# AP Spanish Language and Culture Curriculum Grades 11-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT
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# AP SPANISH LANGUAGE AND CULTURE CURRICULUM

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#### AP SPANISH LANGUAGE AND CULTURE

#### **Acknowledgements**

The Advanced Placement (AP) Spanish Language and Culture Curriculum guide was developed through the dedicated efforts of Monica Fernandez, High School Spanish Teacher, with the guidance of the district's curriculum steering committee members including Karen Watt, Department Chairperson for Visual and Performing Arts and World Languages and Sally A. Millaway, Ed.D., Director for Curriculum, Instruction and Assessment.

This curriculum was written in alignment with the 2020 College Board AP Spanish Language and Culture Framework and the 2020 New Student Learning Standards. This curriculum includes materials and activities from the College Board AP Spanish Language and Culture sample syllabus. 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.

All students in this class will be encouraged to work towards earning the NJ Seal of Biliteracy.

#### **DISTRICT MISSION STATEMENT**

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially-, and culturally conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation for our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## **Neptune Township School District**

#### **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which
  are significant to many aspects of life and work.

# AP SPANISH LANGUAGE AND CULTURE CURRICULUM

#### COURSE DESCRIPTION

(10 Credits)

The AP Spanish Language and Culture course provides students with opportunities to develop language proficiency across the three modes of communication: Interpretive, Interpersonal, and Presentational. Students will learn about culture through real-life situations and the use of and authentic materials that are representative of the Spanish-speaking world. Materials include a variety of media, journalistic and literary works, interviews, movies, television, web-based research, and print materials.

AP Spanish Language and Culture is a language acquisition course designed to provide students with the necessary skills and cultural understanding to enable them to communicate successfully in an environment where Spanish is spoken. In order to meet these goals, this class will be an immersion experience requiring exclusive use of Spanish. Also, all correspondence with students outside of class will be conducted in the target language of Spanish. Students are also required to actively engage and participate in real-life activities outside the classroom, which will help them gain a better appreciation and understanding of the world outside of our high school. This course is designed to prepare students for the AP Exam, which all students are expected to take and provides them the opportunity to earn college credit. The AP Spanish Language and Culture Course is approximately equivalent to an upper-intermediate college or university course in Spanish language and culture.

**Prerequisites**: There are no prerequisites; however, students are typically in their third or fourth year of high school–level Spanish language study.

# AP SPANISH LANGUAGE AND CULTURE CURRICULUM

#### INTRODUCTION AND OVERVIEW

#### **Expectations:**

The AP® Spanish Language and Culture course develops language and cultural proficiency at the Intermediate to Advanced level. Students and the teacher commit to using Spanish as the language for communicating about the course content and for social classroom interaction. Regular use of Spanish in the classroom is assessed as a component of evidence of interpersonal speaking proficiency. [CR1]

Students are responsible for regularly updating their libreta de apuntes, a composition notebook with the following sections:

- 1. Foundational and Advanced Vocabulary for each course theme,
- 2. Notes on cultural aspects from each unit,
- 3. Communication Strategies and Transition Words,
- 4. Grammar Terminology and Notes

The course is taught through engaging with authentic resources from across the Spanish-speaking world. By interacting with these sources in Spanish, students develop the language knowledge and communication strategies to interpret the texts and to acquire knowledge of the cultural products and practices and reflect on the perspectives underlying them.

#### **Country Profile Site**

Each student selects a country of focus and creates a Google Site to showcase their learning about the country throughout the year. The student builds the site during the course of the year, as students produce:

- interdisciplinary content including background information on the area's geography, history, demographics, and economy
- an overview of the current issues facing the country, and monthly news updates
- information on artistic and musical expressions from the country (crafts, musical genres, monuments/architecture, fine arts)
- at least one literary text from the country. The idea is to find and read a short story, poem or a segment from an iconic text from the country (e.g., a segment from Don Quijote from Spain or a poem by Rubén Darío from Nicaragua). The entry should include the work or a link to the work, a description and/or summary of the theme, and a brief statement of why the work is an important cultural reference for the country.
- one or more celebrations and/or traditions (carnaval, día de muertos, religious and/or civic celebrations)

Students share the insights they gain about their countries in class discussions in which they compare the cultural products, practices, and perspectives they have discovered with those found in their classmates' countries. In addition, students address comparisons with their own country/region/community during these discussions. The goal is to deepen each student's knowledge about a particular country, to gain an understanding and appreciation for the diversity of the Spanish-speaking world and develop insights into how their own culture compares with the Spanish-speaking world. In addition to the in-class discussions, each nine weeks students create a written reflection pointing out connections with other disciplines and with their own cultures to include in the Google Site.

# El español en mi vida

Students regularly use Spanish outside the classroom in real-life settings in a variety of ways including: **[CR14]** 

- During each unit, students interview (face to face or via technology) a Spanish speaker from outside school. This can be a neighbor, a family member who is a Spanish-speaker, an e-pal, a community volunteer, etc. on a topic relating to the unit theme.
- Complete a choice-board 'Spanish in my Life' assignment twice each semester, allowing them to select from options such as attending a Spanish Movie Night, viewing documentaries in Spanish on their own, visiting museum exhibits relating to the Spanish-speaking world, attending community events, visiting a business with connections to the Spanish-speaking world, volunteering in contexts where Spanish is used, or a self-proposed option. Students give a 2-minute oral presentation to the class on the experience and turn in evidence (notes taken while watching a documentary, pictures from the museum visit, etc.).

<sup>\*</sup>The above Expectations are from the Advanced Placement Spanish Language and Culture Course Sample Syllabus (2020)

AP Spanish Language and Culture Curricular Requirements				
CR1	The teacher uses Spanish almost exclusively in class and encourages students to do likewise.			
CR2	The course provides opportunities for students to engage in interdisciplinary course content and develop skills through the six required themes: Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges.			
CR3	The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.			
CR4	The course provides opportunities for students to make cultural comparisons.			
CR5	Instructional materials include a variety of authentic audio, visual, and audiovisual sources and authentic written texts.			
CR6	The course provides opportunities for students to practice and develop the skills in Skill Category 1: Comprehend written, audio, audiovisual, and visual text.			
CR7	The course provides opportunities for students to practice and develop the skills in Skill Category 2: Make interdisciplinary and cultural connections.			
CR8	The course provides opportunities for students to practice and develop the skills in Skill Category 3: Interpret the content of written and audio text,			
CR9	The course provides opportunities for students to practice and develop the skills in Skill Category 4: Make meanings from words and expressions.			
CR10	The course provides opportunities for students to practice and develop the skills in Skill Category 5: Communicate interpersonally by speaking with others.			
CR11	The course provides opportunities for students to practice and develop the skills in Skill Category 6: Communicate interpersonally by writing to others.			
CR12	The course provides opportunities for students to practice and develop the skills in Skill Category 7: Communicate through spoken presentations.			
CR13	The course provides opportunities for students to practice and develop the skills in Skill Category 8: Communicate through written presentations.			
CR14	The course prepares students to use the target language in real - life situations.			

# ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE PACING GUIDE

Suggested Timeframe (Approximate)	Topics
30 days	Unit 1 - Families in Different Societies
30 days	Unit 2 - The Influence of Language and Culture on Identity
30 days	Unit 3 - Influences of Beauty and Art
2 days	Midterm
30 days	Unit 4 - How Science and Technology Affect Our Lives
30 days	Unit 5 - Factors That Impact the Quality of Life
30 days	Unit 6 - Environmental, Political, and Societal Challenges
2 days	Final Exam

	Integrated Social and Emotional Learning Competencies				
T	The following social and emotional competencies are integrated in this curriculum document:				
Self-Awareness					
X	Recognize one's own feelings and thoughts				
X	Recognize the impact of one's feelings and thoughts on one's own behavior				
X	Recognize one's personal traits, strengths and limitations				
X	Recognize the importance of self-confidence in handling daily tasks and challenges				
Self-Management					
X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors				
X	Recognize the skills needed to establish and achieve personal and educational goals				
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals				
Social Awareness					
X	Recognize and identify the thoughts, feelings, and perspectives of others				
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds				
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ				
	Demonstrate an awareness of the expectations for social interactions in a variety of setting				
Resp	oonsible Decision Making				
X	Develop, implement and model effective problem solving and critical thinking skill				
X	Identify the consequences associated with one's action in order to make constructive choices				
	Evaluate personal, ethical, safety and civic impact of decisions				
Rela	tionship Skills				
X	Establish and maintain healthy relationships				
X	Utilize positive communication and social skills to interact effectively with others				
	Identify ways to resist inappropriate social pressure				
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways				
	Identify who, when, where, or how to seek help for oneself or others when needed				

Unit Plan Title	Unit 1: Families in Different Societies
Suggested Time Frame	30 Days

#### Overview / Rationale

Students will analyze family dynamics across different societies and cultures, and how these dynamics can affect our personality traits, relationships, and communities as a whole. Additional themes to be covered in this unit include: Personal and Public Identities, Contemporary Life, and Global Challenges.

#### Stage 1 – Desired Results

#### **Established Goals:**

#### Mission:

World Language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global and culturally diverse world.

#### Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world

# New Jersey Student Learning Standards for World Languages (2020): <u>Interpretive Mode</u>

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.

- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

# **Interpersonal Mode**

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

#### **Presentational Mode**

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

#### College Board Skills Taught and Assessed

AP Spanish Language and Culture Skills and Learning Objectives (2020):

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.

#### 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 syntacactial 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.
- 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 Understanding 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)
- 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.

#### **Essential Questions:**

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

# **Enduring Understandings:**

- How families shape values and traditions, as well as personal beliefs and personal interests.
- The challenges faced by families, such as access to education and jobs.
- The evolving concept and role of families in contemporary societies.

# **Knowledge:**

Students will know...

- The role that family plays in Hispanic culture.
- Common prefixes and suffixes, and what they mean.
- The difference between the preterite and imperfect tenses.
  - Common uses of each tense.
  - Phrases commonly used in each tense.
  - How these tenses are generally used together.

#### **Skills:**

Students will be able to...

- Comprehend written, audio, audiovisual, and visual text.
- Make interdisciplinary and cultural connections.
- Interpret the content of written and audio text.
- Make meanings from words and expressions.
- Communicate interpersonally by writing to others.
- Communicate through spoken presentations.

# Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

# **Making Connections to Careers**

Proficiency in a world language is a benefit to many jobs/careers. Teachers can feel free to add additional jobs to the list below and encourage students to come up with their own. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- **Business:** International Relations Consultant, Foreign Exchange Trader, Publishing Specialist, International Account Manager, Foreign Correspondent, Importer/Exporter
- Education: Bilingual Educator, University Professor, Translator/Interpreter
- **Politics/ Government:** National Security Agent, Court Interpreter, FBI Agent, National Security Agent, Immigrations Officer
- **Physical or Mental Health:** Bilingual Pediatrician or Primary Care Doctor, Bilingual Case Manager, Bilingual Psychologist or Family Therapist
- Tourism: Cultural Events Coordinator, Travel Agent, Interpreter/Guide

# **Interdisciplinary Connections**

# New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

# New Jersey Student Learning Standards for Social Studies (2020):

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

# Computer Science and Design Thinking (2020)

8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and

# cultural practices.

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

#### **Student Resources**

#### **Google Suite**

- Classroom
- Docs
- Slides
- Forms

#### Websites:

Apcentral.collegeboard.org

Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

# **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pg. 164 (Interpersonal Writing: Email Reply)
  - o pg. 170 (Interpersonal Writing: Email Reply)
  - o pg. 182 (Presentational Writing: Persuasive Essay)
  - o pg. 202 (Presentation Writing: Persuasive Essay)
  - o pgs. 205, 206 (Presentational Writing: Persuasive Essay)
  - o pg. 210 (Interpersonal Speaking: Conversation)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 4 69)

#### **Articles:**

- "El sistema educativo español"
  - https://www.donquijote.org/es/cultura-espanola/tradiciones/educacion/
- "La familia se transforma en América Latina" https://www.telesurtv.net/news/La-familia-se-transforma-en-America-Latina--20160514-0034.html
- El tobogán de la natalidad en España
   <a href="https://elpais.com/elpais/2015/01/09/ciencia/1420821460\_938863.html">https://elpais.com/elpais/2015/01/09/ciencia/1420821460\_938863.html</a>
- Premios de la natalidad <a href="https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-natalidad-20150318">https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-natalidad-20150318</a>
   <a href="https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-natalidad-20150318">https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-natalidad-20150318</a>
   <a href="https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-natalidad-20150318">https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-natalidad-20150318</a>
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   <a href="https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-natalidad-20150318">https://www.abc.es/abcfoto/revelado/20150318</a>
   <a href="https://www.abc.es/abcfoto/revelado/20150319/abci-sanjose-premios-premi
- La familia y los valores <a href="https://hoy.com.do/la-familia-y-los-valores/">https://hoy.com.do/la-familia-y-los-valores/</a>

# Videos:

- "La leyenda del espantapájaros" <a href="https://youtu.be/UZtrzS5za2s">https://youtu.be/UZtrzS5za2s</a>
- Familias en Costa Rica reducen el número de hijos https://www.voutube.com/watch?v=5J8v81CY9f8

 Los cinco valores más importantes en la educación de los niños https://www.voutube.com/watch?v=7vVeJbwGdZ8

#### **Teacher Resources**

**Note:** Teacher needs to create a classroom in College Board (<a href="https://apcentral.collegeboard.org/">https://apcentral.collegeboard.org/</a>) yearly and enroll students in the AP Classroom.

Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

# **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite:
  - o pg. 164 (Interpersonal Writing: Email Reply)
  - o pg. 170 (Interpersonal Writing: Email Reply)
  - o pg. 182 (Presentational Writing: Persuasive Essay)
  - o pg. 202 (Presentation Writing: Persuasive Essay)
  - o pgs. 205, 206 (Presentational Writing: Persuasive Essay)
  - o pg. 210 (Interpersonal Speaking: Conversation)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 4 69)
- Repaso: A Complete Review Workbook for Grammar, Communication, and Culture (1st Edition)

# **Technology/Websites:**

- https://apcentral.collegeboard.org/
- https://quizlet.com/
- https://newsela.com/
- https://quizizz.com/
- https://kahoot.com/schools-u/
- <a href="https://www.blooket.com/">https://www.blooket.com/</a>
- https://www.bookwidgets.com/
- https://www.socrative.com/
- https://flangoo.com/
- https://edpuzzle.com/
- <a href="https://studyspanish.com/">https://studyspanish.com/</a>

#### **Articles:**

- "El sistema educativo español" https://www.donquijote.org/es/cultura-espanola/tradiciones/educacion/
- "La familia se transforma en América Latina" <a href="https://www.telesurtv.net/news/La-familia-se-transforma-en-America-Latina--20160514-0034.html">https://www.telesurtv.net/news/La-familia-se-transforma-en-America-Latina--20160514-0034.html</a>
- El tobogán de la natalidad en España https://elpais.com/elpais/2015/01/09/ciencia/1420821460 938863.html

- La familia y los valores <a href="https://hoy.com.do/la-familia-y-los-valores/">https://hoy.com.do/la-familia-y-los-valores/</a>

#### Videos:

- "La leyenda del espantapájaros" <a href="https://youtu.be/UZtrzS5za2s">https://youtu.be/UZtrzS5za2s</a>
- Familias en Costa Rica reducen el número de hijos https://www.voutube.com/watch?v=5J8v81CY9f8
- Los cinco valores más importantes en la educación de los niños https://www.youtube.com/watch?v=7yVeJbwGdZ8

# Stage 2 – Assessment Evidence

#### **Pre-Assessments:**

Give students a prompt such as "What challenges do families face in the Spanish speaking world compared to families in the United States?", and have them create a Venn
Diagram comparing the two cultures.

#### Formative Assessments:

- Use Google Applications, Nearpod, Peardeck, Kahoot, Blooket, Bookwidgets and/or Whiteboards to create a variety of live formative assessments such as vocabulary matching, fill in the blanks, polls, and sentence writing.
- Assignments from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite.

#### Summative Assessments:

- 1. Panel discussion in which groups of students converse to exchange information they have researched regarding families in their assigned Spanish speaking country and compare with their own culture. This discussion includes clear examples of cultural practices in families and expressed inferences about the perspectives represented. [CR3]
- 2. Students read the article, "Taurinos vs. antitaurinos: aquí sus argumentos" by E. G. Bandera and analyze the graph, "Estadística de asuntos taurinos de España, 2011" from the website, "Aplausos," a publication of Valencia, España. They listen to interviews, "a favor y en contra de las corridas de toros en Bogotá". They write a persuasive essay answering the question, "¿Deben prohibirse las corridas de toros? [CR2][CR4][CR5]
- 3. Students do a two-minute oral presentation comparing a typical American family to a family from a Spanish-speaking country. In their presentation, they should discuss traditions, importance of family, family structure and values. [CR5]

#### Performance Task(s):

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet
  - o pg 202 (Presentation Writing: Persuasive Essay)
  - o pgs. 205, 206 (Presentational Writing: Persuasive Essay)
  - o pg. 210 (Interpersonal Speaking: Conversation)

- o pg 170 (Interpersonal Writing: Email Reply)
- o pg. 164 (Interpersonal Writing: Email Reply)
- o pg. 182 (Presentational Writing: Persuasive Essay)

## Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- The teacher will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- The teacher will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## **Suggested Learning Activities**

#### Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

• Students read fragments from Francisco Jiménez's *Senderos fronterizos*, focusing on comprehension of the literary text and identifying the main idea about supporting details in a graphic organizer. **[CR6]** Students then produce summaries about the readings and answer discussion questions.

#### **Promotional Material:**

• Students read ads for family - oriented events in community activities and reflect on values expressed by the ways families spend time together. [CR3]

#### Letter:

• Students read pg. 13 of the Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet to learn the elements of a formal letter and identify the author, audience, and point of view. They summarize the message, develop interpretive skills, and answer multiple choice questions. [CR8]

#### **Articles and Charts:**

"El sistema educativo español" https://www.donquijote.org/es/cultura-espanola/tradiciones/educacion/ Students read the article on the education system in Spain and focus on comprehension of information, as well as making meaning from unfamiliar words and expressions. [CR9]. After reading the source, students will research the education structure of a different Spanish speaking country and produce a cultural comparison infographic between the education structure of the USA and that of their selected country.

