

AP Spanish Language
2022-2023
Great Oak High School
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Textbook: Triángulo Aprobado.

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

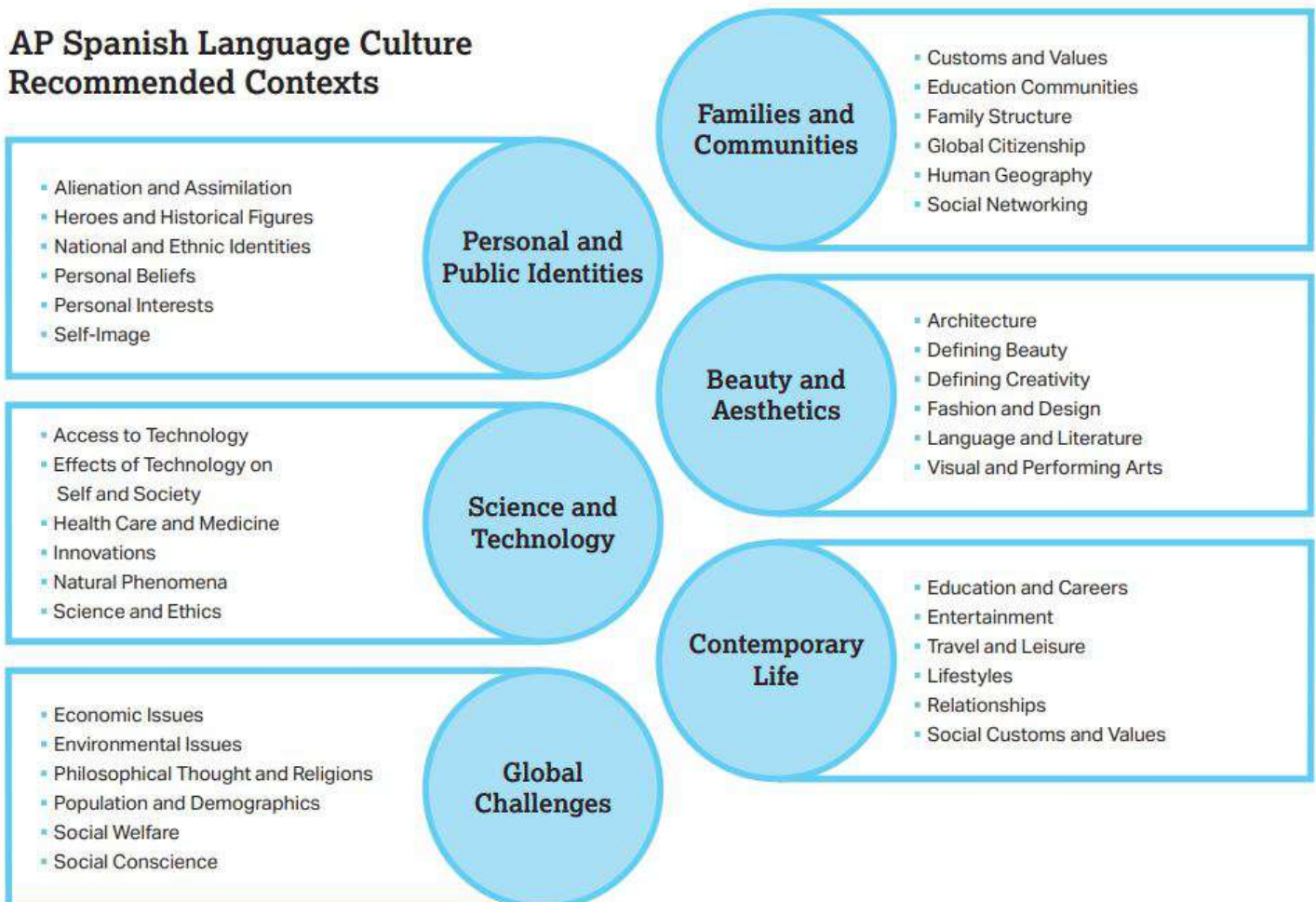
[Optional summer assignments: Watch Ads and do activities](#)

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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 any Spanish-speaking environment.

AP Spanish Language Culture Recommended Contexts



Exam

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 ambientales que enfrentan las sociedades?

