

AP Spanish Language
2021-2022
Great Oak High School
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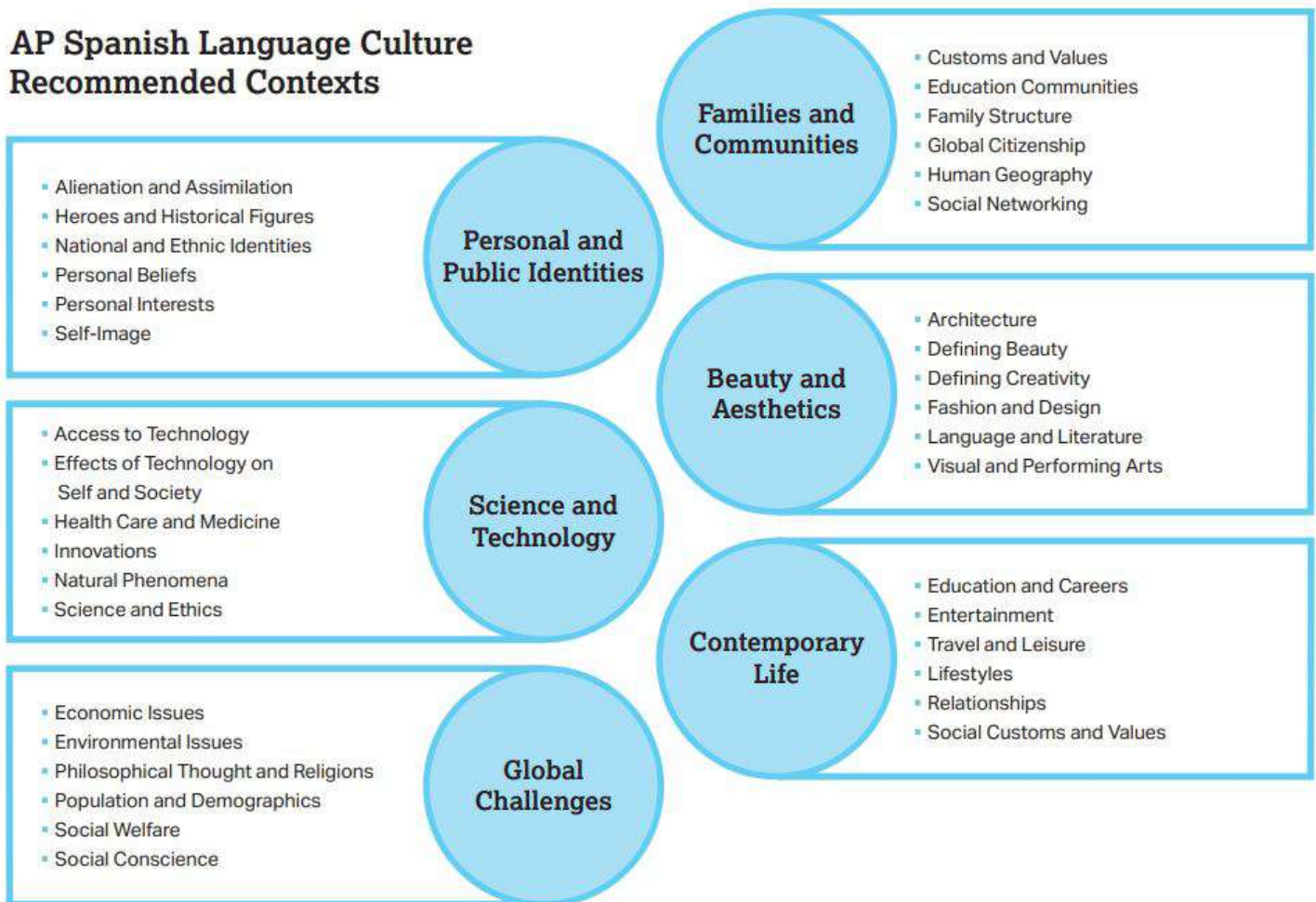
Textbook: Triángulo Aprobado.

Website: <https://www.tvusd.k12.ca.us/Page/23457>

Course Description

This course provides opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. You will learn about culture through authentic materials that represent the Spanish-speaking world. e.g., journalistic, literary works, podcasts, interviews, movies, charts, and graphs. This course provides you with the necessary skills and intercultural understanding to enable you to communicate successfully in any Spanish-speaking environment.