#### **Conversation:**

- Students participate in a conversation from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 210 and record their answers. They will later be scored using the AP rubric.
- Students participate in a structured conversation on the unit topic of family roles and responsibilities, following functional prompts. (Two roommates or spouses discuss who should do certain household chores, provide financial support, ect.) Prior to engaging in these conversations, remind students to provide details and elaboration, as well as using cohesive devices (además, también, por ejemplo, ect.). [CR10]

# **Email Reply:**

• Students will read emails from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs.164, 170 and write a response in which they answer the questions posed in the emails. Students appy conventions for email correspondence, including formal address. [CR11]

#### **Cultural Presentation:**

After providing students with a template to plan and organize their presentation and
discussing elements that engage the audience, students will prepare a short, spoken
presentation describing family structure, values, and/or challenges facing families in their
assigned countries. Students present to a small group. [CR12] Afterward, the groups
ask questions and make comparisons with what they have learned about their own
assigned country.

Complete the **Personal Progress Checks MCQs** for Unit **1**. Complete the **Personal Progress Checks FRQ A** for Unit **1**. Complete the **Personal Progress Checks FRQ B** for Unit **1**.

# **Interpretive Communication, Interpersonal Communication Activity Examples:** Activity #1

- 1. In an online discussion forum such as Google Classroom, students respond/comment on the unit essential questions. Students also comment on two of their classmates' responses. [CR3]
- 2. In class, the teacher asks students, using adjectives, to identify the characteristics of "good parents." *Los buenos padres son...*

- 3. For homework that evening, students respond to the following questions in written format: ¿Cómo se sentirían tus padres si te convirtieras en un delincuente? ¿Cambiaría su actitud hacia ti, por qué?
- 4. In class the next day, the class reads "Antes del fin" by Ernesto Sábato, pg. 17, 18 Vista Higher Learning Spanish Language and Culture Exam Preparation booklet [CR4] and watch the video about Semana Santa and answer comprehension questions. https://youtu.be/9VmUUb 4nM [CR2]
- 5. On pg. 99 of the Vista Higher Learning Test Exam Preparation booklet, students read the table about a survey on the ideal number of children a couple should have, then listen to the audio of Camila discussing how the family structure has evolved during the last century. Students write a summary of the content and answer the questions on pgs. 99, 100.

# Activity #2

Students watch, "La leyenda del espantapájaros" Before viewing:

- Have students discuss why it is important to be part of a community, to have a feeling of belonging, and to have friends. [CR3]
- Explore vocabulary (defined in Spanish) that students may not know while viewing, such as "cobrar vida, malvado, and tiritear".
- Watch the Youtube video: <a href="https://youtu.be/UZtrzS5za2s">https://youtu.be/UZtrzS5za2s</a>
- Follow up with Ricardo Arjona's song, El espantapájaros <a href="https://youtu.be/FKgLU7udU0M">https://youtu.be/FKgLU7udU0M</a> which deals with a similar theme. [CR4]
- Students watch the video "El hada del espantapájaros" and compare it to "El cuento del espantapájaros" <a href="https://youtu.be/Yk8zw\_rtDRU">https://youtu.be/Yk8zw\_rtDRU</a> [CR3]

Students discuss the following questions in pairs and then share with the class:

- ¿Por qué existe el prejuicio?
- ¿Cuál es el mensaje de los dos productos?
- ¿Cómo puede la sociedad evitar actitudes similares y cambiar las prácticas y perspectivas que dirigen el prejuicio?

#### **Activity #3**

- Students research heroes, singers, artists, and famous people from other countries. They will do an oral presentation comparing an American hero to a hero from a Spanish speaking country.
- Students listen to the documentary, "La carne de caballo", and answer comprehension questions. Students answer the question, "How do family traditions determine what we eat?" <a href="http://www.ver-taal.com/noticias">http://www.ver-taal.com/noticias</a> 20130224 carnedecaballo.htm [CR2][CR7]

## **Presentational Communication Activity Examples:**

- Students watch the video: http://www.ver- taal.com/noticias\_20121215\_escuelaencas [CR2]
- Students answer comprehension questions and then present an oral presentation to the class comparing schools in the United States to schools in a Spanish speaking country.

# Interpretive, Presentational, and Interpersonal Communication Examples:

- Students respond to the essential question, ¿Cómo es tu familia y qué papel desempeña en tu vida? In online discussion forums, such as Google Classroom, students comment on each other 's responses. [CR3]
- In class, students make a list of the characteristics of a family in their community with a partner. They then discuss the ways in which a family has changed over the last 20 years. [CR3]
- Students view the following art images, "La famila de Carlos IV," by Goya and "Una familia" by Botero and make a written comparison between the two works of art. How are they different; what do they have in common? [CR5]

Unit Plan Title	Unit 2: The Influence of Language and Culture on Identity
Suggested Time Frame	30 Days

#### Overview / Rationale

Students will explore 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. Students continue to build interpretive skills through engaging with literary texts, articles, charts, and audio reports. Practice in the interpretive mode prepares students to engage in the presentational mode. Students will also be introduced to the basic outline of an argumentative essay. Additional themes to be covered in this unit include: Personal and Public Identities, Beauty and Aesthetics, Contemporary Life, and Science and Technology.

# Stage 1 – Desired Results

#### **Established Goals:**

#### **Mission:**

World Language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global and culturally diverse world.

#### Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

# New Jersey Student Learning Standards for World Languages (2020): <u>Interpretive Mode</u>

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

## **Interpersonal Mode**

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

#### **Presentational Mode**

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

# **College Board Skills Taught and Assessed**

# AP Spanish Language and Culture Skills and Learning Objectives (2020):

- 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.
  - .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.

- 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.
- 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.

#### **Essential Questions:**

- How does one's identity evolve over time?
- How does language shape our cultural identity?
- How does technology influence the development of personal and public identity?
- How does the art of a community reflect its public identity?

# **Enduring Understandings:**

- How personal beliefs and interests can be influenced by one's language and culture.
- How social customs and values relate to language.
- How language and culture can affect a society's outlook on art and beauty.

# **Knowledge:**

Students will know...

- How to make comparisons in Spanish.
- The outline of an argumentative essay
- Key vocabulary and transition words used in argumentative essays.
- The rules for conjugating verbs in the subjunctive tense.
- How and when to use the subjunctive tense in impersonal expressions.

#### **Skills:**

Students will be able to...

- Comprehend written, audio, audiovisual, and visual text.
- Make interdisciplinary and cultural connections.
- Interpret the content of written and audio text.
- Make meanings from words and expressions.
- Communicate interpersonally by writing to others.
- Communicate through spoken presentations.

# Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

# **Making Connections to Careers**

Proficiency in a world language is a benefit to many jobs/careers. Teachers can feel free to add additional jobs to the list below and encourage students to come up with their own. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

 Business: International Relations Consultant, Foreign Exchange Trader, Publishing Specialist, International Account Manager, Foreign Correspondent, Importer/Exporter

- Education: Bilingual Educator, University Professor, Translator/Interpreter
- **Politics/ Government:** National Security Agent, Court Interpreter, FBI Agent, National Security Agent, Immigrations Officer
- **Physical or Mental Health:** Bilingual Pediatrician or Primary Care Doctor, Bilingual Case Manager, Bilingual Psychologist or Family Therapist
- Tourism: Cultural Events Coordinator, Travel Agent, Interpreter/Guide

# **Interdisciplinary Connections**

# New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## New Jersey Student Learning Standards for Social Studies (2020):

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

# Computer Science and Design Thinking (2020)

- 8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

#### **Student Resources**

#### **Google Suite**

- Classroom
- Docs
- Slides
- Forms

#### Websites:

• apcentral.collegeboard.org

Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

#### **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pgs. 78-92 (Interpretive Communication: Print Text)
  - o pgs. 139,140 (Interpretive Communication: Print and Audio Texts Combined)
  - o pgs. 157-159 (Interpretive Communication: Audio Texts)
  - o pg. 169,175 (Interpersonal Writing: Email Reply)
  - o pgs. 202-206 (Presentational Writing: Persuasive Essay)
  - o pgs. 220-221 (Interpersonal Speaking: Conversation)
  - o pg. 230 (Presentational Speaking: Cultural Comparison)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs. 350 417)

#### Videos:

- Students will choose a documentary in Spanish to watch. They will be responsible for finding one of interest which will then be approved by the teacher.
- Bilingual Education and Identity <a href="https://www.youtube.com/watch?v=EleN8ZAvPO4">https://www.youtube.com/watch?v=EleN8ZAvPO4</a>