8-8 Monday No School	8-15 Monday Read: p. 2	8-22 Monday Read: P. 11
8-9 Tuesday No School	8-16 Tuesday Listen: Lectura con audio pp. 5-8	8-23 Tuesday Listen: pp. 13-16
8-10 Wednesday <i>SPIRIT Day</i>	8-17 Wednesday Write: p. 8	8-24 Wednesday Write: p. 16
8-11 Thursday Introductions	8-18 Thursday Speak: p. 9	8-25 Thursday Speak: p. 17
8-12 Friday EI	8-19 Friday EI	8-26 Friday EI

Unit 1: Los desafíos mundiales

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

<p>8-29 Monday</p> <p>Read: p. 19</p>	<p>9-5 Monday</p> <p>No School</p>	<p>9-12 Monday</p> <p>Read: p. 35</p>
<p>8-30 Tuesday</p> <p>Listen: pp. 20-23</p>	<p>9-6 Tuesday</p> <p>Read: pp. 26-27</p> <p>Listen: pp. 28-30</p>	<p>9-13 Tuesday</p> <p>Listen: pp. 36-38</p>
<p>8-31 Wednesday</p> <p>Write: p. 23</p>	<p>9-7 Wednesday</p> <p>Write: pp. 31-32</p>	<p>9-14 Wednesday</p> <p>Write: p. 39</p>
<p>9-1 Thursday</p> <p>Speak: p. 24</p>	<p>9-8 Thursday</p> <p>Speak: p. 33</p>	<p>9-15 Thursday</p> <p>Speak: p. 40</p>
<p>9-2 Friday</p> <p>EI</p>	<p>9-9 Friday</p> <p>EI</p>	<p>9-16 Friday</p> <p>No school</p>

Unit 2: La ciencia y la tecnología

¿Qué impacto tiene el desarrollo científico en nuestras vidas?

<p>9-19 Monday</p> <p>Read: p. 52</p>	<p>9-26 Monday</p> <p>Read: p. 60</p>	<p>10-3 Monday</p> <p>Read: P. 68</p>
<p>9-20 Tuesday</p> <p>Listen: pp. 53-56</p>	<p>9-27 Tuesday</p> <p>Listen: pp. 62-65</p>	<p>10-4 Tuesday</p> <p>Listen: pp. 69-71</p>
<p>9-21 Wednesday</p> <p>Write: p. 57</p>	<p>9-28 Wednesday</p> <p>Write: p. 65</p>	<p>10-5 Wednesday</p> <p>Write: P. 72-73</p>
<p>9-22 Thursday</p> <p>Speak: p. 58</p>	<p>9-29 Thursday</p> <p>Speak: p. 66</p>	<p>10-6 Thursday</p> <p>Speak: p. 74</p>
<p>9-23 Friday</p> <p>EI</p>	<p>9-30 Friday</p> <p>EI</p>	<p>10-7 Friday</p> <p>EI</p>

Unit 2: La ciencia y la tecnología

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

<p>10-10 Monday</p> <p>Read: p. 76</p>	<p>10-17 Monday</p> <p>Read: pp. 84-85</p>	<p>10-24 Monday</p> <p>Read: p. 92</p>
<p>10-11 Tuesday</p> <p>Listen: pp. 77-79</p>	<p>10-18 Tuesday</p> <p>Listen: pp. 86-87</p>	<p>10-25 Tuesday</p> <p>Listen: pp. 94-97</p>
<p>10-12 Wednesday</p> <p>Write: p. 80-81</p>	<p>10-19 Wednesday</p> <p>Write: p. 88-89</p>	<p>10-26 Wednesday</p> <p>Write: p. 97</p>
<p>10-13 Thursday</p> <p>Speak: p. 82</p>	<p>10-20 Thursday</p> <p>Speak: p. 90</p>	<p>10-27 Thursday</p> <p>Speak: p.99</p>
<p>10-14 Friday</p> <p>EI</p>	<p>10-21 Friday</p> <p>EI</p>	<p>10-28 Friday</p> <p>EI</p>

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

<p>10-31 Monday Read: p. 102</p>	<p>11-7 Monday Read p. 110</p>	<p>11-14 Monday Read: pp. 119-120</p>
<p>11-1 Tuesday Listen: pp. 103-106</p>	<p>11-8 Tuesday Listen: pp. 112-115 Write p. 116</p>	<p>11-15 Tuesday Listen: pp. 120-123</p>
<p>11-2 Wednesday Write: p. 107</p>	<p>11-9 Wednesday Speak p. 117</p>	<p>11-16 Wednesday Write: p. 124</p>
<p>11-3 Thursday Speak: p. 108</p>	<p>11-10 Thursday No School</p>	<p>11-17 Thursday Speak: p. 125</p>
<p>11-4 Friday EI</p>	<p>11-11 Friday EI</p>	<p>11-18 Friday EI</p>

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

<p>11-28 Monday Read: p. 127</p>	<p>12-5 Monday Read: p. 135</p>	<p>12-12 Monday Read: p. 143-144</p>
<p>11-29 Tuesday Listen: pp. 129-131</p>	<p>12-6 Tuesday Listen: pp. 136-139</p>	<p>12-13 Tuesday Listen: pp. 145-147</p>
<p>11-30 Wednesday Write: p. 132</p>	<p>12-7 Wednesday Write: p. 140</p>	<p>12-14 Wednesday Write: p. 147</p>
<p>12-1 Thursday Speak: p. 133</p>	<p>12-8 Thursday Speak: p. 141</p>	<p>12-15 Thursday Speak: p. 149</p>
<p>12-2 Friday EI</p>	<p>12-9 Friday EI</p>	<p>12-16 Friday EI</p>