AP Spanish Language Culture Recommended Contexts



Exam day: May 11, 2022

| Section | | Number of Questions | Percent of Final Score | Time |
|--|--|----------------------------|-------------------------------|------------------------------|
| Section I: Multiple Choice | | | | Approx. 95 minutes |
| Part A | Interpretive Communication: Print Texts | 30 questions | 50% | Approx. 40 minutes |
| Part B | Interpretive Communication: Print and Audio Texts (combined) | 35 questions | | Approx. 55 minutes |
| | Interpretive Communication: Audio Texts | | | |
| Section II: Free Response | | | | Approx. 85 minutes |
| Interpersonal Writing: Email Reply | | 1 prompt | 12.5% | 15 minutes |
| Presentational Writing: Persuasive Essay | | 1 prompt | 12.5% | Approx. 55 minutes |
| Interpersonal Speaking: Conversation | | 5 prompts | 12.5% | 20 seconds for each response |
| Presentational Speaking: Cultural Comparison | | 1 prompt | 12.5% | 2 minutes to respond |

Unit 1: Los desafíos mundiales

1. ¿Cuáles son los desafíos sociales/políticos/medio ambiente que enfrentan las sociedades?

| | | |
|--|--|--|
| 8-9 Monday No School | 8-16 Monday Read: p. 2 | 8-23 Monday Read: P. 11 |
| 8-10 Tuesday No School | 8-17 Tuesday Listen: Lectura con audio pp. 5-8 | 8-24 Tuesday Listen: pp. 13-16 |
| 8-11 Wednesday <i>SPIRIT Day</i> | 8-18 Wednesday Write: p. 8 | 8-25 Wednesday Write: p. 16 |
| 8-12 Thursday Introductions | 8-19 Thursday Speak: p. 9 | 8-26 Thursday Speak: p. 17 |
| 8-13 Friday EI | 8-20 Friday EI | 8-27 Friday EI |

Unit 1: Los desafíos mundiales

¿Cuáles son los desafíos sociales/políticos/medio ambiente que enfrentan las sociedades?

| | | |
|--|--|--|
| 8-30 Monday Read: p. 19 | 9-6 Monday No School | 9-13 Monday Read: p. 35 |
| 8-31 Tuesday Listen: pp. 20-23 | 9-7 Tuesday Read: pp. 26-27 Listen: pp. 28-30 | 9-14 Tuesday Listen: pp. 36-38 |
| 9-1 Wednesday Write: p. 23 | 9-8 Wednesday Write: pp. 31-32 | 9-15 Wednesday Write: p. 39 |
| 9-2 Thursday Speak: p. 24 | 9-9 Thursday Speak: p. 33 | 9-16 Thursday Speak: p. 40 |
| 9-3 Friday EI | 9-10 Friday EI | 9-17 Friday No school |

Unit 2: La ciencia y la tecnología

¿Qué impacto tiene el desarrollo científico en nuestras vidas?

| | | |
|--|--|--|
| 9-20 Monday Read: p. 52 | 9-27 Monday Read: p. 60 | 10-4 Monday Read: P. 68 |
| 9-21 Tuesday Listen: pp. 53-56 | 9-28 Tuesday Listen: pp. 62-65 | 10-5 Tuesday Listen: pp. 69-71 |
| 9-22 Wednesday Write: p. 57 | 9-29 Wednesday Write: p. 65 | 10-6 Wednesday Write: P. 72-73 |
| 9-23 Thursday Speak: p. 58 | 9-30 Thursday Speak: p. 66 | 10-7 Thursday Speak: p. 74 |
| 9-24 Friday EI | 10-1 Friday EI | 10-8 Friday EI |

Unit 2: La ciencia y la tecnología

1. ¿Qué impacto tiene el desarrollo científico en nuestras vidas?

