

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AP Spanish

CAC Approval Date: March 11, 2026 Board Approval Date: April 16, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: World Language Elective Area (if applicable): World Language
Prerequisite(s): Minimum grade of a C- or better in Spanish 3	Corequisite(s): None
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (e) Language other than English	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable): AP	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

AP Spanish Language and Culture is a continuation of the Spanish 3 course. It is designed to prepare students for the AP Spanish Language and Culture exam and is equivalent to an intermediate level college course in Spanish. Emphasis is on advanced development of the four major language skills through immersion: listening; speaking; reading; and writing, with a focus on the integration of authentic resources and cultural perspectives. Through the use of text, video, audio, authentic materials from Spanish-speaking communities, and College Board-aligned activities, each student has the opportunity to achieve proficiency in interpersonal, interpretive, and presentational modes of communication. Students will explore the six AP themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics) while examining cultural products, practices, and perspectives from the Spanish-speaking world. Students will be held accountable for increased self-directed learning and will demonstrate their ability to communicate spontaneously and accurately on a variety of topics. The course is conducted exclusively in the target language and prepares students to take the AP Spanish Language and Culture

exam in May.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Viajes de placer o necesidad (Trips of pleasure or necessity)	*Los desafíos mundiales (Global challenges) *La ciencia y la tecnología (Science and technology) *La vida contemporánea (Contemporary life)	*Informal assessments *Language practice activities *Presentations	*Unit Test *Presentations *Written Tasks
Unit 1 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
2. Historia y actualidad (History and current events)	*Los desafíos mundiales (Global challenges) *Las familias y las comunidades (Families and communities) *La ciencia y la tecnología (Science and technology) *Las identidades personales y públicas (Personal and public identities)	*Informal assessments *Language practice activities *Presentations	*Unit Test *Presentations *Written Tasks
Unit 2 Essential Standards 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.			
3. Personalidad e	*Las familias y las	*Informal assessments	*Unit Test

identidad (Personality and identity)	comunidades (Families and communities) *Las identidades personales y públicas (Personal and public identities) *La vida contemporánea (Contemporary life) *Los desafíos mundiales (Global challenges) *La belleza y la estética (Beauty and aesthetics)	*Language practice activities *Presentations	*Presentations *Written Tasks
Unit 3 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
4. Jóvenes, sus valores y retos (Youth, their values and challenges)	*La vida contemporánea (Contemporary life) *Los desafíos mundiales (Global challenges) *Las familias y las comunidades (Families and communities) *Las identidades personales y públicas (Personal and public identities)	*Informal assessments *Language practice activities *Presentations	*Unit Test *Presentations *Written Tasks
Unit 4 Essential Standards 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
5. El arte y su impacto (Art and its	*La belleza y la estética (Beauty and aesthetics) *Los desafíos mundiales	*Informal assessments *Language practice activities *Presentations	*Unit Test *Presentations *Written Tasks

impact)	(Global challenges) *La vida contemporánea (Contemporary life)		
Unit 5 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.			
6. Comida y bienestar (Food and well-being)	*La vida contemporánea (Contemporary life) *La ciencia y la tecnología (Science and technology) *Los desafíos mundiales (Global challenges)	*Informal assessments *Language practice activities *Presentations	*Unit Test *Presentations *Written Tasks
Unit 6 Essential Standards 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations, films, etc. 3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing. 5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.			
7. Naturaleza y medioambiente (7. Nature and environment)	*La ciencia y la tecnología (Science and technology) *Los desafíos mundiales (Global challenges) *La vida contemporánea (Contemporary life)	*Informal assessments *Language practice activities *Presentations	*Unit Test *Presentations *Written Tasks
Unit 7 Essential Standards 1. Reading: Students interpret the content and make meaning of the written language used in a variety of formats: texts, graphs, short stories, news articles, excerpts of literature, advertisements, emails, poetry, etc. 2. Listening: Students interpret the content and make meaning of the spoken language or audio text used in a variety of formats: podcasts, conversations, interviews, news reports, student presentations,			

films, etc.

4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.

**8. Ciencia y tecnología
(Science and technology)**

*La ciencia y la tecnología
(Science and technology)
*La vida contemporánea
(Contemporary life)

*Informal assessments
*Language practice activities
*Presentations

*Unit Test
*Presentations
*Written Tasks

Unit 8 Essential Standards

3. Writing: Presentational writing through both informal interpersonal communication and formal expository writing.

4. Speaking: Communicate interpersonally by speaking with others and also communicate through spoken presentations.

5. Cultural Understanding: Using the four modalities of communication, students will develop and demonstrate a deeper understanding of the cultures of the target language and make interdisciplinary and cultural connections.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

N/A

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/fl/cf/documents/wlframework.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://apstudents.collegeboard.org/courses/ap-spanish-language-and-culture>

TEXTBOOKS AND RESOURCE MATERIALS:**Textbooks**

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
<i>Text has been reviewed and will be adopted with the approval of this outline</i>	<i>¡Qué Chevere!, Level 4</i> <i>Digital licenses</i>	Suzanne Simons	Carnegie Learning	3rd Edition