



Curriculum & Instruction

SUMMIT PUBLIC SCHOOLS

Content Area: World Language
Course: AP Spanish Language and Culture
Grade(s): 10-12

Course Overview

Fully aligned with College Board standards and expectations, this college-level course prepares students for the AP Spanish Language and Culture Exam by developing advanced communication skills across six thematic units. Students engage with authentic print, audio, audiovisual, and visual resources to explore complex cultural perspectives and enhance their interpretive, interpersonal, and presentational abilities. The curriculum guides students through six core themes:

- Families and Communities (Familia y comunidad): Examining family roles, friendships, diversity, civic engagement, and community values across Spanish-speaking societies.
- Language and Culture (Lengua y cultura): Investigating how language shapes identity, the preservation of heritage languages, the value of bilingualism, and the evolution of cultural traditions.
- Beauty and Aesthetics (La belleza y el arte): Exploring visual arts, architecture, music, literature, and film to analyze how cultural perspectives define beauty and inspire artistic expression.
- Science and Technology (La ciencia y la tecnología): Evaluating technological progress, ethical responsibilities, and the impact of scientific innovation on individuals and global societies.
- Contemporary Life (La vida contemporánea): Analyzing how daily life—including education, careers, media, health, and tourism—has evolved over the past two decades due to globalization and social change.
- Global Challenges (Los desafíos mundiales): Investigating environmental sustainability, public policy, economic development, and historical factors to see how communities innovate and collaborate to solve global issues.

In addition, students systematically prepare for the AP Spanish Language and Culture Course Project. By analyzing cultural Products, Practices, and Perspectives (PPP), refining a Personalized Project Reference (PPR), and completing iterative simulated oral assessments, students develop the analytical fluency and critical communication skills necessary for college-level proficiency and AP exam success.

Prerequisites & Placement: For non-native speakers, Honors Spanish 5 serves as the prerequisite for this course. Native and heritage speakers follow a distinct pathway, entering the course after successfully completing the Heritage Spanish sequence.

New Jersey State Learning Standards

Summit Public Schools curriculum aligns with the [New Jersey Student Learning Standards](#).

Content Area Standards:

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.2: Interpret spoken and written language and nuances of culture, as expressed by speakers of the target language, in some formal and informal settings.

7.1.AL.IPRET.3: Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

7.1.AL.IPRET.4: Demonstrate an understanding of most content of other academic disciplines.

7.1.AL.IPRET.5: Analyze a literary or informational text including theme, author's purpose and tone, inferences.

7.1.AL.IPRET.6: Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.

7.1.AL.IPRET.7: Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPRET.9: Differentiate facts from opinions by accurately answering most questions that require inferring implied meanings.

Presentation Mode:

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

7.1.AL.PRSNT.4: Use language creatively in writing for personal, career, or academic purposes using connected sentences in paragraph-level narration and description.

Interpersonal Mode:

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.2: Describe, respond to, and negotiate a complication that occurs in a familiar situation, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.3: Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.4: Give a viewpoint and supporting evidence when participating in a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

Interdisciplinary Standards:

6.1.12.GeoPP.6.a: Analyze the impact of population growth, migration, and changes in urban/rural populations on resources and land use.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, international markets, and the environment.

6.2.12.GeoGI.1: Analyze how global interconnections affect people, places, and communities.

1.4.12.Cn11a: Relate dramatic/theatrical works to other content areas and cultural/historical contexts.

2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.

6.2.12.GeoGI.1: Analyze how global interconnections create complex spatial patterns and affect communities.

Date Revised: September 2026

6.2.12.HistoryCC.3.b: Explain how historical developments affect daily life, family life, and society.
 6.2.12.CivicsHR.6.b: Analyze tensions between national sovereignty and global priorities regarding human rights and development.
 11-12.WI.7: Use evidence from multiple sources to support analysis and reflection.
 HS-ETS1-1: Analyze a major global challenge and identify criteria and constraints for possible solutions.
 HS-ETS1-2 : Design a solution to a complex real-world problem.
 HS-ETS1-3: Evaluate solutions considering economic, social, cultural, and environmental impacts.
 HS-ESS3-2: Evaluate solutions for managing natural resources considering economic, social, environmental, and geopolitical factors. 6.1.12.EconNE.1:
 Evaluate economic factors affecting individuals and communities.
 6.2.12.EconGE.6.a: Evaluate efforts of governmental, nongovernmental, and international organizations to address economic and social inequalities.
 2.1.12.PGD.1: Analyze how personal health and wellness are influenced by social and environmental factors.
 2.2.12.MSC.1: Explain how movement and physical activity contribute to health and quality of life.

Career Readiness, Life Literacies and Key Skills Standards:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.
 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Computer Science and Design Thinking Standards:

8.2.12.ED.1: Use research to design and create a product or system addressing a problem and revise it based on feedback.
 8.2.12.ED.4: Design a product or system addressing a global problem and document decisions based on research and constraints.