| | | |
|--|--|--|
| <p>10-11 Monday</p> <p>Read: p. 76</p> | <p>10-18 Monday</p> <p>Read: pp. 84-85</p> | <p>10-25 Monday</p> <p>Read: p. 92</p> |
| <p>10-12 Tuesday</p> <p>Listen: pp. 77-79</p> | <p>10-19 Tuesday</p> <p>Listen: pp. 86-87</p> | <p>10-26 Tuesday</p> <p>Listen: pp. 94-97</p> |
| <p>10-13 Wednesday</p> <p>Write: p. 80-81</p> | <p>10-20 Wednesday</p> <p>Write: p. 88-89</p> | <p>10-27 Wednesday</p> <p>Write: p. 97</p> |
| <p>10-14 Thursday</p> <p>Speak: p. 82</p> | <p>10-21 Thursday</p> <p>Speak: p. 90</p> | <p>10-28 Thursday</p> <p>Speak: p.99</p> |
| <p>10-15 Friday</p> <p>EI</p> | <p>10-22 Friday</p> <p>EI</p> | <p>10-29 Friday</p> <p>EI</p> |

Unit 3: La vida contemporánea

1. ¿Cuáles son los desafíos de la vida contemporánea?
2. ¿Por qué decide alguna gente emigrarse a otro país?

| | | |
|--|--|---|
| 11-1 Monday Read: p. 102 | 11-8 Monday Read p. 110 | 11-15 Monday Read: pp. 119-120 |
| 11-2 Tuesday Listen: pp. 103-106 | 11-9 Tuesday Listen: pp. 112-115 Write p. 116 | 11-16 Tuesday Listen: pp. 120-123 |
| 11-3 Wednesday Write: p. 107 | 11-10 Wednesday Speak p. 117 | 11-17 Wednesday Write: p. 124 |
| 11-4 Thursday Speak: p. 108 | 11-11 Thursday No School | 11-18 Thursday Speak: p. 125 |
| 11-5 Friday EI | 11-12 Friday EI | 11-19 Friday EI |

Unit 3: La vida contemporánea

1. ¿Cuáles son los desafíos de la vida contemporánea?
2. ¿Por qué decide alguna gente emigrarse a otro país?

| | | |
|---|--|---|
| 11-29 Monday Read: p. 127 | 12-6 Monday Read: p. 135 | 12-13 Monday Read: p. 143-144 |
| 11-30 Tuesday Listen: pp. 129-131 | 12-7 Tuesday Listen: pp. 136-139 | 12-14 Tuesday Listen: pp. 145-147 |
| 12-1 Wednesday Write: p. 132 | 12-8 Wednesday Write: p. 140 | 12-15 Wednesday Write: p. 147 |
| 12-2 Thursday Speak: p. 133 | 12-9 Thursday Speak: p. 141 | 12-16 Thursday Speak: p. 149 |
| 12-3 Friday EI | 12-10 Friday EI | 12-17 Friday EI |

Unit 4: Las identidades personales y públicas

1. *¿Cómo se refleja la identidad cultural en tu comunidad?*
2. *¿Cómo es tu identidad un reflejo de tu familia y tu cultura?*
3. *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

| | | |
|---|---|---|
| 1-3 Monday No School | 1- 10 Monday Read: p. 160-161 | 1-17 Monday No School |
| 1-4 Tuesday Read: pp. 152-153 Listen pp. 153-156 | 1-11 Tuesday Listen: pp. 162-165 | 1-18 Tuesday Read: p. 169 Listen pp. 170-173 |
| 1-5 Wednesday Write p. 157 | 1-12 Wednesday Write: pp. 165-166 | 1-19 Wednesday Write p. 174 |
| 1-6 Thursday Speak p. 158 | 1-13 Thursday Speak: p. 167 | 1-20 Thursday Speak p. 173 |
| 1-7 Friday EI | 1-14 Friday EI | 1-21 Friday EI |

Unit 4: Las identidades personales y públicas

1. *¿Cómo se refleja la identidad cultural en tu comunidad?*
2. *¿Cómo es tu identidad un reflejo de tu familia y tu cultura?*
3. *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

| | | |
|---|--|---|
| 1-24 Monday Read: p. 177 | 1-31 Monday Read: p.186 | 2-7 Monday Read: p.194-195 |
| 1-25 Tuesday Listen: pp. 179-182 | 2-1 Tuesday Listen: pp. 187-190 | 2-8 Tuesday Listen: pp. 196-199 |
| 1-26 Wednesday Write: pp. 182-183 | 2-2 Wednesday Write: pp. 191-192 | 2-9 Wednesday Write: p. 200 |
| 1-27 Thursday Speak: p. 184 | 2-3 Thursday Speak: p. 192 | 2-10 Thursday Speak: p. 201 |
| 1-28 Friday EI | 2-4 Friday EI | 2-11 Friday Holiday & School Breaks |

Unit 5: Las familias y las comunidades

1. ¿Cómo se definen las relaciones personales?

