful attention to the pace of their delivery, so that they can deliver a maximum amount of information in two minutes.
- students should resist the temptation to write out their cultural comparison before delivering it. Instead, teachers can encourage students to write down key words or ideas that they want to include in their presentation.

UNIT PLANNING

Students need to develop the skills presented in this unit in order to succeed both in the course and on the exam. On the pages that follow are selected AP Exam task model charts that focus on the modes of communication, themes, and skills taught in this unit. Each chart presents a particular task model/mode of communication and includes associated skills and learning objectives, along with useful teaching tips. These resources are meant to provide ways to explore the unit's content that teachers can use right away to complement their own resources as they plan their instruction.

AP Go to **AP Classroom** to assign the **Progress Check** for Unit 6.
Review the results in class to identify and address any student misunderstandings.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual and visual text.*	**1.B:** Describe data.	**1.B.2:** Describe data from a table, chart, graph, map, or infographic.
2: *Make interdisciplinary and cultural connections.*	**2.A:** Make cultural connections.	**2.A.4:** Infer cultural information from a text.
	2.B: Make connections in and across disciplines.	**2.B.3:** Explain how information from a text connects or relates to interdisciplinary topics or phenomena.
4: *Make meanings from words and expressions.*	**4.A:** Determine the meaning of familiar and unfamiliar words.	**4.A.2:** Deduce the meaning of unfamiliar words or expressions.

TEACHER TALK

- Find articles and charts that describe the impact of environmental, political, and societal challenges.
- Have students make inferences based on the content of the sources.
- Explore one of the charts with students and use it as a springboard to encourage students to do further research. For example, a student could research a renewable energy project in Colombia, try to find out about the issue of protecting forests in Ecuador, etc.

STIMULUS/TASK MODEL

Audio Report and Article

MODE: PRINT, AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).*	**1.A:** Describe the literal meaning of the text.	**1.A.1:** Identify the main idea. **1.A.3:** Retell or summarize information in narrative form.
2: *Make interdisciplinary and cultural connections.*	**2.A:** Make cultural connections.	**2.A.3:** Explain how information from a text connects or relates to the target cultural topics or phenomena.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**3.A.3:** Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	**3.B.2:** Infer implied meanings through context.

TEACHER TALK

- Provide students with two pairs of sources (video and article) on an appropriate topic for the unit.
- Have students identify connections between the two sources in each pair of sources.
- Have students take notes as they listen to the audio.
- Provide multiple opportunities for students to view the videos.

STIMULUS/TASK MODEL

Presentation

MODE: AUDIO, VISUAL, AND AUDIOVISUAL INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: *Comprehend written, audio, audiovisual, and visual text.*	**1.A:** Describe the literal meaning of the text.	**1.A.2:** Identify supporting/relevant details.
2: *Make interdisciplinary and cultural connections.*	**2.A:** Make cultural connections.	**2.A.3:** Explain how information from a text connects or relates to the target cultural topics or phenomena.
3: *Interpret the content of written or audio text (words).*	**3.A:** Interpret the distinguishing features of a text.	**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.2:** Infer implied meanings through context.

TEACHER TALK

- Find an audio/video resource on an appropriate topic for the unit.
- Provide students with multiple opportunities to listen to a text; provide graphic organizers as needed.
- Give students opportunities to make inferences after listening to or watching the source.
- Support students by chunking the information. Stop to review student notes after each segment.

STIMULUS/TASK MODEL

Argumentative Essay

MODE: WRITTEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
8: *Communicate interpersonally by writing to others.*	**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 for 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.
	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.

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UNIT 6

Environmental, Political, and Societal Challenges

TEACHER TALK

- Provide students with an Argumentative Essay prompt related to the unit topic of Science and Technology. Consider, for example, the following question: ¿Deben los gobiernos prohibir los plásticos de un solo uso?
- Provide students with three sources (an article, a table/graph/chart/infographic, and a related audio source) that relate to the provided question and the use of plastic (e.g., plastic bags, containers, etc.). The sources should present different viewpoints on the topic.
- Have students write responses to the question in which they:
  - integrate evidence from the sources and not simply summarize the sources' content;
  - cite the sources appropriately; and
  - review and revise their work, paying attention to mechanics.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: *Make meanings from words and 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.
7: *Communicate through spoken presentations.*	**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.

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Environmental, Political, and Societal Challenges

TEACHER TALK

- Provide students with a practice Cultural Comparison Presentation prompt related to this unit. Consider using the following example: *¿Cuál es la actitud de la gente de una comunidad hispanohablante que te sea familiar sobre reducir su impacto negativo en el medio ambiente? Compara tus observaciones con la actitud de la gente de tu comunidad u otra comunidad. En tu presentación puedes referirte a lo que has estudiado, observado o vivido.*
- Make sure students pay attention to what they are asked to address in the prompt: the role, importance, attitude, perspective, or significance of the provided topic. Addressing this part of the prompt allows them to discuss and compare the perspectives held by two communities, which is the main point of the cultural comparison task.
- Students may use information gathered from the unit or could be assigned to research different regions of the Spanish-speaking world for this cultural comparison task.

AP SPANISH LANGUAGE AND CULTURE

Achievement Level Descriptions


ESPAÑOL

Introduction

The degree to which student performance meets the learning objectives in each skill category is articulated in the Achievement Level Descriptions, which define how well students at each level perform. Due to the interrelated nature of the modes of communication, all the achievement level descriptions work in concert with one another and should be consider holistically. While references to levels 1–5 cannot precisely predict a student's ultimate score on the AP Exam, AP teachers can use this information to develop better insight into individual student performance and adjust their curriculum and instruction accordingly.

The AP Spanish Language and Culture course and exam target a range of student performance so that all students can experience success in some or most skills. The Achievement Level Descriptions (ALDs) provide detailed expectations for performance in each skill at each level so both students and teachers can understand what typical performance is required for skills at each different level. Teachers and students can use them to develop strategies for moving to the next level of performance. It is important to remember that students' ability to function in each skill may be different; for example, a student may perform at an ALD skill level of 4 in interpretive communication but may be at the 3 level in interpersonal communication.

Across the spectrum of the course's skills, we have also defined each skill in the range of three skill levels:

- **E:** Emerging. Students are generally performing at ALD level 2.
- **P:** Proficient. Students are generally performing in the range of ALD levels 3–4.
- **A:** Advanced. Students are generally performing in the range of ALD levels 4–5.

This graphic shows the progression of ALDs in relation to their E/P/A designation:



AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Interpretive Mode

Comprehend Text 1

Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).

SKILLS

- 1.A Describe the literal meaning of the text.
- 1.B Describe data.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
COMPREHENSION OF CONTENT				
identifies main ideas and details when the correct answer is stated directly (nearly verbatim) in the text	identifies a few main ideas and details on familiar topics	identifies several main ideas and details on familiar topics	identifies most main ideas and some significant details on a range of topics	identifies main ideas and significant details on a range of topics
seldom responds accurately to basic information questions (Who, What, When, Where-type questions)	sometimes responds accurately to basic information questions (Who, What, When, Where-type questions)	responds accurately to basic information questions (Who, What, When, Where-type questions)	responds accurately to basic information questions (Who, What, When, Where, Why-type questions)	responds accurately to basic information questions (Who, What, When, Where, Why-type questions)

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Interpretive Mode

Make Connections 2

Make interdisciplinary and cultural connections.

SKILLS

- 2.A Make cultural connections.
- 2.B Make connections in and across disciplines.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
EMERGING →		PROFICIENT →	ADVANCED →	
CULTURAL AND INTERDISCIPLINARY CONNECTIONS				
shows little or no awareness of cultural products and practices of the target culture(s)	identifies a few common cultural products and practices of the target culture(s)	identifies some of the cultural products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies	identifies the products and practices and some perspectives of the target culture(s)	identifies many of the relationships among products, practices, and perspectives of the target culture(s)
demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in the resource	demonstrates limited understanding of basic content of familiar interdisciplinary topics present in the resource	demonstrates an understanding of basic content of familiar interdisciplinary topics in the resource	demonstrates an understanding of some content of familiar interdisciplinary topics presented in the resource	demonstrates an understanding of most content of familiar interdisciplinary topics presented in the resource
generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities	minimally able to identify and compare geographic, historical, artistic, social, or political features of target culture communities	identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities	compares and contrasts some geographic, artistic, social, or political features of target culture communities.	compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Interpretive Mode

Interpret Text 3

Interpret the content of written or audio text (words).

SKILLS

3.A Interpret the distinguishing features of a text.

3.B Interpret the meaning of a text.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
COMMUNICATION STRATEGIES FOR CRITICAL READING, LISTENING, AND VIEWING				
identifies distinguishing features of the text only when the correct answer is stated directly (nearly verbatim) in the text	identifies few distinguishing features of the text (e.g., type of resource, intended audience, purpose)	identifies some of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)	identifies several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose)	identifies most of the significant distinguishing features of the text (e.g., type of resource, intended audience, purpose)
rarely responds to questions that require inferring implied meanings	occasionally responds to questions that require inferring implied meanings	responds to a limited number of questions that require inferring implied meanings	responds to some questions that require inferring implied meanings	differentiates facts from opinions by accurately answering most questions that require inferring implied meanings

Make Meaning 4

Make meanings from words and expressions.

SKILL

4.A Determine the meaning of familiar and unfamiliar words.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
VOCABULARY				
is seldom able to use context to deduce the meaning of unfamiliar vocabulary	is occasionally able to use context to deduce the meaning of unfamiliar vocabulary	is sometimes able to use context to deduce the meaning of unfamiliar vocabulary	is often able to use context to deduce the meaning of some unfamiliar vocabulary	is usually able to use context to deduce the meaning of unfamiliar words and usually infer implied meanings
comprehends basic vocabulary limited to familiar thematic word groups, made up mostly of memorized phrases	comprehends a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions	comprehends a variety of vocabulary from familiar thematic word groups, including some idiomatic expressions	comprehends most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics	comprehends a wide range of vocabulary, including culturally appropriate and some idiomatic expressions related to familiar or studied topics and some unfamiliar topics

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking.

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
COMMUNICATION STRATEGIES				
minimally able to initiate, maintain, or close conversations on topics of personal interest; communication requires interpretation	initiates and closes conversations on topics of personal interest and maintains them by making basic statements; communication often requires interpretation	initiates, maintains, and closes conversations on familiar topics; communication may require interpretation	initiates, maintains, and closes conversations on familiar topics; communication rarely requires interpretation	initiates, maintains, and closes conversations on familiar topics; communication requires little or no interpretation
minimally able to respond to questions and statements on topics of personal interest	responds to questions and statements on topics of personal interest	understands and responds to questions and statements on familiar topics	understands and responds to questions and statements on familiar topics with some elaboration and detail	understands and responds to questions on familiar topics with frequent elaboration and detail
generally unable to interact in a culturally appropriate manner	little ability to interact in a culturally appropriate manner	sometimes interacts in a culturally appropriate manner	usually interacts in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures	understands and usually uses culturally appropriate expressions and gestures
generally unable to seek clarification	may seek clarification by asking for basic information or repetition	occasionally uses communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) when interacting on familiar topics	uses some communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) to maintain communication	uses a variety of communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) as necessary to maintain communication
rarely recognizes errors and generally unable to successfully self-correct	seldom recognizes errors, and attempts at self-correction are usually unsuccessful	may recognize errors; attempts at correction are occasionally successful	recognizes some errors and often self-corrects successfully	recognizes most errors and usually self-corrects successfully

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Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking.

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
COMMUNICATION STRATEGIES				
expression of opinions limited to isolated words or phrases	expression of opinions limited to expressing likes and dislikes	able to state opinions on topics of personal interest	able to state opinions on familiar topics with limited ability to support them	states opinions and demonstrates some ability to support opinions on topics of personal interest
VOCABULARY				
understands and uses a limited range of basic vocabulary from familiar thematic word groups	understands and uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions	understands and uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions related to topics of personal interest	understands and uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest	understands and uses vocabulary, including culturally appropriate idiomatic expressions on a variety of familiar topics, including some beyond those of personal interest
seldom able to use context to deduce the meaning of unfamiliar words	occasionally able to use context to deduce the meaning of unfamiliar words	sometimes able to use context to deduce the meaning of unfamiliar words	often able to use context to deduce the meaning of unfamiliar words	usually able to use context to deduce the meaning of unfamiliar words

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking.

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
LANGUAGE CONTROL				
is barely understandable in speech with frequent or significant errors that impede comprehensibility	is partially understandable in speech with errors that force interpretation and impede comprehensibility	is generally understandable in speech with errors that may impede comprehensibility	is fully understandable in speech with several errors that do not impede comprehensibility	is fully understandable in speech with ease and clarity of expression; occasional errors do not impede comprehensibility
demonstrates little or no control of grammar, syntax, and usage	demonstrates limited control of grammar, syntax, and usage	demonstrates some control of grammar, syntax, and usage	demonstrates general control of grammar, syntax, and usage	demonstrates control of grammar, syntax, and usage
uses simple, often memorized sentences and phrases	uses simple sentences and phrases	uses simple and a few compound sentences	uses simple, compound, and a few complex sentences	uses a variety of simple and compound sentences and some complex sentences
demonstrates little or no control of time frames	demonstrates some accuracy in present time and little or no accuracy in other time frames	is mostly accurate in present time and demonstrates limited accuracy in other time frames	is mostly accurate in present time with some accuracy in other time frames	narrates and describes in the present, past, and future time frames with general accuracy
demonstrates little or no control of register	demonstrates minimal awareness of register, using mainly the familiar register	demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur	usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register	usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

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Interpersonal Mode

Speak to Others 5

Communicate interpersonally by speaking with others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

5.A Understand and apply appropriate communication strategies in interpersonal speaking.