#### **Articles:**

- "El ojo turco"
  - https://www.redbolivision.tv.bo/noticia/ojo-turco-que-es-significado-y-simbolismo/
- "El ojo de dios" <a href="https://mandalasweb.net/ojo-de-dios/">https://mandalasweb.net/ojo-de-dios/</a>
- "México llegó al Mundial con una victoria para la ortografía (y para una editora del Times)"<a href="https://www.nytimes.com/es/2018/06/23/espanol/america-latina/mexico-mundial-ponle-acento.html">https://www.nytimes.com/es/2018/06/23/espanol/america-latina/mexico-mundial-ponle-acento.html</a>
- "La importancia de preservar las lenguas nativas"
   <a href="https://elcomercio.pe/publirreportaje/importancia-conservar-lenguas-nativas-noticia-4452">https://elcomercio.pe/publirreportaje/importancia-conservar-lenguas-nativas-noticia-4452</a>
   11-noticia/

#### **Teacher Resources**

Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

# **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pgs. 78-92 (Interpretive Communication: Print Text)
  - o pgs. 139,140 (Interpretive Communication: Print and Audio Texts Combined)
  - o pgs. 157-159 (Interpretive Communication: Audio Texts)
  - o pg. 169,175 (Interpersonal Writing: Email Reply)
  - o pgs. 202-206 (Presentational Writing: Persuasive Essay)
  - o pgs. 220-221 (Interpersonal Speaking: Conversation)
  - o pg. 230 (Presentational Speaking: Cultural Comparison)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs. 350 417)
- <u>Repaso: A Complete Review Workbook for Grammar, Communication, and Culture</u> (1st Edition)

# **Technology/Websites:**

- <a href="https://apcentral.collegeboard.org/">https://apcentral.collegeboard.org/</a>
- https://quizlet.com/
- <a href="https://newsela.com/">https://newsela.com/</a>
- <a href="https://quizizz.com/">https://quizizz.com/</a>
- https://kahoot.com/schools-u/
- https://www.blooket.com/
- https://www.bookwidgets.com/
- https://www.socrative.com/
- <a href="https://flangoo.com/">https://flangoo.com/</a>
- https://edpuzzle.com/
- <a href="https://studyspanish.com/">https://studyspanish.com/</a>

#### Articles:

- "El ojo turco" https://www.redbolivision.tv.bo/noticia/ojo-turco-que-es-significado-y-simbolismo/
- "El ojo de dios" <a href="https://mandalasweb.net/ojo-de-dios/">https://mandalasweb.net/ojo-de-dios/</a>
- "México llegó al Mundial con una victoria para la ortografía (y para una editora del Times)" <a href="https://www.nytimes.com/es/2018/06/23/espanol/america-latina/mexico-mundial-ponle-acento.html">https://www.nytimes.com/es/2018/06/23/espanol/america-latina/mexico-mundial-ponle-acento.html</a>
- "La importancia de preservar las lenguas nativas"
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   11-noticia/

# Stage 2 – Assessment Evidence

# **Pre-**Assessments:

• Teacher will present the theme of The Influence of Language and Culture on Identity and ask students what they think that means and what vocabulary they think is associated with the unit.

#### Formative Assessments:

- Use Google Applications, Nearpod, Peardeck, Kahoot, Blooket, Bookwidgets and/or Whiteboards to create a variety of live formative assessments such as vocabulary matching, fill in the blanks, polls, and sentence writing.
- Assignments from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite

#### Summative Assessments:

1. Oral Cultural Comparison on attitudes toward learning languages in a Spanish - speaking community and another community. The presentation should include concrete examples of cultural practices regarding the use of different languages, bilingual education,

- multilingualism, ect., and reflections on the cultural perspectives regarding linguistic diversity and identity. [CR4]
- 2. Students read the article, "Sueños convertidos en pesadillas" about the experiences of the recent migrants in Latin America and analyze the graphic, "Perfil del migrante" then answer the questions on pgs. 89, 90 of Vista Higher Learning Exam Preparation booklet. **[CR2]**
- 3. Students read the article, "Botella recrudece la Guerra a las pintadas con multas de 3000 euros," analyze the table, "Dinero gastado anualmente en la limpieza de las pintadas urbanas de España," and listen to the audio, "Más gente" about a church painted by graffiti artists (Vista Higher Learning Exam Preparation booklet pgs. 205, 206). They then write a persuasive essay answering the question, "¿Es el grafiti arte o vandalismo?" [CR4] & [CR5]

## Performance Task(s):

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pgs. 78-92 (Interpretive Communication: Print Text)
  - o pgs. 139,140 (Interpretive Communication: Print and Audio Texts Combined)
  - o pgs. 157-159 (Interpretive Communication: Audio Texts)
  - o pg. 169,175 (Interpersonal Writing: Email Reply)
  - o pgs. 202-206 (Presentational Writing: Persuasive Essay)
  - o pgs. 220-221 (Interpersonal Speaking: Conversation)
  - o pg. 230 (Presentational Speaking: Cultural Comparison)

# **Stage 3 – Learning Plan**

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence

- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## **Suggested Learning Activities**

Written/Print Literary Text: <u>Senderos fronterizos</u> by Franciso Jiménez

• Students read fragments from Francisco Jiménez's *Senderos fronterizos*. Students then produce summaries about the readings and answer discussion questions. [CR6]

# **Audio Report and Article:**

• Students learn about the #Ponle Acento movement in the National Baseball League to highlight the presence of Spanish surnames in the sport. They read an article to gain perspective on using accents on jerseys identifying the intended audience, purpose, and points of view expressed in the article. [CR8] Students then discuss their own opinions about the use of accents on names.

#### **Promotional Material:**

Students read the article "México llegó al Mundial con una victoria para la ortografía"
 https://www.nytimes.com/es/2018/06/23/espanol/america-latina/mexico-mundial-ponle-a cento.html to gain perspectives on using accents on jerseys, the intended purpose, and points of view expressed in the article.[CR8]

#### Letter:

• Students read the letter on pg. 81 of the Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet, make meaning from unfamiliar words and expressions, and answer comprehension questions. [CR8]

#### **Articles and Charts:**

 Students read the article and chart on pgs. 78, 79 of the Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet, make meaning from unfamiliar words and expressions, and answer comprehension questions. [CR9]

#### **Conversation:**

• Students will record themselves answering prompts about a topic presented by their classmate Jaime in history class. Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 220. [CR10]

#### **Email Reply:**

 Students read the email on pg. 169 of the Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet, make meaning from unfamiliar words and expressions, and write a response email answering questions from the prompt. Students appy conventions for email correspondence, including formal address. [CR11]

## **Argumentative Essay:**

• Students are guided to write their first argumentative essay based on three sources on the topic: Should students in our schools study TWO languages in addition to English? Students are provided with appropriate transition words (which they record in their notebook in the 'Communication strategies and Transition Words' segment of their composition book) and the class reviews the sources to identify information to support different viewpoints. Model creating the thesis statement, acknowledging and countering contrary arguments, and supporting ideas with textual evidence. [CR13]

# **Cultural Comparison:**

- Students post information they have learned about languages spoken in their selected countries on their country websites, review the infographic produced in the Article and Chart activity, and do any needed additional research to compare attitudes in their selected country towards learning languages to the perspectives in their own community. [CR4]
- Students 1) prepare a Venn Diagram or T chart to gather information, 2) use a teacher provided template to organize ideas, and 3) practice the oral presentation with 3 different partners prior to recording a 2-minute spoken cultural comparison to include in their Google Site. Students work in pairs to provide feedback based on the Scoring Guidelines and students self-assess their work. [CR12]

Complete the **Personal Progress Checks MCQs** for Unit **2.** Complete the **Personal Progress Checks FRQ A** for Unit **2.** Complete the **Personal Progress Checks FRQ B** for Unit **2.** 

# **Interpersonal Communication Activity Examples: Activity #1**

- Students brainstorm vocabulary related to heroes with "heroes and historical figures",
  writing the responses on a graphic organizer. Names of some of the heroes from the
  students' community should be included. Then, in class, they present some of their
  vocabulary and their opinions about what makes a person become a hero. The teacher
  may add words not mentioned in the activity. Students may add any vocabulary to their
  personal list.
- 2. Students then brainstorm vocabulary related to, "Hispanic heroes and historical figures" on another graphic organizer, and then compare them with the first graphic organizer. A Venn diagram is made with similarities and differences between the two. [CR6]

# **Activity #2**

- 1. Students write their thoughts for ten to fifteen minutes to answer the following questions: ¿Cuál es la autoestima?, ¿Cómo afecta la autoestima a la persona? [CR3] Afterwards, in groups of four, students share their information, complete a list and then add their ideas to a class list. [CR3b]
- 2. Students listen to the song, "Latinos en Estados Unidos" by Celia Cruz. [CR2] In pairs, they discuss the content and share their opinions as to whether they agree or disagree with how latinos in the United States are described in Cruz's song. [CR3]

# https://youtu.be/QsNiSqSDaY8

# **Activity #3**

- 1. Students view the video, "El Reto de ser joven latino en Estados Unidos" <a href="https://youtu.be/j6W\_xXvRc2Y">https://youtu.be/j6W\_xXvRc2Y</a>. In small groups students discuss the content of the video and ask questions that elicit opinions from others in the group then debate the following comment, "Es la autoestima esencial para desarrollar la identidad?" An additional discussion question could be, "Do young people in your community question their identity based on their experiences?" [CR7]
- After viewing the Univisión audio visual resource, "Famosos inmigrantes sufrieron en carne propia," <a href="http://uni.vi/GrmR100Oex9">http://uni.vi/GrmR100Oex9</a>
   <a href="http://news.bbc.co.uk/hi/spanish/news/newsid\_2058000/2058599.stm">http://news.bbc.co.uk/hi/spanish/news/newsid\_2058000/2058599.stm</a> and reading the bbcmundo written resource, "Inmigración; desafío social y necesidad económica" students create a venn diagram on the disadvantages and advantages of immigrants in the United States and in Spain. [CR4]
- 3. Students use the information to complete a two-minute formal presentation comparing the advantages and disadvantages of immigration. [CR5]

Unit Plan Title	Unit 3: Influences of Beauty and Art
<b>Suggested Time Frame</b>	30 Days

#### Overview / Rationale

Students will explore 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. Students continue to build interpretive communication skills by engaging with promotional materials, literary texts, and letters of increasing complexity. Practice in the interpretive mode prepares students to engage in the interpretive and presentational modes. Additional themes to be covered in this unit include: Beauty and Aesthetics, Personal and Public Identities, Contemporary Life, Families and Communities

# Stage 1 – Desired Results

#### **Established Goals:**

#### Mission:

World Language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global and culturally diverse world.

#### Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world

# New Jersey Student Learning Standards for World Languages (2020): <u>Interpretive Mode</u>

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

# **Interpersonal Mode**

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

## **Presentational Mode**

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

# **College Board Skills Taught and Assessed**

# AP Spanish Language and Culture Skills and Learning Objectives (2020):

- 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.
- 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.
  - .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.
- 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 syntacactial 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.
- 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 Understanding 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)
- 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.

# **Essential Questions:**

- How do ideals of beauty and aesthetics influence daily life?
- How does art both challenge and reflect cultural perspectives?
- How do communities value beauty and art?
- How is art used to record history?

# **Enduring Understandings:**

- How art influences the quality of life and values in a community.
- The role/importance of art in Spanish speaking communities.
- How the arts capture and reflect the history of a community.
- How the concept of beauty is defined within a culture.
- How art challenges and reflects cultural perspectives.

# **Knowledge:**

Students will know...

- Common vocabulary used when critiquing artwork.
- Famous Hispanic artists and examples of their work.
- Different art museums found throughout the Spanish speaking world, and how they compare to each other.
- Different cultural perspectives regarding art and beauty.
- Appropriate register when responding to a professional email.
- The proper use of the subjunctive tense when expressing doubt or making a recommendation.

#### **Skills:**

Students will be able to...

- Comprehend written, audio, audiovisual, and visual text.
- Make interdisciplinary and cultural connections.

- Interpret the content of written and audio text.
- Make meanings from words and expressions.
- Communicate interpersonally by writing to others.
- Communicate through spoken presentations.

# Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

# **Making Connections to Careers**

Proficiency in a world language is a benefit to many jobs/careers. Teachers can feel free to add additional jobs to the list below and encourage students to come up with their own. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Business: International Relations Consultant, Foreign Exchange Trader, Publishing Specialist, International Account Manager, Foreign Correspondent, Importer/Exporter
- Education: Bilingual Educator, University Professor, Translator/Interpreter
- **Politics/ Government:** National Security Agent, Court Interpreter, FBI Agent, National Security Agent, Immigrations Officer
- Physical or Mental Health: Bilingual Pediatrician or Primary Care Doctor, Bilingual Case Manager, Bilingual Psychologist or Family Therapist
- Tourism: Cultural Events Coordinator, Travel Agent, Interpreter/Guide

## **Interdisciplinary Connections**

# New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

# New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

# **Computer Science and Design Thinking (2020)**

- 8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

#### **Student Resources**

## **Google Suite**

- Classroom
- Docs
- Slides
- Forms

#### Websites:

Apcentral.collegeboard.org

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  - o pgs. 189-191 (Presentational Writing: Persuasive Essay)
  - o pgs. 214,215 (Interpersonal Speaking: Conversation)
  - o pg. 227 (Presentational Speaking: Cultural Comparison)

Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 142-207)

#### **Articles:**

- "¿Moriríamos sin arte?" https://www.angelesearth.com/arte/moririamos-sin-arte-9-razones-por-las-que-necesitam os-arte/
- "Plaza Botero en Medellín"
   https://www.colombia.com/turismo/sitios-turisticos/medellin/atractivos-turisticos/sdi466/78475/plaza-botero

#### **Videos:**

• "La importancia de los museos en la sociedad" https://www.youtube.com/watch?v=AKhG-qBSCtU

#### **Teacher Resources**

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- Repaso: A Complete Review Workbook for Grammar, Communication, and Culture (1st Edition)

# **Technology/Websites:**

- https://apcentral.collegeboard.org/
- <a href="https://quizlet.com/">https://quizlet.com/</a>
- <a href="https://newsela.com/">https://newsela.com/</a>
- https://quizizz.com/
- https://kahoot.com/schools-u/
- <a href="https://www.blooket.com/">https://www.blooket.com/</a>
- https://www.bookwidgets.com/
- https://www.socrative.com/
- https://flangoo.com/
- https://edpuzzle.com/
- https://studyspanish.com/

# Stage 2 – Assessment Evidence

#### **Pre-Assessments:**

• Show student images of works of art from different Hispanic cultures and ask them if they can identify the artists and/or culture.

## Formative Assessments:

- Use Google Applications, Nearpod, Peardeck, Kahoot, Blooket, Bookwidgets and/or Whiteboards to create a variety of live formative assessments such as vocabulary matching, fill in the blanks, polls, and sentence writing.
- Assignments from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite

#### Summative Assessments:

- 1. Students prepare a museum exhibit representing an artistic expression (works of art, cultural products) from their chosen country. They can showcase images of a particular traditional craft, works from an iconic artist from the country, artifacts from a pre-Hispanic culture such as Maya, Mexica, Inca, Muisca, etc. Their gallery should include 5 images with informative museum labels; students will also produce a promotional piece (radio spot, brochure, flyer) informing the public about the exhibit. Students will present their work to students in other Spanish classes. The Gallery Visit will be a 12-minute rotation for other classes, allowing students to see 3 different, 4-minute presentations. [CR12] [CR13][CR14] Presentations should reference the works of art (products) and how they reflect cultural perspectives. [CR3]
- 2. Students read the article, "A quién le importa que se muera una lengua?" (Vista Higher Learning, Section II, Part B, #5, p.189, 190) analyze the table, "Porcentaje de población indígena según países" and listen to the audio, "El importante papel del guaraní" of the program, "Hora América," and write a persuasive essay answering the following prompt: ¿Es importante enseñar los idiomas minoritarios en la escuela para preservarlos? (Is it important to teach the minority languages in school in order to preserve them?) [CR4] & [CR5]

# Performance Task(s):

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet
  - o pgs. 33-46 (Interpersonal Writing: Print text)
  - o pgs. 109-113 (Interpretive Communication: Print and Audio Texts)
  - o pgs. 149,150 (Interpretive Communication: Audio texts)
  - o pgs. 166, 172 (Interpersonal Writing: Email reply)
  - o pgs. 189-191 (Presentational Writing: Persuasive Essay)
  - o pgs. 214,215 (Interpersonal Speaking: Conversation)
  - o pg. 227 (Presentational Speaking: Cultural Comparison)

# **Stage 3 – Learning Plan**

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### **Suggested Learning Activities**

Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

• Students read fragments from Francisco Jiménez's *Senderos fronterizos*, focusing on comprehension of the literary text and identifying the main idea about supporting details in a graphic organizer. [CR6] Students then produce summaries about the readings and answer discussion questions.

#### **Promotional Material:**

- Students read an ad about an ecological reserve and answer comprehension questions.
   Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs.
   33,34 [CR3]
- Students read websites promoting arts education activities in the Spanish-speaking world and then look for additional promotional materials from their assigned country (from the Course Exam Description or their own web searches) to post on their country website. Then, students draft an email to an arts organization in their assigned country requesting information about the event and asking about attitudes in that country about arts and challenges the organization faces. [CR11]

#### Letter:

• Students read Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs. 41,42 to learn the elements of a formal letter and identify the author, audience, and point of view. They summarize the message, develop interpretive skills, and answer multiple choice questions. [CR8]

Students read a letter welcoming new students to an art school. They reflect on the
critical reading aspects of interpreting distinguishing features, tone, and implied meaning
in this interpersonal written communication (Universidad de Chile saludos de bienvenida
Facultad de Artes). [CR8] While the focus is reading, this reflection will build awareness
for features they will incorporate when writing interpersonally. (Students who have
shown a need for growth in interpersonal writing can write a welcome letter for new
Spanish-speaking students to the school or classroom, allowing for reassessment for
mastery.) [CR11]

http://www.artes.uchile.cl/noticias/109446/saludos-de-bienvenida-a-estudiantes-nuevosas

#### **Articles, Charts, and Conversation:**

• Students read an article by artist Mario Vargas Llosa, listen to a summary of his speech and answer comprehension questions. Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs. 109-111.