2. ¿Cómo se define la familia en distintas sociedades?

3. ¿Cómo impactan nuestras familias y comunidades nuestras relaciones personales y públicas?

| | | |
|---|--|--|
| 2-14 Monday Holiday & School Breaks | 2-21 Monday Read: p. 211 | 2-28 Monday Read: pp. 220-221 |
| 2-15 Tuesday Read: p. 204 Listen: pp 205-207 | 2-22 Tuesday Listen: pp. 213-216 | 3-1 Tuesday Listen: pp. 221-224 |
| 2-16 Wednesday Write: p. 208 | 2-23 Wednesday Write: p. 217 | 3-2 Wednesday Write: pp. 224-225 |
| 2-17 Thursday Speak: p. 209 | 2-24 Thursday Speak: p. 218 | 3-3 Thursday Speak: p. 226 |
| 2-18 Friday EI | 2-25 Friday EI | 3-4 Friday EI |

Unit 5: Las familias y las comunidades

1. *¿Cómo se definen las relaciones personales?*

2. *¿Cómo se define la familia en distintas sociedades?*

3. *¿Cómo impactan nuestras familias/ comunidades nuestras relaciones personales y públicas?*

| | | |
|---|--|--|
| 3-15 Monday Read: p. 228 | 4-4 Monday Read: pp. 236-237 | 4-11 Monday Read: pp. 245-246 |
| 3-16 Tuesday Listen: pp. 229-232 | 4-5 Tuesday Listen: pp. 237-241 | 4-12 Tuesday Listen: pp. 247-249 |
| 3-17 Wednesday Write: pp. 232-233 | 4-6 Wednesday Write: pp. 241-242 | 4-13 Wednesday Write: pp. 250 |
| 3-18 Thursday Speak: p. 234 | 4-7 Thursday Speak: p. 243 | 4-14 Thursday Speak: p. 251 |
| 3-19 Friday EI | 4-8 Friday EI | 4-15 Friday EI |

Unit 6: La belleza y la estética

1. ¿Cómo se definen las percepciones de la belleza?

| | | |
|---|--|---|
| 4-18 Monday Read: p. 254 | 4-25 Monday Read: p. 262 | 5-2 Monday Read: p. 269 |
| 4-19 Tuesday Listen: pp. 255-257 | 4-26 Tuesday Listen: pp. 263-265 | 5-3 Tuesday Listen: pp. 271-273 |
| 4-20 Wednesday Write: pp. 258-259 | 4-27 Wednesday Write: p. 266 | 5-4 Wednesday Write: p. 274 |
| 4-21 Thursday Speak: p. 260 | 4-28 Thursday Speak: p. 267 | 5-5 Thursday AP Exam Review/Questions |
| 4-22 Friday EI | 4-29 Friday EI | 5-6 Friday EI |

Unit 6: La belleza y la estética

1. ¿Cómo se definen las percepciones de la belleza?

| | | |
|--|-----------------------------|-----------------------------|
| 5-9 Monday AP Exam Review/Questions | 5-16 Monday EI | 5-23 Monday EI |
| 5-10 Tuesday AP Exam Review/Questions | 5-17 Tuesday EI | 5-24 Tuesday EI |
| 5-11 Wednesday AP Spanish Language Exam | 5-18 Wednesday EI | 5-25 Wednesday EI |
| 5-12 Thursday EI | 5-19 Thursday EI | 5-26 Thursday EI |
| 5-13 Friday EI | 5-20 Friday EI | 5-27 Friday EI |

Unit 6: La belleza y la estética

¿Cómo se definen las percepciones de la belleza?