5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
LANGUAGE CONTROL				
pronunciation and intonation are difficult to understand, even with someone accustomed to interacting with language learners	pronunciation and intonation are mostly comprehensible to someone accustomed to interacting with language learners; errors impede comprehensibility	pronunciation and intonation are comprehensible to someone accustomed to interacting with language learners; errors may occasionally impede comprehensibility	pronunciation and intonation, pacing, and delivery are mostly comprehensible to someone accustomed to interacting with language learners; errors do not impede comprehensibility	pronunciation and intonation, pacing, and delivery are comprehensible to someone unaccustomed to interacting with language learners
CULTURAL AND INTERDISCIPLINARY CONNECTIONS				
shows little or no awareness of cultural products and practices of the target culture(s)	identifies a few common cultural products and practices of the target culture(s)	identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies	identifies and describes with some detail the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies	identifies the relationship among products, practices, and perspectives of the target culture(s) and compares them with their own culture
generally unable to identify or compare geographic, artistic, social, or political features of target culture communities	minimally able to identify or compare geographic, artistic, social, or political features of target culture communities	identifies and compares a few geographic, artistic, social, or political features of target culture communities	compares and contrasts some geographic, artistic, social, or political features of target culture communities	compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Interpersonal Mode

Write to Others 6

Communicate interpersonally by writing to others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing.

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
COMMUNICATION STRATEGIES				
minimally able to initiate, maintain, or close written exchanges on topics of personal interest; communication requires interpretation	initiates, maintains, and closes written exchanges on topics of personal interest by making basic statements; communication often requires interpretation	initiates, maintains, and closes written exchanges on familiar topics; communication may require interpretation	initiates, maintains, and closes written exchanges in formal and informal communication, although control of culturally appropriate conventions is inconsistent	initiates, maintains, and closes written exchanges in formal and informal communication with good control of culturally appropriate conventions
generally unable to respond to questions and statements on topics of personal interest	responds to questions and statements on topics of personal interest	understands and responds to questions and statements on familiar topics	understands and responds to questions and statements on familiar topics with some elaboration and detail	understands and responds to questions on familiar topics with frequent elaboration and detail
generally unable to interact in a culturally appropriate matter	little ability to interact in a culturally appropriate manner	sometimes interacts in a culturally appropriate manner	usually interacts in a culturally appropriate manner and may use culturally appropriate expressions	understands and usually uses culturally appropriate expressions
generally unable to seek clarification	may seek clarification by asking for basic information or repetition	occasionally uses communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) when interacting on familiar topics	use communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) to maintain communication	use a variety of communication strategies (repetition, asking for clarification, questions, paraphrasing, circumlocution) as necessary to maintain communication
rarely recognizes errors and generally unable to successfully self-correct	seldom recognizes errors, and attempts at self-editing usually fail	may recognize errors; attempts at self-editing are occasionally successful	recognizes some errors and self-corrects	recognizes most errors and usually self-corrects successfully

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Interpersonal Mode

Write to Others 6

Communicate interpersonally by writing to others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing.

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
COMMUNICATION STRATEGIES				
expression of opinions limited to isolated words or phrases	expression of opinions limited to expressing likes and dislikes	able to state opinions on topics of personal interest	able to state opinions on familiar topics with limited ability to support them	states opinions and demonstrates some ability to support opinions on topics of personal interest
VOCABULARY				
understands and uses a limited range of basic vocabulary from familiar thematic word groups	understands and uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions	understands and uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions related to topics of personal interest	understands and uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest	understands and uses vocabulary, including culturally appropriate idiomatic expressions on a variety of familiar topics, including some beyond those of personal interest
seldom able to use context to deduce the meaning of unfamiliar words	occasionally able to use context to deduce the meaning of unfamiliar words	sometimes able to use context to deduce the meaning of unfamiliar words	often able to use context to deduce the meaning of unfamiliar words	usually able to use context to deduce the meaning of unfamiliar words

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Interpersonal Mode

Write to Others 6

Communicate interpersonally by writing to others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing.

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
LANGUAGE CONTROL				
is barely understandable in writing with frequent or significant errors that impede comprehensibility	is partially understandable in writing with errors that force interpretation and impede comprehensibility	is generally understandable in writing with errors that may impede comprehensibility	is fully understandable in writing with several errors that do not impede comprehensibility	is fully understandable in writing with ease and clarity of expression; occasional errors do not impede comprehensibility
demonstrates little or no control of grammar, syntax, and usage	demonstrates limited control of grammar, syntax, and usage	demonstrates some control of grammar, syntax, and usage	demonstrates general control of grammar, syntax, and usage	demonstrates control of grammar, syntax, and usage
uses simple, often memorized sentences and phrases	uses simple sentences and phrases	uses simple and a few compound sentences	uses simple, compound, and a few complex sentences	uses a variety of simple and compound sentences and some complex sentences
demonstrates little or no control of time frames	demonstrates some accuracy in present time and little or no accuracy in other time frames	is mostly accurate in present time and demonstrates limited accuracy in other time frames	is mostly accurate in present time with some accuracy in other time frames	narrates and describes in the present, past, and future time frames with general accuracy
demonstrates little or no control of register	demonstrates minimal awareness of register, using mainly the familiar register	demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur	usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register	usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register
writing generally shows no use of standard conventions of the written language	writing shows little use of standard conventions of the written language	shows inconsistent use of standard conventions of the written language that sometimes interferes with meaning	writing is generally consistent in the use of standard conventions of the written language	writing is marked by consistent use of standard conventions of the written language

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Interpersonal Mode

Write to Others 6

Communicate interpersonally by writing to others.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

6.A Understand and apply appropriate communication strategies in interpersonal writing.

6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.

4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
CULTURAL AND INTERDISCIPLINARY CONNECTIONS				
shows little or no awareness of cultural products and practices of the target culture(s)	identifies a few common cultural products and practices of the target culture(s)	identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies	identifies and describes with some detail the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies	identifies the relationship among products, practices, and perspectives of the target culture(s) and compares them with their own culture
generally unable to identify or compare geographic, artistic, social, or political features of target culture communities	minimally able to identify or compare geographic, artistic, social, or political features of target culture communities	identifies and compares a few geographic, artistic, social, or political features of target culture communities	compares and contrasts some geographic, artistic, social, or political features of target culture communities	compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Presentational Mode

Present Orally 7

Communicate through spoken presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- **7.A** Plan and research an issue or topic for presentational speaking.
- **7.B** Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- **7.C** Use appropriate language and vocabulary for the intended audience for presentational speaking.
- **7.D** Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
- **4.B** Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
COMMUNICATION STRATEGIES				
offers little or no treatment of the topic in oral presentations, consisting mostly of repetition of the prompt or information from the source materials; may not refer to any of the source materials provided	offers an inadequate treatment of the topic in oral presentations, consisting mostly of statements with no development; may use inaccurate examples or make inaccurate references to source materials provided, or may not refer to all source materials provided	offers an adequate treatment of the topic in oral presentations, including a few supporting details and references to all source materials provided	offers an effective treatment of the topic in oral presentations, including some supporting details and mostly relevant examples, and references to all source materials provided	offers a thorough and effective treatment of the topic in oral presentations, including supporting details and relevant examples, and references to all source materials provided
demonstrates little or no organization in spoken responses and a lack of transitional and cohesive devices	demonstrates inadequate organization in spoken responses and ineffective use of transitional elements or cohesive devices	demonstrates some organization in spoken responses, including a few basic transitional elements or cohesive devices	demonstrates organization in spoken responses, including some effective use of transitional elements or cohesive devices	demonstrates effective organization in spoken responses, including effective use of transitional elements or cohesive devices
uses occasional sentences and memorized words and phrases to express personal opinions, describe, and narrate on topics of personal interest	uses strings of sentences to express personal opinions, describe, and narrate on topics of personal interest	uses strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics	uses mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics	uses paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics

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Presentational Mode

Present Orally 7

Communicate through spoken presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- **7.A** Plan and research an issue or topic for presentational speaking.
- **7.B** Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- **7.C** Use appropriate language and vocabulary for the intended audience for presentational speaking.
- **7.D** Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
- **4.B** Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 (EMERGING)	STUDENT RECEIVING A SCORE OF 3 (PROFICIENT)	STUDENT RECEIVING A SCORE OF 4 (ADVANCED)	STUDENT RECEIVING A SCORE OF 5
COMMUNICATION STRATEGIES				
generally unable to develop ideas and lacks structural organization	shows little evidence of development of ideas, and structural organization may be lacking	shows evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion)	shows some evidence of ideas that are developed and supported with examples	develops ideas by showing evidence of synthesis and interpretation of background information
rarely recognizes errors and generally unable to successfully self-correct	seldom recognizes errors, and attempts at self-correction usually fail	employs limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful	may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful	employs a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful
VOCABULARY				
uses a limited range of basic vocabulary from familiar word groups	uses a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few culturally appropriate and idiomatic expressions	uses vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions	uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest	uses vocabulary on a variety of familiar topics, including some beyond those of personal interest; uses some culturally appropriate vocabulary and idiomatic expressions

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Presentational Mode

Present Orally 7

Communicate through spoken presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- 7.A Plan and research an issue or topic for presentational speaking.
- 7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- 7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.
- 7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
- 4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 (EMERGING)	STUDENT RECEIVING A SCORE OF 3 (PROFICIENT)	STUDENT RECEIVING A SCORE OF 4 (ADVANCED)	STUDENT RECEIVING A SCORE OF 5
LANGUAGE CONTROL				
is barely understandable in speech with frequent or significant errors that impede comprehensibility	is partially understandable in speech with errors that force interpretation and impede comprehensibility	is generally understandable in speech with errors that may impede comprehensibility	is fully understandable in speech with several errors that do not impede comprehensibility	is fully understandable in speech with ease and clarity of expression; occasional errors do not impede comprehensibility
demonstrates little or no control of grammar, syntax, and usage	demonstrates limited control of grammar, syntax, and usage	demonstrates some control of grammar, syntax, and usage	demonstrates general control of grammar, syntax, and usage	demonstrates control of grammar, syntax, and usage
uses simple, often memorized sentences and phrases	uses simple sentences and phrases	uses simple and a few compound sentences	uses simple, compound, and a few complex sentences	uses a variety of simple and compound sentences and some complex sentences
demonstrates little or no control of time frames	demonstrates some accuracy in present time and little or no accuracy in other time frames	is mostly accurate in present time and demonstrates limited accuracy in other time frames	is most accurate in present time with some accuracy in other time frames	narrates and describes in the present, past, and future time frames with general accuracy
demonstrates little or no control of register	demonstrates minimal awareness of register, using mainly the familiar register	demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur	usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register	usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

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Presentational Mode

Present Orally 7

Communicate through spoken presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- **7.A** Plan and research an issue or topic for presentational speaking.
- **7.B** Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.
- **7.C** Use appropriate language and vocabulary for the intended audience in presentational speaking.
- **7.D** Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.
- **4.B** Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
LANGUAGE CONTROL				
pronunciation and intonation are difficult to understand, even with someone accustomed to interacting with language learners	pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility	pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors may occasionally impede comprehensibility	pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility	pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners
CULTURAL AND INTERDISCIPLINARY CONNECTIONS				
shows little or no awareness of cultural products and practices of the target culture(s)	identifies a few common cultural products or practices of the target culture(s)	identifies some cultural products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies	identifies and describes, with some details, the products and practices of the target culture(s); may identify some perspectives of the target culture(s) with some inaccuracies	identifies with some elaboration, the relationship among products, practices, and perspectives of the target culture(s)
demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in source materials	demonstrates limited understanding of some content of familiar interdisciplinary topics presented in source materials	demonstrates some understanding of some content of familiar interdisciplinary topics presented in source materials	demonstrates an understanding of much of the content of familiar interdisciplinary topics presented in source materials	demonstrates an understanding of most of the content of familiar interdisciplinary topics presented in source materials
generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities	minimally able to identify or compare geographic, historical, artistic, social, or political features of target culture communities	identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities	compares and contrasts some geographic, artistic, social, or political features of target culture communities	compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Presentational Mode