# **Email Reply:**

- Students will read emails from the following sources and write a response in which they answer the questions posed in the emails. Students appy conventions for email correspondence, including formal address. [CR11]
  - Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 166
  - Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 172

# **Cultural Comparison:**

After providing students with a template to plan and organize their presentation and
discussing elements that engage the audience, students will prepare a short, spoken
presentation describing family structure, values, and/or challenges facing families in their
assigned countries. Students present to a small group. [CR12] Afterward, the groups
ask questions and make comparisons with what they have learned about their own
assigned country.

#### Conversation

• Students will prepare with a friend for an interview with a Spanish teacher which will be a part of the final exam. Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 214)

Complete the **Personal Progress Checks MCQs** for Unit 3. Complete the **Personal Progress Checks FRQ A** for Unit 3. Complete the **Personal Progress Checks FRQ B** for Unit 3.

# Interpretive and Interpersonal Communication Examples: Activity #1

1. Students research ten paintings by Diego Rivera and Salvador Dali and record notes on their findings. They share their reaction with their partner. [CR4] & [CR7]

## Activity #2

1. Students respond to an email about their taste in clothing. Vista Higher Learning booklet, "Section II, Part A, #3, p.166. They also must compare two different paintings and discuss the perceptions of beauty in each, Francisco Goya's, "La familia de Carlos IV" and, "Una familia" by Fernando Botero. [CR3]

# **Presentational Communication Activity Examples:**

- 1. Students listen to the song, "Mi tierra" by Gloria Estefan and the song, "I'm proud to be an American" by Lee Greenwood. They prepare a Voice Thread presentation comparing and contrasting the lyrics of the songs. [CR3] & [CR7]
- 2. Students do an oral presentation of two minutes with the following prompt: ¿Cuál es la influencia de la generación actual sobre la creatividad en tu comunidad? Compara tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc. [CR5]

Unit Plan Title	Unit 4: How Science and Technology Affect Our Lives
<b>Suggested Time Frame</b>	30 Days

#### Overview / Rationale

Students will explore the effects of science and technology on people's lives in Spanish-speaking communities. Themes of this unit include access to technology, effects of technology on self and society, and environmental issues. In this unit, students comprehend and interpret information of increasing complexity as they read articles and charts and listen to audio sources. Students also complete cultural comparison and argumentative essay free-response questions, which are further scaffolded to the complexity students can expect on the AP Exam. Additional themes to be covered in this unit include: Science and Technology, Global Challenges, Contemporary Life, Personal and Public Identities.

# Stage 1 – Desired Results

#### **Established Goals:**

#### **Mission:**

World Language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global and culturally diverse world.

#### Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world

# New Jersey Student Learning Standards for World Languages (2020): <u>Interpretive Mode</u>

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.

- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

# **Interpersonal Mode**

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

## **Presentational Mode**

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

# **College Board Skills Taught and Assessed**

# AP Spanish Language and Culture Skills and Learning Objectives (2020):

- 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.
  - .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.

- 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.
- 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

## **Essential Questions:**

- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

# **Enduring Understandings:**

- How developments in science can both create and resolve challenges in contemporary society.
- How technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- How access to technology affects society and the quality of life.
- How science and technology affect the values and ethics of a community.

# **Knowledge:**

Students will know...

- Common vocabulary related to science and technology.
- STEM related career options.
- Useful transition words when writing argumentative essays.
- The proper use of the imperfect subjunctive.
- The conjugation of the imperfect subjunctive.

#### **Skills:**

Students will be able to...

- Comprehend written, audio, audiovisual, and visual text.
- Make interdisciplinary and cultural connections.
- Interpret the content of written and audio text.
- Make meanings from words and expressions.
- Communicate interpersonally by writing to others.
- Communicate through spoken presentations.

# Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

# **Making Connections to Careers**

Proficiency in a world language is a benefit to many jobs/careers. Teachers can feel free to add additional jobs to the list below and encourage students to come up with their own. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- **Business:** International Relations Consultant, Foreign Exchange Trader, Publishing Specialist, International Account Manager, Foreign Correspondent, Importer/Exporter
- Education: Bilingual Educator, University Professor, Translator/Interpreter
- **Politics/ Government:** National Security Agent, Court Interpreter, FBI Agent, National Security Agent, Immigrations Officer
- **Physical or Mental Health:** Bilingual Pediatrician or Primary Care Doctor, Bilingual Case Manager, Bilingual Psychologist or Family Therapist
- Tourism: Cultural Events Coordinator, Travel Agent, Interpreter/Guide

# **Interdisciplinary Connections**

# New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

# New Jersey Student Learning Standards for Social Studies (2020):

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

# Computer Science and Design Thinking (2020)

- 8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

#### **Student Resources**

# **Google Suite**

- Classroom
- Docs
- Slides
- Forms

#### Websites:

Apcentral.collegeboard.org

# Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

#### **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pgs. 19-32 (Interpersonal Writing: Print Text)
  - o pgs. 104-108 (Interpretive Communication: Print and Audio Texts Combined)
  - opgs. 145-147 (Interpretive Communication: Audio Texts)
  - o pg. 171 (Interpersonal Writing: Email Reply)
  - o pgs. 185-188 (Presentational Writing: Persuasive Essay)
  - o pgs. 212,213 (Interpersonal Speaking: Conversation)
  - o pgs. 226 (Presentational Speaking: Cultural Comparison)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 72-139)

#### Videos:

- 10 años de astronomía en Chile/Estructuras en el universo https://www.youtube.com/watch?time\_continue=596&v=9Az5nivET8o
- Video Snacks con sabor andino https://www.youtube.com/watch?time\_continue=12&v=IOHIdkcSyPQ

#### **Articles:**

- Chile busca consolidarse como el polo mundial de astronomía
   <a href="https://www.24horas.cl/tendencias/ciencia-tecnologia/chile-busca-consolidarse-como-pologia/chile-busca-consolidarse-consolidarse-consolidarse-co
- Article with chart Expoenergía en Ecuador
   <a href="https://ww2.elmercurio.com.ec/2019/03/21/la-mas-alta-innovacion-energetica-se-presenta-en-la-expoenergia-de-ecuador/">https://ww2.elmercurio.com.ec/2019/03/21/la-mas-alta-innovacion-energetica-se-presenta-en-la-expoenergia-de-ecuador/</a>
- El medio de transporte preferido por los Cartagineses
   <a href="https://www.eluniversal.com.co/cartagena/este-es-el-medio-de-transporte-preferido-por-los-cartageneros-271165-LCEU385428">https://www.eluniversal.com.co/cartagena/este-es-el-medio-de-transporte-preferido-por-los-cartageneros-271165-LCEU385428</a>
- Cinco investigaciones que prometen hacer historia en México https://tecreview.tec.mx/5-investigaciones-prometen-hacer-historia-en-mexico/

#### **Teacher Resources**

# Written/Print Literary Text: Senderos fronterizos by Franciso Jiménez

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  - o pg. 171 (Interpersonal Writing: Email Reply)
  - o pgs. 185-188 (Presentational Writing: Persuasive Essay)
  - o pgs. 212,213 (Interpersonal Speaking: Conversation)
  - o pgs. 226 (Presentational Speaking: Cultural Comparison)

- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 72-139)
- Repaso: A Complete Review Workbook for Grammar, Communication, and Culture (1st Edition)

# **Technology/Websites:**

- https://apcentral.collegeboard.org/
- <a href="https://quizlet.com/">https://quizlet.com/</a>
- https://newsela.com/
- <a href="https://quizizz.com/">https://quizizz.com/</a>
- https://kahoot.com/schools-u/
- <a href="https://www.blooket.com/">https://www.blooket.com/</a>
- https://www.bookwidgets.com/
- https://www.socrative.com/
- https://flangoo.com/
- https://edpuzzle.com/
- <a href="https://studyspanish.com/">https://studyspanish.com/</a>

#### Videos:

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- Article with chart Expoenergía en Ecuador <a href="https://ww2.elmercurio.com.ec/2019/03/21/la-mas-alta-innovacion-energetica-se-presenta-en-la-expoenergia-de-ecuador/">https://ww2.elmercurio.com.ec/2019/03/21/la-mas-alta-innovacion-energetica-se-presenta-en-la-expoenergia-de-ecuador/</a>
- El medio de transporte preferido por los Cartagineses
   <a href="https://www.eluniversal.com.co/cartagena/este-es-el-medio-de-transporte-preferido-por-los-cartageneros-271165-LCEU385428">https://www.eluniversal.com.co/cartagena/este-es-el-medio-de-transporte-preferido-por-los-cartageneros-271165-LCEU385428</a>
- Cinco investigaciones que prometen hacer historia en México https://tecreview.tec.mx/5-investigaciones-prometen-hacer-historia-en-mexico/

# Stage 2 – Assessment Evidence

## Pre-Assessments:

Given the article Transporte de Medellín es un Modelo para toda Latinoamérica
 https://www.elcolombiano.com/antioquia/movilidad/transporte-de-medellin-modelo-para-toda-latinoamerica-JD7234281,
 students identify key words needed to community about the theme.