Career Ready Practices

CRP 1. Act as a responsible and contributing citizen and employee.
 CRP 2. Apply appropriate academic and technical skills.
 CRP 3. Attend to personal health and financial well-being.
 CRP 4. Communicate clearly and effectively and with reason.
 CRP 5. Consider the environmental, social and economic impacts of decisions.
 CRP 6. Demonstrate creativity and innovation.
 CRP 7. Employ valid and reliable research strategies.
 CRP 8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP 9. Model integrity, ethical leadership and effective management.
 CRP 10. Plan education and career paths aligned to personal goals.
 CRP 11. Use technology to enhance productivity.

CRP 12. Work productively in teams while using cultural global competence.

New Jersey Curriculum Mandates:

This curriculum integrates lessons that address the following interdisciplinary New Jersey Curriculum Mandates:

- [Diversity and Inclusion](#) (Grades K - 12)
- [History and Contributions of Individuals with Disabilities and LGBTQ persons](#) (Grades 6 - 12 Only)

Learning Objectives

Learning objectives are clear, specific statements that define what students should know, understand, and be able to do by the end of a lesson or course.

- Analyze how family structures, roles, traditions, and values reflect the cultural perspectives of Spanish-speaking communities.
- Interpret the main ideas, supporting details, and cultural perspectives presented in authentic print, audio, audiovisual, and visual texts related to family and community life.
- Compare family experiences, traditions, and values in Spanish-speaking communities with those of their own culture, using evidence from authentic sources.
- Engage in spontaneous conversations to exchange information, express opinions, and discuss family relationships, traditions, and contemporary issues affecting families and communities.
- Present information and defend ideas about family life, cultural traditions, and community values through organized oral and written communication.
- Interpret authentic print, audio, audiovisual, and visual resources related to family and identity.
- Engage in spontaneous interpersonal conversations discussing family life in Spanish speaking counties and their communities.
- Analyze authentic texts and media to explain how language reflects the values, beliefs, and perspectives of Spanish-speaking communities.
- Examine how language evolves and adapts in response to social, technological, and cultural changes, including the influence of science, technology, and social media on communication.
- Interpret and discuss cultural perspectives related to communication, entertainment, advertising, art, and traditions in Spanish-speaking societies.
- Engage in interpersonal communication by exchanging ideas, asking questions, and expressing opinions about the relationship between language, culture, and identity.
- Present and support ideas using evidence from authentic sources to explain how language shapes and reflects cultural identity in Spanish-speaking communities.
- Compare communication practices and cultural expressions across Spanish-speaking communities and their own communities to develop intercultural understanding.
- Conduct independent research using authentic Spanish-language resources to prepare an AP-style cultural comparison project.
- Collaborate with peers to plan, revise, and refine presentations through structured feedback and self-assessment.
- Demonstrate confidence and proficiency in delivering an organized, culturally informed oral presentation using appropriate language, pronunciation, and supporting evidence.
- Compare artistic movements, traditions, and cultural values across different regions of the Spanish-speaking world and with students' own communities.
- Analyze how ideals of beauty and aesthetics influence daily life within Spanish-speaking

Date Revised: September 2026

communities.

- Evaluate how the arts both reflect and challenge cultural perspectives, beliefs, and social norms.
- Explain how technological innovations influence communication, education, work, and daily life.
- Interpret authentic print, audio, audiovisual, and visual resources related to science and technology.
- Analyze the benefits and challenges associated with emerging technologies and their impact on individuals and society.
- Evaluate the impact of scientific discoveries on health, the environment, and quality of life.
- Explain ethical considerations related to scientific research and technological development.
- Compare how Spanish-speaking communities adopt and adapt technological innovations and how these innovations affect opportunities and quality of life.
- Analyze point of view, purpose, audience, and cultural perspectives in authentic sources related to science and technology.
- Synthesize information from multiple authentic sources to support spoken and written arguments.
- Use technology-related vocabulary accurately in interpersonal and presentational communication
- Engage in spontaneous interpersonal conversations discussing technological advances, ethical issues, scientific discoveries, and their impact on society.
- Deliver organized presentational speaking and writing comparing scientific and technological developments in Spanish-speaking communities and their own culture.
- Explore how education and career opportunities reflect the cultural values, priorities, and socioeconomic realities of Spanish-speaking communities.
- Evaluate the influence of entertainment, media, and popular culture on personal identity, cultural expression, and societal values.
- Explain how food, health, sports, and leisure activities reflect cultural traditions while adapting to changing lifestyles and global influences.
- Analyze the cultural, economic, and environmental impact of travel and tourism on Spanish-speaking communities.
- Compare how cultural values and traditions shape daily life and influence decisions related to education, work, recreation, health, and travel.
- Evaluate how globalization and technological advances have transformed communication, entertainment, and contemporary lifestyles over the past twenty years.
- Develop organized argumentative and informative writing that integrates information from authentic print, audio, and visual sources.
- Deliver effective presentational speaking by comparing cultural practices and perspectives and supporting conclusions with relevant evidence.
- Demonstrate intercultural competence by analyzing how products, practices, and perspectives influence contemporary life in Spanish-speaking communities and their own community.
- Explain how global communication influences international cooperation, cultural exchange, and the dissemination of information.
- Analyze how historical events continue to shape contemporary societies, public policy, and national identities.
- Evaluate how governments, organizations, and citizens address environmental sustainability and protect the natural world.
- Analyze the role of public policy and urban planning in improving quality of life and promoting sustainable communities.
- Explain how transportation systems influence economic development, environmental sustainability, and access to opportunities.
- Compare approaches to addressing global challenges in Spanish-speaking communities and their own community.