Present in Writing 8

Communicate through written presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- 8.A Plan and research an issue or topic for presentational writing.
- 8.B Use appropriate writing strategies to communicate an idea in presentational writing.
- 8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.
- 8.D Express a perspective with details and examples to illustrate an opinion or idea for written presentations.
- 4.B Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 (EMERGING)	STUDENT RECEIVING A SCORE OF 3 (PROFICIENT)	STUDENT RECEIVING A SCORE OF 4 (ADVANCED)	STUDENT RECEIVING A SCORE OF 5
COMMUNICATION STRATEGIES				
offers little or no treatment of the topic in written presentations, consisting mostly of repetition of the prompt or information from the source materials; may not refer to any of the source materials provided	offers an inadequate treatment of the topic in written presentations, consisting mostly of statements with no development; may use inaccurate examples or make inaccurate references to source materials provided, or may not refer to all source materials provided	offers an adequate treatment of the topic in written presentations, including a few supporting details and references to all source materials provided	offers an effective treatment of the topic in written presentations, including some supporting details and mostly relevant examples, and references to all source materials provided	offers a thorough and effective treatment of the topic in written presentations, including supporting details and relevant examples, and references to all source materials provided
demonstrates little or no organization in written responses and lack of transitional and cohesive devices	demonstrates inadequate organization in written responses and ineffective use of transitional elements or cohesive devices	demonstrates some organization in written responses, including a few basic transitional elements or cohesive devices	demonstrates organization in written responses, including some effective use of transitional elements or cohesive devices	demonstrates effective organization in written responses, including effective use of transitional elements or cohesive devices
uses occasional sentences and memorized words and phrases to express personal opinions, describe, and narrate on topics of personal interest; may copy content from sources	uses strings of sentences to express personal opinions, describe, and narrate on topics of personal interest; summarizes sources without supporting the presentation	uses strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics; summarizes content from sources to support their presentation	uses mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics; summarizes multiple sources with limited integration of content to support their presentation	uses paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics; integrates content from multiple sources to support their presentation

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Presentational Mode

Present in Writing 8

Communicate through written presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- **8.A** Plan and research an issue or topic for presentational writing.
- **8.B** Use appropriate writing strategies to communicate an idea in presentational writing.
- **8.C** Understand and apply appropriate and varied syntactical expressions in presentational writing.
- **8.D** Express a perspective with details and examples to illustrate an opinion or idea for written presentations.
- **4.B** Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2	STUDENT RECEIVING A SCORE OF 3	STUDENT RECEIVING A SCORE OF 4	STUDENT RECEIVING A SCORE OF 5
	EMERGING →	PROFICIENT →	ADVANCED →	
COMMUNICATION STRATEGIES				
generally unable to use communication strategies to clarify meaning; rarely recognizes errors and generally unable to successfully self-correct	uses limited presentational strategies to clarify meaning; efforts at self-editing usually fail	may use some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful	uses some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful	uses a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful
VOCABULARY				
uses a limited range of basic vocabulary from familiar word groups	uses vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions	uses vocabulary from familiar thematic word groups and occasionally incorporates some culturally appropriate and idiomatic expressions	uses vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest	uses vocabulary on a variety of familiar topics, including some beyond those of personal interest; uses some culturally appropriate vocabulary and idiomatic expressions

AP SPANISH LANGUAGE AND CULTURE VALIDATED

Achievement Level Descriptions

Presentational Mode

Present in Writing 8

Communicate through written presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- **8.A** Plan and research an issue or topic for presentational writing.
- **8.B** Use appropriate writing strategies to communicate an idea in presentational writing.
- **8.C** Understand and apply appropriate and varied syntactical expressions in presentational writing.
- **8.D** Express a perspective with details and examples to illustrate an opinion or idea for written presentations.
- **4.B** Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING	STUDENT RECEIVING A SCORE OF 3 PROFICIENT	STUDENT RECEIVING A SCORE OF 4 ADVANCED	STUDENT RECEIVING A SCORE OF 5
LANGUAGE CONTROL				
is barely understandable in writing with frequent or significant errors that impede comprehensibility	is partially understandable in writing with errors that force interpretation and impede comprehensibility	is generally understandable in writing with errors that may impede comprehensibility	is fully understandable in writing with several errors that do not impede comprehensibility	is fully understandable in writing with ease and clarity of expression; occasional errors do not impede comprehensibility
demonstrates little or no control of grammar, syntax, and usage	demonstrates limited control of grammar, syntax, and usage	demonstrates some control of grammar, syntax, and usage	demonstrates general control of grammar, syntax, and usage	demonstrates control of grammar, syntax, and usage
uses simple, often memorized sentences and phrases	uses simple sentences and phrases	uses simple and a few compound sentences	uses simple, compound, and a few complex sentences	uses a variety of simple and compound sentences and some complex sentences
demonstrates little or no control of time frames	demonstrates some accuracy in present time and little or no accuracy in other time frames	is mostly accurate in present time and demonstrates limited accuracy in other time frames	is mostly accurate in present time with some accuracy in other time frames	narrates and describes in the present, past, and future time frames with general accuracy
demonstrates little or no control of register	demonstrates minimal awareness of register, using mainly the familiar register	demonstrates an inconsistent use of appropriate register; shifts between formal and informal register occur	usually demonstrates use of appropriate register, except for some occasional shifts between formal and informal register	usually demonstrates use of appropriate register, with consistent use, despite a few occasional shifts between formal and informal register

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Presentational Mode

Present in Writing 8

Communicate through written presentations.

Make Meaning 4

Make meanings from words and expressions.

SKILLS

- **8.A** Plan and research an issue or topic for presentational writing.
- **8.B** Use appropriate writing strategies to communicate an idea in presentational writing.
- **8.C** Understand and apply appropriate and varied syntactical expressions in presentational writing.
- **8.D** Express a perspective with details and examples to illustrate an opinion or idea for written presentations.
- **4.B** Use words appropriate for a given context.

STUDENT RECEIVING A SCORE OF 1	STUDENT RECEIVING A SCORE OF 2 EMERGING →	STUDENT RECEIVING A SCORE OF 3 → PROFICIENT →	STUDENT RECEIVING A SCORE OF 4 → ADVANCED →	STUDENT RECEIVING A SCORE OF 5 →
LANGUAGE CONTROL				
writing generally shows no use of standard conventions of the written language	writing shows little use of standard conventions of the written language	use of standard conventions of the written language is inconsistent, which may cause confusion for the reader	demonstrates generally consistent use of standard conventions of the written language; errors do not impede comprehensibility	consistent use of standard conventions of the written language; errors do not impede comprehensibility
CULTURAL AND INTERDISCIPLINARY CONNECTIONS				
shows little or no awareness of cultural products and practices of the target culture(s)	identifies a few common cultural products and practices of the target culture(s)	identifies some products and practices of the target culture(s) and may identify a few common perspectives of the target culture(s) with inaccuracies	identifies and describes with some details the products and practices of the target culture(s) and may identify some perspectives of the target culture(s) with some inaccuracies	identifies the relationship among products, practices, and perspectives of the target culture(s)
demonstrates minimal understanding of basic content of familiar interdisciplinary topics present in the source materials	demonstrates limited understanding of some content of familiar interdisciplinary topics in source materials	demonstrates some understanding of some content of familiar interdisciplinary topics presented in source materials	demonstrates an understanding of much of the content of familiar interdisciplinary topics presented in source materials	demonstrates an understanding of most of the content of familiar interdisciplinary topics presented in source materials
generally unable to identify or compare geographic, historical, artistic, social, or political features of target culture communities	minimally able to identify and compare geographic, historical, artistic, social, or political features of target culture communities	identifies and compares a few geographic, historical, artistic, social, or political features of target culture communities	compares and contrasts some geographic, artistic, social, or political features of target culture communities	compares and contrasts a variety of geographic, artistic, social, or political features of target culture communities

AP SPANISH LANGUAGE AND CULTURE

Instructional Approaches


ESPAÑOL

Selecting and Using Course Materials

There are several textbooks designed for AP Spanish Language and Culture. Some provide ways to organize the course, as well as instructional and assessment strategies, while others specifically focus on preparing students for the exam.

As the course develops real-world communicative and cultural competencies, it is critical to integrate a variety of authentic materials into instruction and assessment. Authentic materials are texts or resources designed for native speakers of the language and not created for the language classroom. Such authentic materials include, but are not limited to:

- websites;
- newspapers, magazines, and other printed sources;
- short stories;
- blogs and other social media;
- podcasts;
- music;
- videos: film, advertisements, news programs, TV shows; and
- radio broadcasts.

The Real Academia Española (RAE) offers online resources (online dictionary, grammar resources). **rae.es**

Teachers can gain insights on teaching Spanish and network with other Spanish educators by joining the American Association of Teachers of Spanish and Portuguese (AATSP). There are state chapters of this organization. **aatsp.org**

The American Council on the Teaching of Foreign Languages (ACTFL) is the largest organization of world language educators in the United States. ACTFL's standards and approach to instruction, performance, and assessment are foundational to AP world language and culture courses and exams. **actfl.org**

ACTFL offers many documents that inform instruction and assessment:

- **World-Readiness Standards for Learning Languages** This document provides "a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world." The five goal areas (Communication, Culture, Connections, Comparisons, Communities) of language constitute the standards for language acquisition. This document is foundational for AP world language and culture courses.
- **Performance Descriptors for Language Learners** This document defines and describes the levels of language performance (Novice, Intermediate, Advanced) in each of the modes of communication that result from explicit instruction in a classroom setting. It explains the difference between proficiency and performance. AP world language courses base expectations for performance on this document.
- **ACTFL Proficiency Guidelines 2012** This site defines and describes the levels of proficiency in speaking, writing, listening, and reading that result from language learned within and beyond the classroom.
- **NCSSFL-ACTFL Can-Do Statements** This document guides language learners to identify and set learning goals and to chart their progress toward language and intercultural proficiency. The statements are organized according to the modes of communication. This resource helps students and teachers establish reasonable goals for progress.
- **The Language Educator** This publication for ACTFL members (four issues per year) provides educators of all languages and at all levels with a single, comprehensive source of news and information.
- **Foreign Language Annals** This official refereed journal of current scholarly research in languages is published by ACTFL and available to ACTFL members.

Instructional Strategies

The AP Spanish Language and Culture course framework outlines the concepts and skills students must master to be successful on the AP Exam. To address those concepts and skills effectively, teachers should incorporate a variety of instructional approaches and best practices into their daily lessons and activities. Teachers can help students develop mastery of these skills by engaging them in learning activities that allow them to apply their understanding of course concepts. Teachers may consider the following strategies as they plan instruction. In the skills tables that follow these instructional strategies, we provide some selected strategies to show how they might be used to develop specific skills.

Receptive Skills: *Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts*

Strategy	Definition	Purpose	Sample Activity
Activating Prior Knowledge	Providing an opportunity for students to think about what they already know about a concept, place, person, culture, and so on, and share their knowledge with a wider audience.	To prepare students to encounter new concepts, places, persons, cultures, and so on, prior to reading a text.	Provide an advance organizer of guiding questions, a graphic organizer, or other visual.
Chalk Talk	Providing an opportunity for students to respond to a question about a text or an excerpt of a text in writing on the board.	To build skills in responding spontaneously and to provide an opportunity for all students to participate in the written discussion.	Post a question related to a text and have students write their reactions on the board. Students can respond to the question and to one another.
Change of Perspective	Providing an opportunity for students to retell a story from the perspective of a different character.	To have students retell/ paraphrase a story and use its structures and vocabulary in a creative way.	Retell *Little Red Riding Hood* from the wolf's perspective.
Chunking the Text	Breaking the text into smaller, manageable units of sense (e.g., words, sentences, paragraphs, whole text) by numbering, separating phrases, drawing boxes, and so on.	To reduce the intimidation factor when encountering long words, sentences, or whole texts; to increase comprehension of difficult or challenging text.	Break apart *a text* into several sections for students to examine section by section.
Close Listening	Accessing small chunks of audio text to listen to multiple times, taking notes as needed to comprehend key details—word for word and sentence by sentence.	To develop deeper understanding by engaging in focused listening of audio text excerpts.	Model how to ask questions when engaging with an audio text.

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Receptive Skills: *Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Close Reading	Accessing small chunks of text to read, reread, mark, and annotate key passages—word for word, sentence by sentence, and line by line.	To develop comprehensive understanding by engaging in one or more focused readings of a text.	Model how to ask questions when engaging with a text and how to annotate it.
Descriptive Outlining	Analyzing the content, development, organization, and impact of a text or audio source by dividing it into functional chunks and describing what each chunk is saying and doing.	To better understand how a text is put together and how it conveys its message.	Students create an outline of a text or audio source by dividing it into chunks and describing the function or purpose of each chunk in conveying the message.
Discovering Vocabulary in Context	Reading a passage, noting unfamiliar words, discovering meaning of unfamiliar words using context clues, dictionaries, and/or thesauruses, and replacing unfamiliar words with familiar ones.	To facilitate a close reading of text, the use of resources, an understanding of synonyms, and increased comprehension of text.	Use contextual clues and language resources to understand words and idiomatic expressions.
Double-Entry Journal	Creating a two-column journal (also called Dialectical Journal) with a student-selected passage in one column and the student's response in the second column (e.g., asking questions of the text, forming personal responses, interpreting the text, reflecting on the process of making meaning of the text).	To respond to a specific passage with comments, questions, or insights to foster active involvement with a text and to facilitate increased comprehension.	Assign this journal once per week to encourage students to read and comprehend texts on their own.
Graphic Organizers	Using a visual representation for the organization of information.	To build comprehension and facilitate discussion by representing information in visual form.	Use a graphic organizer, such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas.