## Formative Assessments:

 Use Google Applications, Nearpod, Peardeck, Kahoot, Blooket, Bookwidgets and/or Whiteboards to create a variety of live formative assessments such as vocabulary matching, fill in the blanks, polls, and sentence writing.  Assignments from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite.

#### Summative Assessments:

- 1. Students identify scientific and/or technological projects or advances in their Spanish speaking country and present this information to classmates.
- 2. Students interview native Spanish speakers whom the teacher has invited to the class. The student will ask questions about his/her youth without cell phones, computers for creating texts, Internet for news, research, etc. [CR9] The person interviewed will be able to give students a clear idea of how different life was. Interviews will be conducted during lunch or after school. [CR3]

# Performance Task(s):

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet
  - o pg 202 (Presentation Writing: Persuasive Essay)
  - o pgs. 205, 206 (Presentational Writing: Persuasive Essay)
  - o pg. 210 (Interpersonal Speaking: Conversation)
  - o pg 170 (Interpersonal Writing: Email Reply)
  - o pg. 164 (Interpersonal Writing: Email Reply)
  - o pg. 182 (Presentational Writing: Persuasive Essay)

# Stage 3 - Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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## **Suggested Learning Activities**

# Written/Print Literary Text: <u>Senderos fronterizos</u> by Franciso Jiménez

• Students read fragments from Francisco Jiménez's *Senderos fronterizos*, focusing on comprehension of the literary text and identifying the main idea about supporting details in a graphic organizer. **[CR6]** Students then produce summaries about the readings and answer discussion questions.

#### **Promotional Material:**

• Students read an advertisement inviting people to participate in a poster competition about methods of communication and answer comprehension questions. Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 24 [CR3]

## Letter:

• Students read Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 22 about science and ethics and identify the elements of a formal letter, the author, audience, and point of view. They summarize the message, develop interpretive skills, and answer multiple choice questions. [CR8]

#### **Articles and Charts:**

• Students read an article and chart about the arrival of a German interactive scientific exhibit to Costa Rica. Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 28-30 [CR6]

#### **Conversation:**

• Students read about the disadvantages of technology and the impact of technology on workers. Students participate in a 'mini-debate' on several aspects of technology, learning to see different sides and to acknowledge and confront counter arguments . [CR10]

#### **Argumentative Essay:**

• Students write an argumentative essay based on 3 sources to argue whether the use of robots in factories is beneficial. [CR13]

## **Email Reply:**

Students will read an email and respond by answering the questions about whether trying
to find new medicines that help save human lives justifies experimenting on animals.
 Students appy conventions for email correspondence, including formal address. [CR11]
(Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg.
171)

Complete the **Personal Progress Checks MCQs** for Unit **4.** Complete the **Personal Progress Checks FRQ A** for Unit **4.** Complete the **Personal Progress Checks FRQ B** for Unit **4.** 

# **Interpretive Communication, Interpersonal Communication Activity Examples:**

## Activity #1

1. At home, students will respond to the essential question in a more personalized context ¿Qué impacto tiene el desarrollo científico en tu vida? Compara tu vida ahora con tu vida cuando eras niño/a. Have students post their responses in Google Classroom and comment on each other 's posts.

## **Activity #2**

1. Students watch the following video-clip: "Móviles: una revolución en la salud." <a href="http://http-ws.bbc.co.uk.edgesuite.net/mundo/3gp/2010/12/celu\_salud16x9\_101217\_celulares\_salud\_am\_16x9\_hi.3gp">http://http-ws.bbc.co.uk.edgesuite.net/mundo/3gp/2010/12/celu\_salud16x9\_101217\_celulares\_salud\_am\_16x9\_hi.3gp</a> In small groups, they discuss the content of the video report. [CR4] Students then discuss what impact the cell phone has had in their own lives, and whether they believe it to be positive or negative. Students interview a classmate regarding the use of cell phones. Sample questions could include: ¿Cuánto tiempo pasas con el móvil? ¿Para qué lo utilizas más? ¿Típicamente, cuántos mensajes de texto mandas en un día? [CR3]

# **Interpretive, Interpersonal Examples:**

• Students respond to an email in which they must answer questions about whether the internet helps or is a risk for patients who self- diagnose on the internet, if they know someone who has used the internet to self-diagnose, and what his/her experience was like. Email must be 125-150 words. [CR3]

Unit Plan Title	Unit 5: Factors That Impact the Quality of Life
Suggested Time Frame	30 Days

#### Overview / Rationale

Students will explore themes related to the quality of life in Spanish-speaking communities. Themes of this unit include social conscience, healthcare and medicine, and volunteerism. In this unit, students read literary texts and interpret information in interviews, instructions, and conversations. Students also complete the conversation, email, and cultural comparison free-response questions, which align to the format students will see on the AP Exam. Additional themes to be covered in this unit include: Contemporary Life, Global Challenges, Science and Technology, Beauty and Aesthetics.

# Stage 1 – Desired Results

#### **Established Goals:**

#### Mission:

World Language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global and culturally diverse world.

#### Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world

# New Jersey Student Learning Standards for World Languages (2020): <u>Interpretive Mode</u>

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

## **Interpersonal Mode**

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

#### **Presentational Mode**

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

# **College Board Skills Taught and Assessed**

# AP Spanish Language and Culture Skills and Learning Objectives (2020):

- 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.
  - .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.

- 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 syntacactial 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.
- 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 Understanding 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)
- 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.

# **Essential Questions:**

- How do aspects of everyday life influence and relate to the quality of life?
- How does where one lives impact the quality of life?
- What influences one's interpretation and perceptions of the quality of life?

# **Enduring Understandings:**

- How one's social status influences one's quality of life.
- How cultural perspectives and traditions relate to the quality of life.
- How access to education, health care, justice, food, and water impact the quality of life.
- How geography influences the quality of life.

## **Knowledge:**

Students will know...

- Common societal issues in Latin America.
- Current events in the Spanish speaking world.
- Factors that can affect one's quality of life, both positively and negatively.
- Proper register for professional emails.
- The proper use of the past perfect subjunctive.
- The conjugation of the past perfect subjunctive.
- Proper use of comparatives and superlatives.

#### **Skills:**

Students will be able to...

• Comprehend written, audio, audiovisual, and visual text.

- Make interdisciplinary and cultural connections.
- Interpret the content of written and audio text.
- Make meanings from words and expressions.
- Communicate interpersonally by writing to others.
- Communicate through spoken presentations.

# Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

# **Making Connections to Careers**

Proficiency in a world language is a benefit to many jobs/careers. Teachers can feel free to add additional jobs to the list below and encourage students to come up with their own. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- **Business:** International Relations Consultant, Foreign Exchange Trader, Publishing Specialist, International Account Manager, Foreign Correspondent, Importer/Exporter
- Education: Bilingual Educator, University Professor, Translator/Interpreter
- **Politics/ Government:** National Security Agent, Court Interpreter, FBI Agent, National Security Agent, Immigrations Officer
- **Physical or Mental Health:** Bilingual Pediatrician or Primary Care Doctor, Bilingual Case Manager, Bilingual Psychologist or Family Therapist
- Tourism: Cultural Events Coordinator, Travel Agent, Interpreter/Guide

# **Interdisciplinary Connections**

## New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

# New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the

environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

# Computer Science and Design Thinking (2020)

- 8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

#### **Student Resources**

# **Google Suite**

- Classroom
- Docs
- Slides
- Forms

#### Websites:

• apcentral.collegeboard.org

Written/Print Literary Text: Marianela by Benito Pérez Galdós

#### **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pgs. 47-62 (Interpretive Communication: Print Texts)
  - o pgs. 114-123 (Interpretive Communication: Print and Audio Texts)
  - o pgs. 151-153 (Interpretive Communication: Audio Texts)
  - o pgs. 157,173 (Interpersonal Writing: Email Reply)
  - o pgs. 194-197 (Presentational Writing: Persuasive Essay)
  - o pgs. 216,217 (Interpersonal Speaking: Conversation)
  - o pg. 228 (Presentational Speaking: Cultural Comparison)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 210 277)

#### **Articles:**

- "Beneficios de las áreas verdes" https://parquesalegres.org/biblioteca/blog/beneficios-las-areas-verdes/
- "Castro entre las ciudades top 10 para visitar y vivir"
   <a href="https://www.soychile.cl/Chiloe/Sociedad/2017/12/05/503603/Castro-entre-las-ciudades-t-op-ten-para-visitar-y-vivir-en-el-pais.aspx">https://www.soychile.cl/Chiloe/Sociedad/2017/12/05/503603/Castro-entre-las-ciudades-t-op-ten-para-visitar-y-vivir-en-el-pais.aspx</a>

- "10 Características de la vida urbana y la vida rural" https://www.caracteristicas.co/poblacion-rural-urbana/
- "Las mejores universidades de América Latina"
   <a href="https://es.statista.com/grafico/16658/universidades-latinoamericanas-en-el-qs-world-university-rankings/">https://es.statista.com/grafico/16658/universidades-latinoamericanas-en-el-qs-world-university-rankings/</a>

#### Videos:

• Costa Rica el País de Pura Vida <a href="https://www.youtube.com/watch?v=EalNVNLUHnA">https://www.youtube.com/watch?v=EalNVNLUHnA</a>