- Evaluate multiple perspectives regarding environmental conservation, technological innovation, and public policy.
- Analyze the main ideas, supporting details, purpose, point of view, and cultural perspectives presented in authentic sources.
- Synthesize information from multiple authentic sources to support spoken and written arguments.
- Use academic vocabulary related to global challenges, sustainability, government, history, transportation, and environmental issues.
- Develop organized presentational writing that incorporates evidence from authentic print, audio, and visual sources.
- Deliver an effective AP-style Cultural Comparison presentation demonstrating intercultural understanding and cultural awareness.

Units of Study

Units of study are organized collections of lessons and learning experiences focused on a specific topic and set of skills within a course. Each unit is guided by a set of essential questions.

Unit 1: Families and Communities (Approximately 21 Days)

- What constitutes a family in Spanish-speaking societies?
- What are some important aspects of family values and family life in Spanish-speaking societies?
- How do families and communities experience today's world?

Unit 2: Language and Culture (Approximately 20 Days)

- How do language and culture influence each other?
- How do language and culture evolve over time?
- How does technology influence language and culture?
- How does the art of a community shape our cultural identity?

Unit 3: Art and Creativity (Approximately 21 Days)

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?
- How do the arts both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

Unit 4: Science and Technology (Approximately 18-20 Days)

- What factors drive innovation and discovery in the fields of science and technology?
- How does technology enhance global communication?
- What is the societal impact of scientific or technological advancements?
- How can science and technology help solve local and global problems?

Unit 5: Contemporary Life (Approximately 16-20 Days)

- How has contemporary life changed in the last 20 years?
- What impact do cultural values and traditions have on contemporary life?
- What influences one's interpretation and perception of what is valued in contemporary life?

Unit 6: Global Contexts (Approximately 20 Days)

- How do global phenomena impact Spanish-speaking communities?
- What role do individuals play in understanding and responding to global phenomena?
- How do complex issues affect a society's culture?

Instructional Resources and Materials

Instructional resources are the information sources teachers utilize to guide their teaching and assessing. Instructional materials are the texts students read or review. The instructional resources and materials may vary in order to meet the learning needs of students.

Required:

- College Board AP Spanish Language and Culture Course and Exam Description (CED)
- College Board AP Classroom (Personal Progress Checks, Topic Questions, AP Question Bank)

Recommended:

- Contemporary newspaper and magazine articles from Spanish-speaking countries
- News broadcasts, podcasts, and radio programs
- TED en Español talks and educational videos
- Movies, short films, documentaries, and interviews related to family and community life
- Infographics, advertisements, political cartoons, photographs, and social media posts
- Literary excerpts, poems, and essays from Spanish-speaking authors
- Songs and music videos representing diverse Spanish-speaking cultures

Teacher Resources:

- Apunta Al Futuro
- Temas
- Triángulo Aprobado
- Authentic websites and media sources (e.g., *BBC Mundo*, *El País*, *DW Español*, *CNN en Español*, *Univision*)

Assessment Strategies

Assessment measures a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes and for evaluative purposes. Teachers may choose one or more of the following ideas to assess learners. They may also modify these ideas to make the assessment more responsive to students' interests and needs.

Formative:

- Practice argumentative paragraphs and timed writing tasks
- Simulated conversations
- Reading and listening comprehension passages
- Vocabulary and grammar "Do Nows"

Summative:

- Socratic Seminars
- Individual or group presentational speaking assessments
- Argumentative essays
- Vocabulary and language-use exams

Benchmark:

- College Board Personal Progress Checks (PPCs)
- AP Classroom Topic Questions
- Custom assessments created using the College Board AP Question Bank
- Timed AP-style Free-Response Questions (FRQs)
- Full-length digital AP practice exams administered throughout the year

Date Revised: September 2026

Alternative:

- Podcasts or recorded oral commentaries
- Video presentations or digital storytelling projects
- Infographics synthesizing authentic sources
- Cultural research projects
- Interviews with Spanish speakers and reflection activities
- Digital portfolios demonstrating growth across the three modes of communication
- Student-led seminars or panel discussions

Suggested Strategies for Modification & Differentiation

[Supports for Multilingual Learners](#)

Pictures, Illustrations, Diagrams & drawings, Videos & Film, Charts, Graphic Organizers, Number Lines, Internet Language Support

[Intervention Strategies](#)

Repeat directions, task structure, checks for understanding, reteach, modified tasks, differentiated materials

[Modifications Chart](#)

Preferential seating, access to notes, frequent breaks, study guides