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Receptive Skills: ***Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)***

Strategy	Definition	Purpose	Sample Activity
Gridding	Providing categories of information for students to check off or fill in as they listen.	To guide students as they listen and have them do active listening.	Provide a grid with categories for students to use as they listen to public service, transportation, or school announcements.
Guided Reading	Identifying a series of strategies to guide students through challenging text (e.g., make predictions, mark the text, skim the text).	To help students learn to use multiple strategies to make meaning from a challenging text.	Provide a short passage for students to read; ask them to skim first and state their immediate impressions of the main idea. Have them reread and mark evidence of the main idea and supporting details in the text. Finally, have them predict what will happen next.
Hashtag Summary	Chunking a text into sections; then, after reading each section, providing a # followed by a key word(s) or phrase that summarizes that section of text; the hashtag summaries then are reviewed to determine relationships among the sections.	To facilitate increased comprehension of texts through carefully chosen, concise language; to begin recognizing relationships among sections of text; to encourage students to use their own modes of language to comprehend texts.	Provide a text that has been chunked into sections, have students read in pairs and identify the hashtag for each chunk, and then discuss the relationships among sections based on their hashtags.
How Reliable Is This Source?	Evaluating the bias, credibility, and reliability of a source.	To help students select reliable and credible sources for evidence to support their arguments.	Define the terms "bias," "credible," and "reliable," and provide examples of sources that are considered reliable and others that are not.
Interactive Word Wall	Creating an interactive visual display of vocabulary words that serves as a constant reminder of words and groups of words as they are introduced, used, and mastered over the course of a year.	To provide a print-rich environment, reinforcement of learned words, a reference for reading and writing, and an ever-present tool for building word knowledge and awareness.	Dedicate a section of the classroom to posting useful words and/or phrases, such as interrogatives, transitional expressions, etc.

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Receptive Skills: *Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Interpreting Visual Data	Building students' skills to understand and apply data presented in a variety of visual formats, such as charts, graphs, tables, maps, and infographics.	To develop student skills in decoding information presented visually.	Teach students common vocabulary found in charts and graphs, such as percent, rate, increase, decrease, range, change, etc. Provide a variety of charts, tables, etc. in every unit to ensure increasing familiarity with data presented visually.
Jigsaw	Reading different texts or passages from a single text, students take on the role of "experts," sharing information from that reading. Students share with a specific group and then return to their initial group to share their new knowledge.	To summarize and present information to others in a way that facilitates an understanding of a text (or multiple texts) without having each student read the text in its entirety.	Divide students into groups and assign a text or section of a text to each group, who then become the "experts" on that section of the text. Once students have become familiar with their text, the members of that group teach their text to others.
Manipulatives	Using a kinesthetic approach to making meaning in which students are asked to assemble parts of a whole as a way of understanding the text.	To provide a tactile and visual means of examining text to encourage multiple ways of understanding text.	Provide a text cut into sections and have students place them in the most logical order.
Marking the Text	Selecting text by highlighting, underlining, and/or annotating for specific components, such as main idea, claim, transitional expressions, and cohesive devices.	To focus reading for specific purposes, such as author's purpose, and to organize information from selections; to facilitate reexamination of a text.	Use different highlighter colors to emphasize different aspects of a text (e.g., transitional expressions, main idea, claim, evidence to support the claim).
Metacognitive Markers	Responding to text with a system of cueing marks, in which students use a ? for questions about the text, an ! for reactions related to the text, an * for comments about the text, and underlining to signal key ideas.	To track responses to texts and use those responses as a point of departure for talking or writing about texts.	Use a system of symbols (?, !, *, etc.) to have students engage with a text.

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Receptive Skills: *Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Notetaking	Creating a record of information while listening to a speaker or while reading a text.	To facilitate active listening and/or reading; to record and organize ideas that assist in processing information.	Have students use Cornell notes, T-notes, key words, or key ideas to take notes.
Predicting	Making guesses about the content of a text by examining titles, visuals, captions, headings/sub-headings, and/or thinking ahead about ideas that may be presented, based on evidence in the text.	To help students become actively involved, interested, and mentally prepared to understand ideas.	Have students predict what a text will be about by looking at the title and visual.
Previewing	Examining a text's structure, features, layout, visuals, and so on, prior to reading.	To gain familiarity with the text, make connections to the text, and extend prior knowledge to set a purpose for reading.	Explain and provide examples to illustrate how various types of texts are commonly structured, such as recipes, advertisements, articles, charts, graphs, tables, infographics, etc.
QHT	Expanding prior knowledge of vocabulary words by marking words with a Q, H, or T (Q signals words students do not know; H signals words students have heard and might be able to identify; T signals words students know well enough to teach to their peers).	To allow students to build on their prior knowledge of words, to provide a forum for peer teaching and learning of new words, and to serve as a prereading exercise to aid in comprehension.	When reading or listening, ask students to identify unfamiliar words, words they think they might know, and words they own. Use the identified words to foster comprehension of the text and vocabulary acquisition.
Questioning the Text	Developing literal, inferential, and universal questions about a text.	To engage more actively with texts, read with greater purpose and focus, and ultimately answer questions to gain greater insight into the text.	Each student writes one literal, one inferential, and one universal question to ask others about a text.
Read Aloud	Reading aloud in class while pausing to check for understanding.	To actively engage students in reading, to check where they may be struggling, and to clarify potential misunderstandings.	Read a text aloud to a class and pause occasionally to check for understanding.

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Receptive Skills: *Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Sentence Unpacking	Analyzing how the language of a sentence works by chunking the sentence into functional sections and describing what those sections do.	To understand the functions and effects of different language choices.	Select an opening line from a text and break it down into component parts.
Sequencing a Text	Dividing a text into sections and having students reassemble the text in order.	To have students demonstrate understanding of a text, to encourage logical thinking, and to have students demonstrate sequencing.	Provide a text cut into sections and have students place them in the most logical order.
Skimming/ Scanning	Skimming by rapid or superficial reading of a text to form an overall impression or to obtain a general understanding of the material; scanning focuses on key words, phrases, or specific details and provides speedy recognition of information.	To quickly form an overall impression prior to an in-depth study of a text; to answer specific questions or quickly locate targeted information or detail in a text.	Give students a limited amount of time to skim or scan a text, and have them identify text type, purpose, main idea, etc., as appropriate.
SOAPSTone	Analyzing text by discussing and identifying *Speaker, Occasion, Audience, Purpose, Subject,* and *Tone.*	To use a process to identify and understand aspects of a text.	Provide a graphic organizer listing speaker, occasion, audience, purpose, subject, and tone and have students complete it as they read. Use a completed organizer as a basis to discuss the text in class.
Summarizing/ Paraphrasing	Restating in one's own words the main idea or essential information expressed in a text, whether it be narration, dialogue, or informational text.	To facilitate comprehension and recall of a text.	Provide a text or audio and have students retell the content in their own words, or have them summarize the content.
Think Aloud	Talking through a difficult passage or task by using a form of metacognition, whereby the reader expresses how they have made sense of the text.	To reflect on how readers make meaning of challenging texts.	Model aloud how you make meaning of a text as you read. In other words, share the questions you ask yourself when you engage with a difficult text.

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Receptive Skills: *Interpretive Mode: making meaning of written, print, visual, audiovisual, and audio texts (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Vocabulary Notebook	Using a designated format, such as a notebook, journal, or personal list, to maintain an ongoing list of vocabulary words, definitions, and connection to academic study.	To facilitate and sustain a systematic process of vocabulary development.	Maintain a notebook of vocabulary items encountered over the course of the academic year.
What's Next?	Predicting what would happen next at the end of a story.	Students provide a continuation or alternate ending to a story.	After reading a short story, students continue the story or provide a different ending written in the style of the author.

Productive Skills: *Writing and Speaking Strategies*

Strategy	Definition	Purpose	Sample Activity
Adding (Revision)	Also called Plus 1—Making conscious choices to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas.	To refine and clarify the writer's or speaker's thoughts during revision and/or drafting.	Students examine a writing or speaking sample and suggest ways to provide additional elaboration.
Deleting (Revision)	Providing clarity and cohesiveness for a text by eliminating words, phrases, sentences, or ideas.	To refine and clarify the writer's or speaker's thoughts during revision and/or drafting.	Students examine a writing or speaking sample and suggest ways to be more succinct.
Ask the Expert (or Students as Experts)	Students are assigned as "experts" on concepts or skills they have mastered; groups rotate through the expert stations to learn about concepts or skills they have not yet mastered.	Provides opportunities for students to share their knowledge and learn from one another. Gives opportunities for students to engage in interpersonal and presentational speaking.	Students present on a topic related to the unit that they have researched.
Brainstorming	Using a flexible but deliberate process of articulating multiple ideas in a short period of time.	To generate ideas, concepts, or key words that provide a focus and/or establish organization as part of the prewriting or revision process.	Generate a list of ideas related to a topic. Generate a semantic map or mind map related to a topic.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Checklists	Using a checklist of things to consider or remember to do while students write.	For focused self- or peer-evaluation.	Use a checklist for writing an essay, including the following elements: thesis statement, development of topic, conclusion, organization/flow of ideas, proofreading pass to correct for conventions of written language, etc. Or provide a checklist of all the elements of each exam task model when students practice.
Circumlocution	Students keep talking or writing even when they are lacking vocabulary by using strategies to "talk around" what they're missing.	To keep students using the target language and to help them maintain communication despite gaps in vocabulary.	Play $100,000 Pyramid, a game that builds skills in circumlocution. One student describes items to their team members to identify. The game is won by the team that accumulates the most points.
Debate	Engaging in an informal or formal argumentation of an issue.	To provide students with an opportunity to collect and orally present evidence and reasoning for arguments on a proposition or issue. To have students think deeply about multiple perspectives. To have students engage in presentational and spontaneous interpersonal speaking.	Have students read a selected text on a controversial topic. Assign a position for each student to defend. Students debate from their assigned perspective and then switch sides and debate from the opposite viewpoint.
Drafting	Composing a text in its initial form.	To incorporate brainstormed or initial ideas into a written format.	Draft emails, letters, essays, original stories, etc., as a way to gather and organize initial ideas and seek feedback.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Fishbowl (Inner/ Outer Circles)	Discussing specific topics within groups; some students will form the inner circle and model appropriate discussion techniques, while an outer circle of students will listen, respond, and evaluate. It could be a text-based discussion or not.	To provide students with an opportunity to engage in a formal discussion and to experience roles both as participant and active listener; students also have the responsibility of supporting their opinions and responses.	Provide students with a text (print or audio) on a controversial topic related to the unit and provide questions for discussion. Group students into an inner circle and an outer circle. The inner circle actively discusses the issue using the questions, while the outer circle listens; later, the entire group summarizes the discussion.
Five Square	Four Square with a fifth option in the center of the room. Divide the room into answer options and allow students to stand in the area representing their answer. The fifth area is the center of the room.	To practice answering multiple-choice questions and providing rationales, including textual evidence for answers.	Give students a passage from a multiple-choice test. They work in groups to answer the questions and then go to their answer "corners." Each answer group provides a rationale for their answer. If someone from the group goes to a different corner, they defend their choice to deviate from the group.
Generating Questions	Clarifying and developing ideas by asking questions of the draft; may be part of self-editing or peer editing.	To clarify and develop ideas in a draft; used during drafting and as part of writer response.	Questions for students to ask while reviewing a draft: ▪ Did I respond appropriately to the prompt? ▪ Did I provide all the required information? ▪ How well have I controlled grammar and verb tenses? ▪ Is my work well-organized? ▪ What other details could I add?

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Gradual Release Writing or Speaking	Project an essay prompt. The whole class brainstorms on what the prompt is asking and initial ways to respond to the prompt. Small group/ paired writing of an outline to answer the prompt. Individual preparation of one body paragraph. Then, students come back with partners/group to discuss and assess their paragraphs. Finally, students individually write finished essays.	To teach students how to deconstruct the prompt, find supporting evidence, and organize their essays.	Take an AP writing prompt and go through the process with students. This can be used to help students deconstruct any prompt.
Graphic Organizers	Representing ideas and information visually (e.g., Venn diagrams, flowcharts, cluster maps).	To provide a visual system for organizing multiple ideas, details, and/or textual support to be included in a piece of writing.	Use a graphic organizer, such as a T-chart, Venn diagram, concept map, Wordle, KWL chart, flowchart, ladder, timeline, story map, etc., to help students process information and organize ideas.
Guided Writing	Modeling the writing that students are expected to produce, the teacher guides students through the organization, generation of ideas, and revision of texts before students are asked to write.	To demonstrate the process of writing by modeling the construction, revision, and/or process of crafting texts.	Have students engage in collaborative paragraph reconstruction by working with a partner or in a small group. Students should consider the organization of ideas, elaboration of ideas, transitions, vocabulary, grammar and syntax, and writing conventions.
Inner and Outer Circles	Providing the opportunity for students to speak spontaneously with many people.	To develop students' skills in spontaneous speaking and active listening.	Have students form an inner and an outer circle facing one another. Each student asks the person in front of them three to five prepared questions related to a topic in the unit, and then both circles rotate. This continues until students end up with their original partners.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Marking the Draft	Interacting with the draft version of a piece of writing by highlighting, underlining, color coding, and annotating to indicate revision ideas.	To encourage focused, reflective thinking about revising drafts.	Students can complete this task with a partner.
Oral Reading	Reading aloud one's own text or the texts of others (e.g., echo reading, choral reading, paired readings).	To share one's own work or the work of others; to build fluency and increase confidence in presenting to a group.	Have students share their own stories, personal narratives, and poems by reading them aloud.
Outlining a Presentation	Using a system of numerals and letters to identify topics and supporting details and to ensure an appropriate balance of ideas.	To generate ideas, concepts, and/or key words that provide a focus and/or establish organization prior to writing an initial draft and/or during the revision process.	Outlining can be used for planning both oral and written presentations.
Presentation Strategies	Using verbal and nonverbal strategies in spoken presentations to connect with the audience.	To make effective spoken presentations and to fully engage the audience.	Review the verbal and nonverbal strategies for effective spoken presentations, then watch some clips of famous people presenting and have students identify which strategies they are using to engage the audience. Encourage students to incorporate at least one of these strategies into their next presentation.
Quickwrite or Quicktalk	Writing or talking for a short, specific amount of time about a designated topic related to a text.	To quickly generate multiple ideas that can be turned into longer pieces of writing at a later time (may be considered as part of the drafting process). Gets students used to writing and speaking spontaneously.	Quickwrite: Give students a topic and let them write about it for five minutes maximum. Quicktalk: Give students a topic and let them speak about it to a partner or a small group for 30–60 seconds.
Revisiting Prior Work	Looking through a collection of previously completed work to identify successes and challenges that may have been encountered with particular formats, conventions, style, word choice, and so on.	To build on prior experience in preparation for a new piece of writing and/or to revise a previous piece of writing. This is a good strategy for improving essay writing.	Have students review prior argumentative essays as they begin to draft a new one.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Role Play	Students assume a role and engage in a conversation with another person.	To encourage creativity and spontaneity in speaking.	Students role-play to represent the conversation that two characters in a story have the next time they meet. Students select a conversation prompt out of a hat and conduct a role-play.
Scoring Guidelines Application	Examine student writing samples using AP assessment scoring guidelines.	To build student understanding of how they are assessed on the AP Exam.	Use student samples and the scoring guidelines posted on AP Central.
Self-Editing/Peer-Editing	Students work with a partner to examine each other's work to identify content, organization, and mechanics that can be improved.	To provide a systematic process for revising and editing a written text.	Provide a checklist of targeted items or issues that students should look for when reviewing a peer's work.
Speed Dating	Students interview several partners regarding their views on a given topic.	To provide practice in interpersonal speaking.	Generate a list of interview questions on a topic related to the unit for students to use. Students begin with a partner, interview them using the questions for one minute (time can be varied), and then they move to a new partner. Debrief at the end to find common responses.
Sketching	Drawing or sketching ideas, including sketching a scene or creating a storyboard, to demonstrate comprehension and to generate spontaneous speaking.	To generate and/or clarify ideas by visualizing them; may be part of prewriting, then using visuals for retelling the story.	Storyboard: Have students listen to a story and sketch the scenes. Afterward, have them use their completed storyboards to spontaneously retell the story.
Small-Group Scoring	Working in small groups, students use the scoring rubrics to score sample essays and provide a rationale/explanation for their score.	To recognize the differences in high-scoring/low-scoring essays and to use the strengths in revising their own writing.	Use a variety of prompts and released sample essays to work on for small-group scoring.