5-30 Monday

No school

5-31 Tuesday

EI

6-1 Wednesday

EI

6-2 Thursday

EI

6-3 Friday

EI

Optional summer 2021 Assignment:
Watch the following Ads and do corresponding activities

Press CTRL + Click to follow the link:

| | |
|---|---|
| 1. Multado en la playa | 17. Fraude a las compañías de seguros |
| 2. La presencia de Internet en nuestra vida | 18. El hoverboard |
| 3. ¿Pizza italiana? | 19. 2016, año bisiesto |
| 4. El futuro del plástico | 20. Celebrando la Nochevieja |
| 5. Los besos | 21. La fotografía de bebés |
| 6. ¿Cómo te sueñas? | 22. Los hurtos |
| 7. Obsesionadas con la báscula | 23. Bacterias en el hogar |
| 8. Agresiones al personal sanitario | 24. La Marsellesa |
| 9. Un supermercado original | 25. Halloween |
| 10. Cambios en el consumo | 26. El azafrán, una especia manchega |
| 11. El grafeno, material del futuro | 27. Las monedas de 1 y 2 céntimos (de euro) |
| 12. Las enfermedades raras | 28. Unos pocos ricos |
| 13. El Algarrobico | 29. ¿Dónde está mi hijo? |
| 14. Indulto para víctima de maltrato | 30. Novedades en el tráfico |
| 15. Hechos para ayudarnos | 31. Un cuento especial |
| 16. Comida adictiva | |

WRITING RUBRIC

100-90

Excellence

STRONG CONTROL

- Ease of expression marked by a good sense of idioms.
- Clarity of organization.
- Accuracy and variety in vocabulary, grammar and syntax, with a few errors.
- Thorough and creative development of the topic may compensate for more language problems than this category normally allows.

89-80

Competence

GOOD CONTROL

- Reads smoothly overall despite some errors in grammar and usage.
- Evidence of organization.
- Varied and generally appropriate vocabulary.
- Thorough treatment of the topic may compensate for more language problems than this category normally allows.

79-70

Competence

FAIR CONTROL

- Easily comprehensible, with some signs of fluency and organization.
- Correct use of simple grammatical structures with minor errors and/or less accurate use of more complex structures, occasional interference from another language.
- Some apt vocabulary.
- Appropriate treatment of the topic may compensate for more language problems than this category normally allows.

69-60

Incompetence

WEAK CONTROL

- Generally comprehensible, but frequently forces interpretation.
- Inaccuracies in grammatical structures and/or limited vocabulary throughout. Frequent interference from another language.
- Contains some redeeming features.
- Evidence of efforts to treat the topic.

59-50

**Demonstrates
Incompetence**

POOR or NO CONTROL

- Barely comprehensible.
- Almost total lack of structural accuracy and/or vocabulary resources.
- Unacceptable from most points of view.
- A 2 may be distinguished from a 1 by having more error-free word sequences.

0

A composition that is very clearly on another topic.
Blank or not written in Target language.

SPEAKING RUBRIC

- 100-90** Response demonstrates **very good or superior** communicative skills.
- A well-developed and appropriate answer characterized by the correct use of a variety of syntactic structures.
 - Broad use of vocabulary.
 - Sustained presentation and connection of ideas.
 - Easily comprehensible pronunciation.
 - Approaches or reaches a high level of fluency (ease of expression).
 - Appropriate cadence in speech.
- 89-80** Response demonstrates **good** communicative skills.
- An appropriate answer characterized by fluency (ease of expression).
 - Mostly correct use of syntax.
 - Goes beyond control of basic structures.
 - Connection of ideas.
 - Some range of vocabulary.
 - Pronunciation does not interfere with communication.
- 79-70** Response demonstrates **adequate** communicative skills.
- An appropriate answer characterized by moderate fluency (ease of expression). Occasional interference from another language.
 - Some development of ideas.
 - May rely on repetition.
 - Shows control of basic syntactic patterns and core vocabulary.
 - Some uncertainty when student moves beyond the basics.
 - Pronunciation may require close attention on the part of the listener.
- 69-60** Response demonstrates **limited** communicative skills.
- An appropriate answer restricted by serious flaws in core grammar, usage and pronunciation. Frequent interference from another language.
 - Low level of fluency (ease of expression).
 - Speaker may struggle to express ideas.
 - Answer may require some interpretation.
- 59-50** Response demonstrates **extremely weak** communicative skills.
- An appropriate or partially appropriate answer that shows little control of grammar, usage and pronunciation.
 - Answer forces interpretation or suggests that the student did not fully understand the question.
 - Relies primarily on vocabulary provided in the pictures and questions.
 - No fluency (ease of expression).
- 0** The response is totally incomprehensible or does not address the question at all, or any attempt to evade the question. No response or response in a language other than Target language.