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?*

<p>1-9 Monday No School</p>	<p>1- 16 Monday Read: p. 160-161</p>	<p>1-23 Monday No School</p>
<p>1-10 Tuesday Read: pp. 152-153 Listen pp. 153-156</p>	<p>1-17 Tuesday Listen: pp. 162-165</p>	<p>1-24 Tuesday Read: p. 169 Listen pp. 170-173</p>
<p>1-11 Wednesday Write p. 157</p>	<p>1-18 Wednesday Write: pp. 165-166</p>	<p>1-25 Wednesday Write p. 174</p>
<p>1-12 Thursday Speak p. 158</p>	<p>1-19 Thursday Speak: p. 167</p>	<p>1-26 Thursday Speak p. 173</p>
<p>1-13 Friday EI</p>	<p>1-20 Friday EI</p>	<p>1-27 Friday EI</p>

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?*

<p>1-30 Monday Read: p. 177</p>	<p>2-6 Monday Read: p.186</p>	<p>2-13 Monday Read: p.194-195</p>
<p>1-31 Tuesday Listen: pp. 179-182</p>	<p>2-7 Tuesday Listen: pp. 187-190</p>	<p>2-14 Tuesday Listen: pp. 196-199</p>
<p>2-1 Wednesday Write: pp. 182-183</p>	<p>2-8 Wednesday Write: pp. 191-192</p>	<p>2-15 Wednesday Write: p. 200</p>
<p>2-2 Thursday Speak: p. 184</p>	<p>2-9 Thursday Speak: p. 192</p>	<p>2-16 Thursday Speak: p. 201</p>
<p>2-3 Friday EI</p>	<p>2-10 Friday EI</p>	<p>2-17 Friday Holiday & School Breaks</p>

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?*

2-20 Monday Read: p. 204 Listen: pp 205-207	2-27 Monday Read: p. 211	3-6 Monday Read: pp. 220-221
2-21 Tuesday Write: p. 208	2-28 Tuesday Listen: pp. 213-216	3-7 Tuesday Listen: pp. 221-224
2-22 Wednesday Speak: p. 209	3-1 Wednesday Write: p. 217	3-8 Wednesday Write: pp. 224-225
2-23 Thursday EI	3-2 Thursday Speak: p. 218	3-9 Thursday Speak: p. 226
2-24 Friday Holiday & School Breaks	3-3 Friday EI	3-10 Friday EI

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?*

3-13 Monday Read: p. 228	3-20 Monday Read: pp. 236-237	4-10 Monday Read: pp. 245-246
3-14 Tuesday Listen: pp. 229-232	3-21 Tuesday Listen: pp. 237-241	4-11 Tuesday Listen: pp. 247-249
3-15 Wednesday Write: pp. 232-233	3-22 Wednesday Write: pp. 241-242	4-12 Wednesday Write: pp. 250
3-16 Thursday Speak: p. 234	3-23 Thursday Speak: p. 243	4-13 Thursday Speak: p. 251
3-17 Friday EI	3-24 Friday EI	4-14 Friday EI

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

4-17 Monday Read: p. 254	4-24 Monday Read: p. 262	5-1 Monday Read: p. 269
4-18 Tuesday Listen: pp. 255-257	4-25 Tuesday Listen: pp. 263-265	5-2 Tuesday Listen: pp. 271-273
4-19 Wednesday Write: pp. 258-259	4-26 Wednesday Write: p. 266	5-3 Wednesday Write: p. 274
4-20 Thursday Speak: p. 260	4-27 Thursday Speak: p. 267	5-4 Thursday AP Exam Review/Questions
4-21 Friday EI	4-28 Friday EI	5-5 Friday EI

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

<p>5-8 Monday AP Exam Review/Questions</p>	<p>5-15 Monday EI</p>	<p>5-22 Monday EI</p>
<p>5-9 Tuesday AP Exam Review/Questions</p>	<p>5-16 Tuesday EI</p>	<p>5-23 Tuesday EI</p>
<p>5-10 Wednesday AP Exam Review/Questions</p>	<p>5-17 Wednesday</p>	<p>5-24 Wednesday EI</p>
<p>5-11 Thursday AP Exam Review/Questions</p>	<p>5-18 Thursday EI</p>	<p>5-25 Thursday EI</p>
<p>5-12 Friday EI</p>	<p>5-19 Friday</p>	<p>5-26-23 to 6-9-23 Review/Final</p>

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.