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Productive Skills: *Writing and Speaking Strategies (cont'd)*

Strategy	Definition	Purpose	Sample Activity
Socratic Seminar	Having a focused discussion of an essential question, topic, or selected text in which students ask questions of each other; questions initiate a conversation that continues with a series of responses and additional questions.	To help students formulate questions that address issues (in lieu of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding; students also have the responsibility of supporting their opinions and responses using specific textual evidence.	Students read a text on a controversial topic and develop questions about the topic. In a circle, they ask their questions and others respond, giving their opinions and supporting them through evidence from the text.
Substituting	Replacing original words or phrases in a text with new words or phrases without changing the meaning.	To build vocabulary through the use of synonyms.	In pairs, give students a short text with various words underlined and have them replace those words with synonyms.
Think-Pair-Share	Considering and thinking about a topic or question and then writing what has been learned; pairing with a peer or a small group to share ideas; sharing ideas and discussion with a larger group.	To construct meaning about a topic or question; to test thinking in relation to the ideas of others; to prepare for a discussion with a larger group.	Provide a text and a question about the text. Students read the text, then provide an answer to the question. They then share their responses with a partner or with a small group. Finally, they share their group's answers with the class.
Two-Minute Speech	Giving a spontaneous two-minute speech on a topic.	To build students' confidence and abilities in spontaneous speaking.	Generate a variety of speech topics related to the unit of study or of general interest to adolescents. Students select a topic and then have five minutes to prepare their talk, using a single note card with only key words and key phrases, if needed.

Developing Course Skills

Throughout the AP Spanish Language and Culture course, students develop skills that are fundamental to the learning of a language and culture and to communicating effectively across the three modes of communication. Since these are the complex language and communication skills that adept language-learners need to develop, students will benefit from multiple opportunities to develop and practice them in a scaffolded manner.

The degree to which student performance meets the learning objectives in each skill category is articulated in the Achievement Level Descriptions, which define how well students at each level perform. See the section "AP Spanish Language and Culture Achievement Level Descriptions" on p. 111.

Skill Category 1: Comprehend Written, Audio, Audiovisual, and Visual Text

The comprehension of texts is essential to learning a language and culture because it represents foundational input that is necessary to produce language. Much of the course content is delivered through print, written, visual, audiovisual, and audio texts; therefore, students must be able to engage with and comprehend information conveyed in a wide variety of interdisciplinary texts.

Comprehending text requires students to be skilled at decoding unfamiliar language, understand vocabulary in context, and use contextual clues when dealing with challenging text. Teachers can encourage students to persevere and practice, and they can address issues by the careful selection of texts and by designing appropriately scaffolded instruction.

Below are some suggested strategies for instruction.

Skill Category 1: ***Comprehend written, audio, audiovisual, and visual text.***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
1.A: *Describe the literal meaning of the text.*	What is the main idea and what are the most important supporting details?	Provide a flyer for a cultural event and ask students to identify the main idea and list the most important details.	Marking the Text
1.B: *Describe data.*	What patterns do you see in the data?	Provide a graph about leisure activities and ask students to identify trends by age group.	Interpreting Visual Data

Skill Category 2: Make Interdisciplinary and Cultural Connections

One of the "5Cs" (Communication, Culture, Connections, Comparisons, and Communities) that is foundational to ACTFL's standards for language learning is "connections," that is, making connections among interdisciplinary and/or cultural topics. In AP world language classrooms, the content is interdisciplinary and culturally oriented by nature, and what is studied is related to other disciplines that go well beyond the language classroom.

Teachers can work with students to develop their ability to make cultural connections by helping them to recognize and understand cultural references in texts. When working with interdisciplinary texts, teachers can provide opportunities for students to make connections with prior learning. They can help students understand the context of a text and teach strategies for students to use context to understand the text. Teachers can also keep students' interests in mind as they choose texts and materials to work with, as students are more likely to persevere with a text that engages them. It's a good idea to actively encourage students to make cross-disciplinary and cultural connections by using activating strategies such as advance organizers or guiding questions. Consistent exposure to interdisciplinary and cultural topics will build confidence and competence in the skill of making connections during the course.

Below are some suggested strategies for instruction.

Skill Category 2: ***Make interdisciplinary and cultural connections.***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
2.A: *Make cultural connections.*	What does the source reveal about the target culture?	Provide a text that describes a cultural event and guide students to determine what can be inferred about the culture, based on the event.	Descriptive Outline
2.B: *Make connections in and across disciplines.*	What do you learn about another discipline from this source?	Provide a text that offers new learning in an academic discipline and guide students to understand it through contextual clues, cognates, vocabulary in context, interpreting any visuals, and guiding questions.	Skimming/Scanning or Chunking the Text

Skill Category 3: Interpret the Content of Written or Audio Text

Interpreting a text goes beyond comprehending its literal meaning. It requires students to identify distinguishing textual features (purpose, audience, point of view, style, theme, moral, tone), infer implied meanings, and identify and understand cultural nuances. Students also need to recognize relationships between texts.

In interpreting content, students will need to employ the same skills they use for comprehending and making interdisciplinary or cultural connections—decoding unfamiliar language, working on understanding vocabulary in context, using contextual clues, and persevering with challenging text. Teachers can help students by selecting texts that incrementally introduce challenging content, designing appropriately scaffolded instruction and providing well-crafted guiding questions that will lead students to discover the more abstract elements of a text.

Below are some suggested strategies for instruction.

Skill Category 3: ***Interpret the content of written or audio texts.***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
3.A: *Interpret the distinguishing features of a text.*	For whom was the text created and why?	Provide an audio source and guide students to identify the intended audience, the purpose, and point of view through guiding questions.	Close Reading or Close Listening
3.B: *Interpret the meaning of a text.*	What is implied by the text?	Select a text that contains inferences. Demonstrate close/critical reading techniques (asking deep questions, annotating the text to indicate evidence, interpreting vocabulary in context) to show students how to have "a conversation with the text" that will allow them to interpret it.	Hashtag Summary

Skill Category 4: Make Meanings from Words and Expressions

Making meaning from unfamiliar words or expressions is essential to demonstrating comprehension of any text. While students do not have to understand every word to understand a text, they need to become adept at decoding unfamiliar vocabulary by using context clues that appear. Students need encouragement to persist and take risks when engaging with a source. This may mean withholding correction as students make a few errors when they encounter unfamiliar words or expressions.

Teachers can encourage students' growth in making meanings from words and expressions through consistent practice with texts that contain unknown vocabulary and have rich examples of idiomatic and cultural expressions. Teachers can guide students to decode words by looking at prefixes, suffixes, word stems, and radicals, as well as looking for context clues, word derivations, and cultural concepts.

Below are some suggested strategies for instruction.

Skill Category 4: *Make meanings from words and expressions.*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
4.A: *Determine the meaning of familiar and unfamiliar words.*	How can you determine what this word means?	By using a think aloud, model for students how to determine the meaning of unfamiliar vocabulary in a text by using contextual clues, word derivation, decoding the parts of the word, and/or cultural concepts.	Think Aloud
4.B: *Use words appropriate for a given context.*	Is the vocabulary you're using colloquial or academic?	After students have produced a written text, have them replace words or phrases they have used with synonyms of a more academic nature. Students may use a dictionary, thesaurus, or other sources.	Substituting

Skill Category 5: Communicate Interpersonally by Speaking with Others

Learning to speak with others constitutes the main reason students enroll in language and culture courses. Spontaneous speech is one of the most difficult skills for students to achieve. Therefore, it is critical to provide students with multiple and ongoing opportunities to speak with each other.

The more students practice this skill, the more likely students will produce language that is comprehensible to native speakers of the target language. Students need opportunities to speak the language in authentic situations in order to progress beyond using memorized words and phrases. They need to work on communicating messages effectively, practice listening to the spoken language to increase comprehension, and become comfortable speaking spontaneously.

Teachers can establish a classroom culture in which students feel comfortable taking risks, providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 5: ***Communicate interpersonally by speaking with others.***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
5.A: *Understand and apply appropriate communication strategies in interpersonal speaking.*	How can you continue a conversation if you do not know a specific word?	Describe an object without using the actual name of the object.	Circumlocution
5.B: *Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.*	What transitional words and cohesive devices can be used to link sentences for longer conversations?	Listen to a conversation and have students identify transitional works and cohesive devices.	Close Listening

Skill Category 6: Communicate Interpersonally by Writing to Others

Being able to communicate with others through writing constitutes another main reason why students enroll in language and culture courses. Written interpersonal communication is an important real-life skill to develop within the language classroom. Therefore, it is critical to provide students with multiple and ongoing opportunities to write to others in both the formal and informal registers.

The more students practice writing texts, notes, emails, and letters, the more likely they will produce written language that is comprehensible to native speakers of the target language.

In order to communicate successfully in writing in the interpersonal mode, students need to practice:

- building their vocabulary;
- communicating their message using accurate grammatical and syntactic structures;
- comprehending the incoming message;
- using the appropriate register;
- providing relevant and sufficient information, elaboration, and details; and
- developing an organized, cohesive message.

Teachers can help students by actively teaching all aspects of successful interpersonal writing, breaking down the writing task into a step-by-step process, and providing timely and directed feedback that encourages students to continue to practice for improvement.

Below are some suggested strategies for instruction.

Skill Category 6: ***Communicate interpersonally by writing to others.***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
6.A: *Understand and apply appropriate communication strategies in interpersonal writing.*	Have you selected the correct register and used it consistently?	Analyze written interpersonal communications with an eye on how register is addressed and to review all the aspects involved in register.	Self-Editing/ Peer-Editing
6.B: *Understand and apply appropriate and varied syntactical expressions in interpersonal writing.*	Have you proofread your message to correct errors in grammar and syntax as well as spelling, accents, and punctuation?	After students have written a message, provide an editing checklist and have them work with a partner to peer-edit one another's work.	Self-Editing/ Peer-Editing

Skill Category 7: Communicate Through Spoken Presentations

Presenting information orally is an important way that students demonstrate their ability to communicate effectively in the language. Spoken presentations can be challenging to students, as they need to communicate ideas related to a variety of interdisciplinary and cultural topics in an organized and engaging manner. Many students find speaking in front of a group to be challenging and stressful. They are apprehensive about making mistakes and effectively communicating their message. The ability to carefully plan and outline key ideas and main points is critical so that students will present information without relying on memorizing or reading their presentations. Therefore, teachers should give students multiple and ongoing opportunities to give oral presentations.

In order to be successful in their oral presentations, students need to:

- employ vocabulary and grammatical and syntactical structures to effectively convey their thoughts;
- organize their information to deliver an effective presentation; and
- use strong transitional expressions and cohesive devices that guide the listener's understanding.

Students should also be encouraged to take risks, as they will likely make errors in their presentations. By practicing these skills regularly, students will become more comfortable and confident in presenting orally. Students should receive feedback that helps them improve not only the content and accuracy of their presentation but also their confidence in their presentational skills. As the year progresses, they will acquire more interdisciplinary vocabulary and more complex language structures to support longer and more sophisticated oral presentations.

Below are some suggested strategies for instruction.

Skill Category 7: ***Communicate through spoken presentations.***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
7.A: *Plan and research an issue or topic for presentational speaking.*	Have you organized the main ideas and supporting details for your presentation?	Teacher provides a graphic organizer or template to help students plan their presentations.	Outlining a Presentation or Graphic Organizers
7.B: *Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.*	How have you made your presentation engaging for your audience?	In class, brainstorm a list of effective presentation techniques. Then watch some online presentations and observe what makes each presentation effective or not.	Presentation Strategies
7.C: *Use appropriate language and vocabulary for the intended audience in presentational speaking.*	Have you included effective transitional expressions and cohesive devices to guide your audience through your presentation?	Teachers can post transitional expressions on a word wall in the classroom and consistently direct students to them.	Word Wall
7.D: *Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.*	Have you clearly expressed your opinions and supported them with details and examples?	Teachers can provide formulas for expressing and defending opinions and have students practice using them by asking them to quickly state and justify their opinions on a variety of topics.	Debate

Skill Category 8: Communicate Through Written Presentations

Presenting information in writing is an important way that students demonstrate their ability to communicate effectively in the language. Presentational writing can be challenging to students, as it is among the more academic areas of language production, in which students are often required to effectively express and explain complex ideas and support them with evidence from sources. The ability to conduct research, evaluate sources, and then extract relevant information from sources is an important part of creating effective written presentations. Therefore, it is critical to provide students with multiple and ongoing opportunities to present their ideas in written form.

In order to be successful in their written presentations, students need to:

- employ academic vocabulary;
- use effective grammatical and syntactical structures;
- develop organizational skills;
- effectively use transitional expressions and cohesive devices to guide the reader's understanding; and
- include relevant evidence from sources.

Teachers can help students by actively teaching a writing process, showing students how to create a step-by-step plan to produce a written presentation that is well organized and has a logical flow. Student must also take the time to proofread their work to correct errors in organization, grammar, syntax, and mechanics.

In addition, students need to know how to find, evaluate, and cite sources and how to use sources to gain academic and discipline-specific vocabulary. Teachers can provide targeted feedback on grammatical and syntactical errors to improve the comprehensibility of students' work; however, this should be in addition to providing directive feedback on ways students can improve the strength of their argument. There are numerous sample essays on AP Central that teachers can access.

The more students practice these skills, the more likely it is that they will become effective in communicating their ideas in writing. With practice and feedback, they will acquire the academic vocabulary, organizational skills, and appropriate conventions of written language to create written presentations.

Below are some suggested strategies for instruction.

Skill Category 8: ***Communicate through written presentations.***

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
8.A: *Plan and research an issue or topic for presentational writing.*	How do you gather information to prepare a presentation?	Teacher leads a discussion on what makes a source reliable. Students search for reliable sources on a specific topic.	How Reliable Is This Source?
8.B: *Use appropriate writing strategies to communicate an idea in presentational writing.*	How do you develop an organized presentation?	Students complete a graphic organizer for organizing an essay.	Using a Graphic Organizer or Outlining

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Skill Category 8: *Communicate through written presentations (cont'd).*

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
8.C: *Understand and apply appropriate and varied syntactical expressions in presentational writing.*	How do you incorporate a variety of sentence types in a presentation?	Students review a draft of their writing and determine ways to enhance or elaborate a text by adding additional words, phrases, sentences, or ideas.	Self-Editing/ Peer-Editing
8.D: *Express a perspective with details and examples to illustrate an opinion or idea for written presentations.*	How do you support your ideas in a presentation?	Students incorporate evidence using researched reliable sources to support their ideas.	Close Reading

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AP SPANISH LANGUAGE AND CULTURE

Exam Information


ESPAÑOL

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 just over 3 hours long and includes 65 multiple-choice questions and 4 free-response 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	Part A: Multiple-choice questions	30	23%	40 minutes
	Interpretive Communication: Print texts			
	Part B: Multiple-choice questions	35	27%	55 minutes
	Interpretive Communication: Print and audio texts combined and audio texts			
II	Free-response questions	4	50%	88 minutes
	Question 1: Email Reply		12.5%	15 minutes
	Question 2: Argumentative Essay		12.5%	55 minutes
	Question 3: Conversation		12.5%	18 minutes
	Question 4: Cultural Comparison		12.5%	

The exam assesses themes and skills developed in each of the six units:
1. Families in Different Societies
2. The Influence of Language and Culture on Identity
3. Influences of Beauty and Art
4. How Science and Technology Affect Our Lives
5. Factors That Impact the Quality of Life
6. Environmental, Political, and Societal Challenges

How Student Learning Is Assessed on the AP Exam

All eight AP Spanish Language and Culture skill categories are assessed on every AP Exam in the multiple-choice and free-response sections as detailed below.

	Multiple-Choice Section	Free-Response Section
Skill Category 1: Comprehend Text	This skill category encompasses two specific skills—describe the literal meaning of the text and describe quantitative data. Almost all of the multiple-choice sets will include one or more questions that assess one of these two skills. Approximately 20–30% of the questions assess this skill category.	Text comprehension is assessed in the first three free-response questions (Email Reply, Argumentative Essay, and Conversation).
Skill Category 2: Make Connections	This skill category includes making cultural and interdisciplinary connections. Most of the multiple-choice sets will include one or more questions that assess one of these two skills. Approximately 30–40% of the questions assess this skill category.	Making both cultural and interdisciplinary connections is assessed in all four free-response questions.
Skill Category 3: Interpret Text	This skill category includes interpreting distinguishing features and the meaning of a text. Almost all of the nine multiple-choice sets will include one or more questions that assess text interpretation. Approximately 30–40% of the questions assess this skill category.	Text interpretation is assessed in Free-response question 2: Argumentative Essay.
Skill Category 4: Make Meanings	Skill 4.A Determine the meaning of familiar and unfamiliar words is the only skill in this category that is directly assessed. It is assessed in most of the multiple-choice sets, with approximately 10–15% of the questions assessing this skill.	All four free-response questions assess making meanings.
Skill Category 5: Speak to Others	Skill 5.A The skills associated with speaking to others are not directly assessed in the multiple-choice section.	Free-response question 3: Conversation assesses the skills associated with speaking to others.
Skill Category 6: Write to Others	Skill 6.A The skills associated with writing to others are not directly assessed in the multiple-choice section.	Free-response question 1: Email Reply assesses the skills associated with writing to others.
Skill Category 7: Present Orally	Skill 7.A Plan and research an issue or topic for presentational speaking is assessed in the multiple-choice section.	Free-response question 4: Cultural Comparison assesses the skills associated with oral presentations.
Skill Category 8: Present in Writing	Skill 8.A Plan and research an issue or topic for presentational writing is assessed in the multiple-choice section.	Free-response question 2: Argumentative Essay assesses the skills associated with written presentations.

Section I: Multiple-Choice

The first section of the AP Spanish Language and Culture Exam includes 65 multiple-choice questions presented in nine sets. Each set contains one or more stimulus materials—mostly authentic sources—and from 5 to 11 questions. The following chart lays out the different types of stimulus materials, the number of questions per set, and the skills that may be assessed in each set. The order below represents the relative order of each set on the exam.

Stimulus Type	Number of Questions	Skills Assessed by Set
Promotional material	5	2.A Make cultural connections. 2.B Make connections in and across disciplines. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text.
Literary text	7	1.A Describe the literal meaning of the text. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text. 4.A Determine the meaning of familiar and unfamiliar words.
Article and chart	11	1.A Describe the literal meaning of the text. 1.B Describe data. 2.A Make cultural connections. 2.B Make connections in and across disciplines. 3.A Interpret the distinguishing features of a text. 4.A Determine the meaning of familiar and unfamiliar words.
Letter	7	1.A Describe the literal meaning of the text. 2.A Make cultural connections. 2.B Make connections in and across disciplines. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text. 4.A Determine the meaning of familiar and unfamiliar words.
Audio report and article	10	1.A Describe the literal meaning of the text. 2.B Make connections in and across disciplines. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text. 4.A Determine the meaning of familiar and unfamiliar words.
Conversation and chart	7	1.A Describe the literal meaning of the text. 1.B Describe data. 2.A Make cultural connections. 2.B Make connections in and across disciplines. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text. 4.A Determine the meaning of familiar and unfamiliar words.
Interview	5	1.A Describe the literal meaning of the text. 2.B Make connections in and across disciplines. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text.
Instructions	5	1.A Describe the literal meaning of the text. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text.

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Stimulus Type	Number of Questions	Skills Assessed by Set
Presentation	8	1.A Describe the literal meaning of the text. 2.A Make cultural connections. 2.B Make connections in and across disciplines. 3.A Interpret the distinguishing features of a text. 3.B Interpret the meaning of a text. 4.A Determine the meaning of familiar and unfamiliar words.

Section II: Free-Response

The second section of the AP Spanish Language and Culture Exam includes four free-response questions (FRQs), each weighted equally. Each question is scored on a five-point holistic scale. (See rubrics on pages 175–181.)

FRQ 1: Email Reply requires students to compose an email reply in the formal register in response to an incoming email in Spanish. In their reply, students are instructed to include a greeting, and a closing, and to respond to all the questions and requests in the message. Additionally, students are instructed to ask for more details about something mentioned in the message.

Students are assessed on their ability to:

- maintain the exchange;
- provide the required information with details and elaboration;
- communicate in a clear and understandable manner in the formal register, using appropriate and varied grammar, syntax, and sentence structure; and
- use varied and appropriate vocabulary, including idiomatic language.

FRQ 2: Argumentative Essay requires students to write an essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. Students are given six minutes to read the essay topic and the printed material, and two opportunities to listen to the audio material. Students are encouraged to take notes while they listen. The essay asks students to clearly present and thoroughly defend their own position on the topic, integrate viewpoints and information from all three sources to support their argument (identifying the sources appropriately), and organize their essay into clear paragraphs.

Students are assessed on their ability to:

- address the topic within the context of the task;
- demonstrate comprehension of the sources' viewpoints;
- present and defend their position on the topic in an organized essay;
- integrate content from the sources to support the argument;
- communicate in a clear and understandable manner, using appropriate and varied grammar, syntax, and sentence structure to develop paragraph-length discourse; and
- use varied and appropriate vocabulary, including idiomatic language.

FRQ 3: Conversation requires students to participate in a simulated conversation with a recorded interlocutor. They are provided with an outline of the conversation that explains how they are to respond to each of their five turns in the conversation. They have 20 seconds to respond in each turn.

Students are assessed on their ability to:

- maintain the exchange;
- provide the required information with elaboration and details;
- communicate in a clear and understandable manner, using appropriate and varied grammar, syntax, and sentence structure and a consistent register that is appropriate for the conversation;
- use appropriate pronunciation, intonation, and pacing to enhance comprehension; and
- appropriate vocabulary, including idiomatic language.

FRQ 4: Cultural Comparison requires students to compare an aspect of a Spanish-speaking community with which they are familiar to that in their own or another community, demonstrating an understanding of cultural features of this Spanish-speaking community. In their presentations, students may refer to what they have studied, observed, or experienced.

Students are assessed on their ability to:

- address the topic within the context of the task;
- compare the target culture with the student's own or another community, using supporting details and relevant examples and demonstrating an understanding of the target culture;
- give an organized and understandable presentation;
- communicate in a clear and coherent manner, using appropriate and varied grammar, syntax, and sentence structure and a consistent register appropriate for the presentation;
- use varied and appropriate vocabulary, including idiomatic language; and
- use appropriate pronunciation, intonation, and pacing to enhance comprehension.

Task Verbs Used in Free-Response Questions

The following **task verbs** are commonly used in the free-response questions:

Ask: Request information or details.

Compare: Provide a description or explanation of similarities and/or differences.

Defend: Explain or justify.

Demonstrate: Show ability to respond appropriately.

Hear/Listen: Listen to directions and an audio source.

Identify/Indicate: Indicate or provide information about a specified topic, without elaboration or explanation.

Make a presentation: Orally respond to a prompt.

Organize: Determine and arrange a logical sequence for a response.

Participate in a conversation: Respond to spoken prompts (such as providing a greeting; offering details, explanations, opinions, or perspectives; accepting or declining an invitation or suggestion; proposing solutions; and/or concluding a conversation).

Prepare: Plan your response.

Present: Provide information or ideas.

Read: Look at or view printed directions and information.

Record: Capture spoken responses digitally.

Respond: Reply to a question or prompt.

Speak: Express ideas verbally in response to a specific question or prompt.

Use: Select and use appropriate register (formal or informal).

Write: Produce a response in writing.

Sample Exam Questions

The sample exam questions that follow illustrate the relationship between the course framework and the AP Spanish Language and Culture Exam and serve as examples of the types of questions that appear on the exam. At the end of the sample exam questions, we provide a table showing which skills and learning objectives are assessed in each question. The table also provides answer to the multiple-choice questions.

Please note, the sample exam includes questions with available audio. If using the downloadable PDF version of this publication, you can access the audio by clicking on the audio icon. If using the print version, please visit your course's **exam page** on AP Central for the audio. Scripts for audio are presented in this publication for reference. They are not provided to students during the exam.

Section I: Multiple-Choice Questions

The following are examples of the kinds of multiple-choice questions found on the exam.

Este texto trata de un cine que también es un restaurante. El artículo original fue publicado el 18 de agosto de 2010 en Argentina por *La Nación*.

Cuando el cine también es restaurante

En algunas salas se puede comer a la carta mientras se disfruta un film; los fines de semana casi no hay lugares

La propuesta llegó a Buenos Aires hace poco más de un año: ver una película y disfrutar de un menú de tres pasos, recostado en un sillón que nada tiene que envidiarles a los asientos de primera clase y con un mozo que está pendiente de dos cosas: atender a los comensales sin tapar la pantalla y de que la copa de los espectadores esté siempre llena.

Lo cierto es que en las dos salas en las que se brinda este servicio *premium* en el país casi no quedan butacas vacías los fines de semana. Las funciones comienzan a las 13.30 y se extienden hasta la trasnoche, pasadas las tres. Y cuanto más temprano, más posibilidades hay de conseguir un lugar.

La Nación vivió esta experiencia para conocer si de este cóctel que combina alta gastronomía con cine resulta un trago de buen sabor para el exigente paladar porteño.

Desde el inicio del paseo, queda en claro que se trata de un servicio *premium*. No hay que hacer filas para sacar las entradas porque las salas cuentan con una boletería y un *lobby* independientes. Hay un menú de invierno, diseñado por el chef de la casa, Martín Molteni, que incluye el pase de cine, una entrada, un plato principal, bebida, postre y café, por 145 pesos. También se puede pedir el combo de pizza y cerveza, que con la entrada vale 70 pesos o cuñas de papa con cerveza más entrada, por $60.

Conviene llegar unos 20 minutos antes de la función para ubicarse en los *livings* de la recepción y elegir con luz el menú. Allí, el mozo tomará el pedido y consultará en qué momento de la película uno quiere que llegue cada paso. Por lo general, los tres pasos del menú de Molteni siguen el ritmo de introducción, nudo y desenlace de la película.

Nelson fue el mozo que atendió a esta cronista. El menú elegido fue roll de salmón, como entrada, y bondiola a la miel como primer plato, todo acompañado por un *syrah* de una marca líder. La *mousse* de chocolate se prometió para el momento del postre.

Una vez adentro, instruyó acerca del uso del sillón. Un botón permite reclinarlo a 60 grados y subir el apoyapiés. Otro botón es para llamar al mozo, al estilo de las aerolíneas. Los asientos están distribuidos de a dos y hay una mesa pequeña y redonda en medio. Según se explicó, la sala fue diseñada con una inclinación tal que los mozos no obstruyan la visión mientras sirven. Para lograrlo, se mueven con máxima discreción y en ocasiones deben servir los platos de rodillas, a riesgo de ser silbados por otros espectadores.

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Fuente: DEISICA (Depto. de Estudio e Investigación del Sindicato de la Industria Cinematográfica Argentina)

Este texto trata de la industria del cine. La tabla fue publicada en 2011 en Argentina por DEISICA (Depto. de Estudio e Investigación del Sindicato de la Industria Cinematográfica Argentina).

Recaudación y cantidad de copias, estrenos y espectadores según origen del film en Argentina, 2011.

	Recaudación en pesos	Copias cinematográficas para salas de cine	Número de estrenos en unidades	Número de espectadores
EE. UU.	$805.606.737	8.312	133	34.788.695
EE. UU. %	82,8%	74,6%	41,3%	81,9%
Argentina	$59.521.190	1.226	104	3.041.135
Argentina %	6,1%	11,0%	32,3%	7,2%
Otros países	$108.010.766	1.606	85	4.660.599
Otros países %	11,1%	14,4%	26,4%	11,0%
Total	$973.138.693	11.144	322	42.490.429
Total %	100%	100%	100%	100%

1. ¿Cuál es el propósito del artículo?
   (A) Informar sobre un nuevo concepto de entretenimiento
   (B) Criticar el servicio de un restaurante con pantallas de televisión
   (C) Informar sobre la inauguración de un cine al aire libre
   (D) Promover una propuesta de cine con cena en casas particulares

2. ¿Qué indica la frase "el exigente paladar porteño"?
   (A) Que los habitantes de Buenos Aires son muy exigentes con las películas
   (B) Que los habitantes de Buenos Aires no se conforman con cualquier comida
   (C) Que a los habitantes de Buenos Aires les gusta comer en el cine
   (D) Que los habitantes de Buenos Aires ya no van tanto al cine

3. ¿Cuál es la función del tercer párrafo "*La Nación* vivió esta experiencia para conocer si de este cóctel que combina alta gastronomía con cine resulta un trago de buen sabor para"?
   (A) Presentar a Nelson, el mozo
   (B) Hablar de los horarios de las funciones
   (C) Ofrecer una experiencia personal
   (D) Informar sobre las películas que se exhiben

4. ¿Qué se puede afirmar del menú que se sirve?
   (A) Se sirve como desayuno.
   (B) Incluye varios platos.
   (C) Se ofrece una sola propuesta.
   (D) Solo incluye refrescos.

5. Según el artículo, ¿en qué momento se sirven los platos?
   (A) Antes de que comience la función
   (B) Cuando lo solicite el cliente
   (C) Durante un intervalo
   (D) Cuando lo determine el chef

6. ¿Qué consejo da el artículo al público interesado en ir al cine?
   (A) Que vayan a las funciones al inicio de la tarde
   (B) Que vayan a las primeras funciones por la mañana
   (C) Que no asistan al cine en pareja
   (D) Que no beban bebidas alcohólicas

7. ¿Qué característica de la sala se destaca en el artículo?
   (A) La intensidad de la luz
   (B) La acústica de la sala
   (C) El tamaño de sus pantallas
   (D) El tipo de sillones que tiene

8. Según el artículo, ¿qué se puede afirmar de este cine?
   (A) Que el servicio debe mejorar
   (B) Que tiene mucha popularidad
   (C) Que hay que hacer largas filas para entrar
   (D) Que sus puertas cierran muy temprano

9. ¿Qué tipo de información presenta la tabla?
   (A) Datos sobre la industria cinematográfica europea
   (B) Datos sobre la industria cinematográfica argentina
   (C) Una comparación entre el público estadounidense y el argentino
   (D) El porcentaje de dinero recaudado en el cine en los últimos diez años

10. Según la tabla, ¿qué películas recaudaron más dinero?

    (A) Las películas de Estados Unidos

    (B) Las películas argentinas

    (C) Las películas de otros países

    (D) Las películas europeas

11. Tienes que escribir un informe sobre el mismo tema del artículo y la tabla. ¿Cuál de los siguientes sitios web sería más útil consultar para buscar información?

    (A) www.vinos.ar — Vinos de América Latina

    (B) www.cocinaporteña.ar — Recetas de comida argentina

    (C) www.cineXXI.ar — Cine y tendencias

    (D) www.todoelcine.es — Cine español: una mirada crítica

Primero tienes 1 *minuto* para leer la introducción y prever las preguntas.

Esta grabación trata de la etnia wayúu. La entrevista original titulada "Cien por ciento wayúu" fue publicada el 9 de agosto de 2011 en Estados Unidos por Radio Naciones Unidas. Laura Kwiatkowski habla con Patricia Velásquez, una modelo venezolana de origen wayúu. La grabación dura aproximadamente tres minutos.

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Script

Due to a permissions clearance issue, the transcript of this interview is not currently available.

12. ¿Cuál es el propósito principal de la entrevista?

    (A) Describir las artesanías que producen los grupos wayúu

    (B) Promover un plan nacional de crecimiento económico

    (C) Dar a conocer una iniciativa privada de desarrollo comunitario

    (D) Dar información sobre los logros artísticos de una modelo

13. ¿A qué se refiere la entrevistada cuando dice que para los wayúu no existen fronteras?

    (A) A que suelen comerciar con toda Sudamérica

    (B) A que sus ancestros llegaron a América desde otro continente

    (C) A que viven entre dos países sin residencia fija

    (D) A que llevan una mezcla de varias culturas en su sangre

14. Según la entrevistada, ¿cómo ayuda la fundación a las mujeres wayúu?

    (A) Les brinda un lugar donde trabajar dignamente.

    (B) Les ofrece clases de lenguas.

    (C) Les brinda atención médica.

    (D) Les ofrece ayuda con el cuidado de sus hijos.

15. De acuerdo con la entrevista, ¿qué se puede afirmar sobre los bolsos Susu?
    (A) Que lleva mucho trabajo elaborarlos
    (B) Que la familia entera participa en su confección
    (C) Que por ahora se venden solamente en Venezuela
    (D) Que los están fabricando en distintas partes del mundo

16. ¿Qué pregunta sería la más apropiada para formular a Patricia Velásquez al final de la entrevista?
    (A) Y, ¿cuánto cuesta un bolso Susu?
    (B) ¿Por qué el centro no es sustentable?
    (C) ¿Quiénes son los wayúu?
    (D) ¿A qué población ayudan ustedes?, ¿a los wayúu colombianos o venezolanos?

Section II: Free-Response Questions

Below are two sample free-response questions—numbers 1 and 4. (For more information on all four free-response questions, see page 164.)

Free-response question 1: Email Reply

Prompt/Directions:

You will write a reply to an email message. You have 15 minutes to read the message and write your reply.	Vas a escribir una repuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.
Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.	Tu respuesta debe incluir un saludo y una despedida y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en en el mensaje. También, debes responder de una manera formal.

1. **Este mensaje electrónico es de Carlos Ferrer Quintana, Jefe de Programación de Canal 6. Has recibido este mensaje porque has participado como voluntario en Perú y te quieren entrevistar.**

   De: Carlos Ferrer Quintana
   Asunto: Voluntarios en Perú

   Estimado/a estudiante:

   Como usted sabe, la semana pasada salió en el informativo de la noche de Canal 6 un reportaje con imágenes de la llegada al aeropuerto de su clase de español, que regresaba de su viaje para hacer trabajo voluntario en Perú. Quisiéramos invitar a varios alumnos del grupo para hacerles una entrevista en nuestro estudio, sobre

su experiencia durante el viaje. Usted es una de las personas pre-seleccionadas, pero para poder hacer la selección final necesitamos que responda las siguientes preguntas:

- ¿Qué tipo de contacto ha tenido con los jóvenes peruanos durante el viaje?
- ¿Qué fue lo más importante que aprendió sobre la cultura peruana durante su estadía?

Nos comunicaremos con usted la próxima semana para indicarle si ha sido uno de los finalistas.

Mientras tanto, si tiene alguna pregunta, no dude en ponerse en contacto con nosotros.

Le agradecemos de antemano su colaboración.

Atentamente,

Carlos Ferrer Quintana
Jefe de Programación
Canal 6

Free-Response Question 4: Cultural Comparison

Prompt/Directions:

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.	Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.
In your presentation, compare a Spanish-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this Spanish-speaking community. You should also organize your presentation clearly.	En tu presentación, compara una comunidad hispanohablante que te sea familiar a tu comunidad o a otra comunidad. Debes demonstrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

4. ¿Cómo afecta el diseño de una ciudad (por ejemplo, sus mercados, parques y calles) a la vida social de las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara el efecto del diseño de una ciudad en una región del mundo hispanohablante que te sea familiar con el efecto del diseño en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

Answer Key and Question Alignment to Course Framework

Multiple-Choice Question	Answer	Task Model	Skill	Learning Objective
1	A	Article and Chart	3.A	3.A.2
2	B	Article and Chart	4.A	4.A.2
3	C	Article and Chart	3.A	3.A.4
4	B	Article and Chart	2.B	2.B.1
5	B	Article and Chart	1.A	1.A.2
6	A	Article and Chart	1.A	1.A.2
7	D	Article and Chart	1.A	1.A.2
8	B	Article and Chart	1.A	1.A.2
9	B	Article and Chart	1.B	1.B.1
10	A	Article and Chart	1.B	1.B.2
11	C	Article and Chart	2.B	2.B.4
12	C	Interview	3.A	3.A.2
13	C	Interview	3.B	3.B.2
14	A	Interview	3.A	3.A.3
15	A	Interview	1.A	1.A.3
16	A	Interview	2.B	2.B.1

Free-Response Question	Question Type	Skill
1	Email Reply	1.A, 2.A, 2.B, 4.A, 4.B, 6.A, 6.B
4	Cultural Comparison	2.A, 2.B, 4.B, 7.B, 7.C, 7.D

AP SPANISH LANGUAGE AND CULTURE: SCORING RUBRICS FOR FREE-RESPONSE QUESTIONS

Free-Response Question: Email Reply (Question 1 on AP Exam)

5: STRONG

- Maintains the exchange with a response that is clearly appropriate within the context of the task
- Provides required information (responses to questions, request for details) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
- Variety of simple and compound sentences, and some complex sentences

4: GOOD

- Maintains the exchange with a response that is generally appropriate within the context of the task
- Provides most required information (responses to questions, request for details) with some elaboration
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)
- Simple, compound, and a few complex sentences

3: FAIR

- Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task
- Provides most required information (responses to questions, request for details)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness
- Simple and a few compound sentences

2: WEAK

- Partially maintains the exchange with a response that is minimally appropriate within the context of the task
- Provides some required information (responses to questions, request for details)
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language

- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies
- Simple sentences and phrases

1: POOR

- Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task
- Provides little required information (responses to questions, request for details)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)
- Very simple sentences or fragments

0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)

Free-Response Question: Argumentative Essay (Question 2 on AP Exam)

5: STRONG

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of an argument
- Presents and defends the student's own position on the topic with a high degree of clarity; develops an argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

4: GOOD

- Generally effective treatment of topic within the context of the task
- Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies
- Summarizes, with limited integration, content from all three sources in support of an argument
- Presents and defends the student's own position on the topic with clarity; develops an argument with coherence
- Organized essay; some effective use of transitional elements or cohesive devices

- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Develops mostly paragraph-length discourse with simple, compound, and a few complex sentences

3: FAIR

- Suitable treatment of topic within the context of the task
- Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies
- Summarizes content from at least two sources in support of an argument
- Presents and defends the student's own position on the topic; develops an argument with some coherence
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Uses strings of mostly simple sentences, with a few compound sentences

2: WEAK

- Unsuitable treatment of topic within the context of the task
- Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate
- Summarizes content from one or two sources; may not support an argument
- Presents, or at least suggests, the student's own position on the topic; develops an argument somewhat incoherently
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the reader
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Uses strings of simple sentences and phrases

1: POOR

- Almost no treatment of topic within the context of the task
- Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies
- Mostly repeats statements from sources or may not refer to any sources
- Minimally suggests the student's own position on the topic; argument is undeveloped or incoherent
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Very simple sentences or fragments

0: UNACCEPTABLE

- More restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic

- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

- (hyphen): BLANK (no response)

Clarification Note:

There is no single expected format or style for referring to and identifying sources appropriately. For example, test takers may opt to directly cite content in quotation marks; paraphrase content and indicate that it is "according to Source 1" or "according to the audio file"; refer to the content and indicate the source in parentheses ["(Source 2)"]; refer to the content and indicate the source using the author's name ["(Smith)"]; etc.

Free-Response Question: Conversation (Question 3 on AP Exam)

5: STRONG

- Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
- Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the conversation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

Scoring note: A response that meets the majority (but not necessarily all) of these criteria for at least 4 of the exchanges may be sufficient to earn a score of 5.

4: GOOD

- Maintains the exchange with a series of responses that is generally appropriate within the context of the task
- Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the conversation, except for occasional shifts
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR

- Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
- Provides most required information (e.g., responses to questions, statement and support of opinion)
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language

- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the conversation with several shifts
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

2: WEAK

- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, statement and support of opinion)
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the conversation
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR

- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, statement and support of opinion)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Interpersonal Speaking

- More restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response, although recording equipment is functioning)

Free-Response Question: Cultural Comparison (Question 4 on AP Exam)

5: STRONG

- Effective treatment of topic within the context of the task
- Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples.
- Demonstrates understanding of the target culture, despite a few minor inaccuracies

- Organized presentation; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Mostly consistent use of register appropriate for the presentation
- Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) improves comprehensibility

Scoring note: A response that does not explicitly compare cannot earn a score of 5.

4: GOOD

- Generally effective treatment of topic within the context of the task
- Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples
- Demonstrates some understanding of the target culture, despite minor inaccuracies
- Organized presentation; some effective use of transitional elements or cohesive devices
- Fully understandable, with some errors that do not impede comprehensibility
- Varied and generally appropriate vocabulary and idiomatic language
- General control of grammar, syntax, and usage
- Generally consistent use of register appropriate for the presentation, except for occasional shifts
- Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility
- Clarification or self-correction (if present) usually improves comprehensibility

Scoring note: A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student's own or another community.

3: FAIR

- Suitable treatment of topic within the context of the task
- Compares the target culture with the student's own or another community, including a few supporting details and examples
- Demonstrates a basic understanding of the target culture, despite inaccuracies
- Some organization; limited use of transitional elements or cohesive devices
- Generally understandable, with errors that may impede comprehensibility
- Appropriate but basic vocabulary and idiomatic language
- Some control of grammar, syntax, and usage
- Use of register may be inappropriate for the presentation with several shifts
- Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
- Clarification or self-correction (if present) sometimes improves comprehensibility

Scoring note: A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student's own or another community.

2: WEAK

- Unsuitable treatment of topic within the context of the task
- Presents information about the target culture and the student's own or another community but may not compare them; consists mostly of statements with no development
- Demonstrates a limited understanding of the target culture; may include several inaccuracies
- Limited organization; ineffective use of transitional elements or cohesive devices
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the presentation
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR

- Almost no treatment of topic within the context of the task
- Presents information only about the target culture or only about the student's own or another community and may not include examples
- Demonstrates minimal understanding of the target culture; generally inaccurate
- Little or no organization; absence of transitional elements and cohesive devices
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response, although recording equipment is functioning)

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
- The phrase "target culture" can refer to any community large or small associated with the target language.

The scoring information for the questions within this course and exam description, along with further exam resources, can be found on the **AP Spanish Language and Culture Exam Page** on AP Central.

Scoring Guidelines

Question 1: Email Reply

Prompt/Directions:

You will write a reply to an email message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vas a escribir una repuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

Tu respuesta debe incluir un saludo y una despedida y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en en el mensaje. También, debes responder de una manera formal.

1. **Este mensaje electrónico es de Carlos Ferrer Quintana, Jefe de Programación de Canal 6. Has recibido este mensaje porque has participado como voluntario en Perú y te quieren entrevistar.**

De: Carlos Ferrer Quintana
Asunto: Voluntarios en Perú

Estimado/a estudiante:

Como usted sabe, la semana pasada salió en el informativo de la noche de Canal 6 un reportaje con imágenes de la llegada al aeropuerto de su clase de español, que regresaba de su viaje para hacer trabajo voluntario en Perú. Quisiéramos invitar a varios alumnos del grupo para hacerles una entrevista en nuestro estudio, sobre su experiencia durante el viaje. Usted es una de las personas pre-seleccionadas, pero para poder hacer la selección final necesitamos que responda las siguientes preguntas:

- ¿Qué tipo de contacto ha tenido con los jóvenes peruanos durante el viaje?
- ¿Qué fue lo más importante que aprendió sobre la cultura peruana durante su estadía?

Nos comunicaremos con usted la próxima semana para indicarle si ha sido uno de los finalistas.

Mientras tanto, si tiene alguna pregunta, no dude en ponerse en contacto con nosotros.

Le agradecemos de antemano su colaboración.

Atentamente,

Carlos Ferrer Quintana
Jefe de Programación
Canal 6

General Scoring Notes

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

Scoring Guidelines for Question 1: Email Reply

Skills: 1.A 2.A 2.B 4.A 4.B 6.A 6.B

5 points

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task	• Partially maintains the exchange with a response that is minimally appropriate within the context of the task	• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task	• Maintains the exchange with a response that is generally appropriate within the context of the task	• Maintains the exchange with a response that is clearly appropriate within the context of the task
• Provides little required information (responses to questions, request for details)	• Provides some required information (responses to questions, request for details)	• Provides most required information (responses to questions, request for details)	• Provides most required information (responses to questions, request for details) with some elaboration	• Provides required information (responses to questions, request for details) with frequent elaboration
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable with errors that force interpretation and cause confusion for the reader	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)	• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies	• Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing), although these may lack cultural appropriateness	• Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)	• Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors
• Very simple sentences or fragments	• Simple sentences and phrases	• Simple and a few compound sentences	• Simple, compound, and a few complex sentences	• Variety of simple and compound sentences, and some complex sentences

0: UNACCEPTABLE

- Mere restatement of language from the stimulus
- Completely irrelevant to the stimulus
- "I don't know," "I don't understand," or equivalent in any language
- Not in the language of the exam

BLANK: (no response)

Question 4: Cultural Comparison

Prompt/Directions:

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare a Spanish-speaking community with which you are familiar to your own or another community. You should demonstrate your understanding of cultural features of this Spanish-speaking community. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara una comunidad hispanohablante que te sea familiar a tu comunidad o a otra comunidad. Debes demonstrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

4. ¿Cómo afecta el diseño de una ciudad (por ejemplo, sus mercados, parques y calles) a la vida social de las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara el efecto del diseño de una ciudad en una región del mundo hispanohablante que te sea familiar con el efecto del diseño en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

Scoring Guidelines for Question 4: Cultural Comparison

Skills: 1.A 2.A 2.B 4.B 7.B 7.C 7.D

5 points

1 Poor	2 Weak	3 Fair	4 Good	5 Strong
• Almost no treatment of topic within the context of the task	• Unsuitable treatment of topic within the context of the task	• Suitable treatment of topic within the context of the task	• Generally effective treatment of topic within the context of the task	• Effective treatment of topic within the context of the task
• Presents information only about the target culture or only about the student's own or another community and may not include examples	• Presents information about the target culture and the student's own or another community but may not compare them; consists mostly of statements with no development	• Compares the target culture with the student's own or another community, including a few supporting details and examples	• Compares the target culture with the student's own or another community, including some supporting details and mostly relevant examples	• Clearly compares the target culture with the student's own or another community, including supporting details and relevant examples
• Demonstrates minimal understanding of the target culture; generally inaccurate	• Demonstrates a limited understanding of the target culture; may include several inaccuracies	• Demonstrates a basic understanding of the target culture, despite inaccuracies	• Demonstrates some understanding of the target culture, despite minor inaccuracies	• Demonstrates understanding of the target culture, despite a few minor inaccuracies
• Little or no organization; absence of transitional elements and cohesive devices	• Limited organization; ineffective use of transitional elements or cohesive devices	• Some organization; limited use of transitional elements or cohesive devices	• Organized presentation; some effective use of transitional elements or cohesive devices	• Organized presentation; effective use of transitional elements or cohesive devices
• Barely understandable, with frequent or significant errors that impede comprehensibility	• Partially understandable, with errors that force interpretation and cause confusion for the listener	• Generally understandable, with errors that may impede comprehensibility	• Fully understandable, with some errors that do not impede comprehensibility	• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Very few vocabulary resources	• Limited vocabulary and idiomatic language	• Appropriate but basic vocabulary and idiomatic language	• Varied and generally appropriate vocabulary and idiomatic language	• Varied and appropriate vocabulary and idiomatic language
• Little or no control of grammar, syntax, and usage	• Limited control of grammar, syntax, and usage	• Some control of grammar, syntax, and usage	• General control of grammar, syntax, and usage	• Accuracy and variety in grammar, syntax, and usage, with few errors
• Minimal or no attention to register	• Use of register is generally inappropriate for the presentation	• Use of register may be inappropriate for the presentation with several shifts	• Generally consistent use of register appropriate for the presentation, except for occasional shifts	• Mostly consistent use of register appropriate for the presentation
• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility	• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility	• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility	• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) does not improve comprehensibility	• Clarification or self-correction (if present) usually does not improve comprehensibility	• Clarification or self-correction (if present) sometimes improves comprehensibility	• Clarification or self-correction (if present) usually improves comprehensibility	• Clarification or self-correction (if present) improves comprehensibility
		Scoring note: A response that does not explicitly compare may earn a score of 3 if it provides a suitable treatment of the topic, including a basic understanding of the target culture and the student's own or another community.	**Scoring note:** A response that does not explicitly compare may earn a score of 4 if it provides a generally effective treatment of the topic, including some understanding of the target culture and the student's own or another community.	**Scoring note:** A response that does not explicitly compare cannot earn a score of 5.

continued on next page

0: UNACCEPTABLE

- Mere restatement of language from the prompt
- Clearly does not respond to the prompt; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompt in English

NR (No Response): BLANK (no response, although recording equipment is functioning)

Clarification Notes:

- The term "community" can refer to something as large as a continent or as small as a family unit.
- The phrase "target culture" can refer to any community, large or small, associated with the target language.

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data

SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21st CENTURY GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands

Pass/no pass option
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Accommodations and Modifications for ESL Students

Give tests orally
Give instructions/directions in writing and orally
Assign a peer tutor, same language or English speaking
Allow use of bilingual/translation dictionary
Provide summaries of text or study guides of particular chapters
Allow errors in speaking
Allow errors in writing
Accept writing in first language
Highlight key vocabulary
Reduce amount of work required
Assess comprehension through demonstration or other alternative means (gestures, drawings)
Rephrase questions, directions, and explanations
Reduce multiple choices on assessments
Provide study guides and/ or outlines
Shorten reading assignments
Allow extended time for test/project completion
Use of audio books
Use of graphic organizers
Use reduced text, so that print is not dense
Use visuals/pictures throughout lesson/unit/assignemt
Adapt homework to reflect language proficiency/home support
Adapt homework to reflect home support
Provide hands-on activities and explanations
Allow extended time to answer questions, and permit drawing, as an explanation
Use of translation dictionaries to locate words in the native language
Use anecdotal records and portfolio of work as forms of assessment
Use story retellings to assess comprehension

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

What Does the Gifted and Talented Experience Look Like?

Springfield Public Schools

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.
New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.

- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences

- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center
Edward V. Walton

Schoolwide Virtual Enrichment

All first and second grade students have access to the Gifted and Talented Virtual Classroom. This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools
James Caldwell
Thelma L. Sandmeier

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific Gifted and Talented Virtual Classrooms. These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- *Cognitive Abilities Test (CogAT)*
- *Classroom Performance/Student Portfolios*
- *DRA2 Level*
- *iReady Diagnostic Scores*
- *Gifted Indicators Checklist*
- *Start Strong/NJSLA Assessment Data*

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures
https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links
https://riversideinsights.com/cognitive_abilities_test
https://www.curriculumassociates.com/programs/i-ready-learning
https://www.nj.gov/education/assessment/resources/
https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.

Gifted and talented student: The *"Strengthening Gifted and Talented Education Act"* defines a gifted and talented student as a "student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities."

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as "a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism" (New Jersey Association for Gifted Children, *www.nagc.org).*

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

https://www.nj.gov/education/standards/gifted/

https://www.nj.gov/education/standards/gifted/legislation.shtml

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.