## **Teacher Resources**

Written/Print Literary Text: Marianela by Benito Pérez Galdós

# **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite:
  - o pgs. 47-62 (Interpretive Communication: Print Texts)
  - o pgs. 114-123 (Interpretive Communication: Print and Audio Texts)
  - o pgs. 151-153 (Interpretive Communication: Audio Texts)
  - o pgs. 157,173 (Interpersonal Writing: Email Reply)
  - o pgs. 194-197 (Presentational Writing: Persuasive Essay)
  - o pgs. 216,217 (Interpersonal Speaking: Conversation)
  - o pg. 228 (Presentational Speaking: Cultural Comparison)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 210-277)
- Repaso: A Complete Review Workbook for Grammar, Communication, and Culture (1st Edition)

# **Technology/Websites:**

- https://apcentral.collegeboard.org/
- https://quizlet.com/
- https://newsela.com/
- https://quizizz.com/
- https://kahoot.com/schools-u/
- https://www.blooket.com/
- https://www.bookwidgets.com/
- https://www.socrative.com/
- https://flangoo.com/
- https://edpuzzle.com/
- https://studyspanish.com/

#### **Articles:**

- "Beneficios de las áreas verdes"
   https://parquesalegres.org/biblioteca/blog/beneficios-las-areas-verdes/
- "Castro entre las ciudades top 10 para visitar y vivir"
   https://www.soychile.cl/Chiloe/Sociedad/2017/12/05/503603/Castro-entre-las-ciudades-top-ten-para-visitar-y-vivir-en-el-pais.aspx
- "10 Características de la vida urbana y la vida rural" https://www.caracteristicas.co/poblacion-rural-urbana/

 "Las mejores universidades de América Latina" <a href="https://es.statista.com/grafico/16658/universidades-latinoamericanas-en-el-qs-world-university-rankings/">https://es.statista.com/grafico/16658/universidades-latinoamericanas-en-el-qs-world-university-rankings/</a>

#### Videos:

• Costa Rica el País de Pura Vida <a href="https://www.youtube.com/watch?v=EalNVNLUHnA">https://www.youtube.com/watch?v=EalNVNLUHnA</a>

# Stage 2 – Assessment Evidence

#### **Pre-Assessments:**

• Give students a prompt such as "What characteristics contribute to the positive quality of life?" and ask students to respond using vocabulary that aligns with the unit.

#### Formative Assessments:

- Use Google Applications, Nearpod, Peardeck, Kahoot, Blooket, Bookwidgets and/or Whiteboards to create a variety of live formative assessments such as vocabulary matching, fill in the blanks, polls, and sentence writing.
- Assignments from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite

#### Summative Assessments:

- 1. Students research several places to live in a country of their choice and determine where they would like to live. They prepare a report in which they compare two places in the country and describe the characteristics that contribute to the positive quality of life in each place. They then prepare to present in a roundtable forum where they would most like to live in that country and why.
- 2. Students read, "El festival del viento y las cometas," pg. 235, Conexiones culturales in the book, "Temas." Students will write the differences and similarities of two festivals or traditions, a thesis statement, two reasons, supporting details, and a conclusion. Students will compare the festival del viento to a cultural celebration in their community. [C7, C8] Students then view and listen to, "Los Sanfermines de Pamplona", <a href="http://www.ver-taal.com/cultura\_20080704\_sanfermines.htm">http://www.ver-taal.com/cultura\_20080704\_sanfermines.htm</a> and compare these with rodeos in the United States. [CR8] Students will then give a two minute presentation comparing these festivals to two celebrations in the United States. [CR8]

## Performance Task(s):

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet
  - o pgs. 47-62 (Interpretive Communication: Print Texts)
  - o pgs. 114-123 (Interpretive Communication: Print and Audio Texts)
  - o pgs. 151-153 (Interpretive Communication: Audio Texts)
  - o pgs. 157,173 (Interpersonal Writing: Email Reply)
  - o pgs. 194-197 (Presentational Writing: Persuasive Essay)
  - o pgs. 216,217 (Interpersonal Speaking: Conversation)
  - o pg. 228 (Presentational Speaking: Cultural Comparison)

# Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

## **Suggested Learning Activities**

# Written/Print Literary Text: <u>Marianela</u> by Benito Pérez Galdós

• Students read chapters from Benito Pérez Galdós *Marianela*, focusing on comprehension of the literary text and identifying new vocabulary. Students then produce summaries about the readings and answer comprehension questions.

#### **Promotional Material:**

• Students read an ad about offers to live in Guatemala and answer comprehension questions. (Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs. 53, 54) [CR3]

#### **Interview:**

• Students listen to several interviews about the quality of life in Finland and in Costa Rica. They focus on the factors that contribute to the quality of life, and on the tone and attitude of the interviewers and interviewees.

#### **Instructions:**

• Students watch a segment in which the author of a recently published book discusses how yoga and meditation contribute to the quality of life. In small groups, students share experiences about what activities in their lives they consider essential (playing a musical

instrument, participating in a sport, family, etc.) and explain why they think this contributes to their happiness. [CR10]

#### Letter:

• Students read the letter from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 51,52 to learn the elements of a formal letter and identify the author, audience, and point of view. They summarize the message, develop interpretive skills, and answer multiple choice questions. [CR8]

#### **Articles and Charts:**

• Students read the article "España fichará a 2.000 hackers y expertos civiles contra las ciberamenazas" and read the *BBC Mundo* chart "Intentos de ataque por usuarios conectados" and answer comprehension questions. (Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs. 57, 58) [CR6]

# **Conversation:**

• Students read about a rural and an urban vacation destination and have a mini-debate about which is better for vacation—rural or urban. Later, they debate which environment is better for living [CR10]

# **Email Reply:**

- Students will read emails from the following sources and write a response in which they answer the questions posed in the emails. Students appy conventions for email correspondence, including formal address. [CR11]
  - Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 157
  - Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 173

# **Cultural Comparison:**

• Students record a 2-minute cultural comparison about factors that contribute to the quality of life in a community of the Spanish-speaking world with which they are familiar and compare these factors to their own or another community. [CR4]

Complete the **Personal Progress Checks MCQs** for Unit 5. Complete the **Personal Progress Checks FRQ A** for Unit 5. Complete the **Personal Progress Checks FRQ B** for Unit 5.

# Interpretive print and audio visual, Spoken Presentational Communication Examples: Activity #1

Students will write synonyms, antonyms and definitions of the vocabulary used in the articles of the text. Then, they will write sentences using the vocabulary. **[CR8]** 

#### Activity #2

- Students discuss these questions in small groups in class: ¿Existe la diversidad cultural en tu comunidad, por qué sí o por qué no? ¿Por qué decide alguna gente mudarse a tu comunidad? [CR3][CR7]
- Students make a list of possible reasons why people emigrate to the United States and how this impacts, both positively and negatively, their communities. They discuss these with classmates and share their opinions. [CR3]
- Students watch the movie "Al Otro Lado" [CR2]
- After students view the movie they critique the treatment of immigration in the three countries mentioned, Mexico, Cuba, and Morocco, via discussion with others in the class. [CR3] and compare and contrast immigration issues in their own state with the issues facing the children in the movie, and larger issues regarding immigration in the Spanish-speaking world. [CR8]

Unit Plan Title	Unit 6: Environmental, Political, and Societal Challenges
<b>Suggested Time Frame</b>	30 Days

#### Overview / Rationale

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. Additional themes covered in this unit include: Global Challenges, Contemporary Life, Science and Technology, Families and Communities

#### Stage 1 – Desired Results

#### **Established Goals:**

#### Mission:

World Language education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global and culturally diverse world.

#### Vision:

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world

# New Jersey Student Learning Standards for World Languages (2020): <u>Interpretive Mode</u>

- 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.

- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.

#### **Interpersonal Mode**

- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

#### **Presentational Mode**

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

#### **College Board Skills Taught and Assessed**

## AP Spanish Language and Culture Skills and Learning Objectives (2020):

- 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.

- 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.
- 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.

#### **Essential Questions:**

- How do environmental, political, and societal challenges positively and negatively impact communities?
- What role do individuals play in addressing complex societal issues?
- How do challenging issues affect a society's culture?

#### **Enduring Understandings:**

- How economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- How individuals can positively or negatively influence the world around them.
- Possible solutions that address contemporary global challenges.

#### **Knowledge:**

Students will know...

- Common societal issues in Latin America.
- Current events in the Spanish speaking world.
- The effect that the economy can have on the environment, and vice versa.
- Common attitudes towards environmental issues throughout the Spanish speaking world.
- The proper use of the present perfect subjunctive.
- The conjugation of the present perfect subjunctive.
- The date, format, length, etc. of the AP Exam.

#### **Skills:**

Students will be able to...

- Comprehend written, audio, audiovisual, and visual text.
- Make interdisciplinary and cultural connections.
- Interpret the content of written and audio text.
- Make meanings from words and expressions.
- Communicate interpersonally by writing to others.
- Communicate through spoken presentations.

## Career Readiness, Life Literacies, and Key Skills (2020)

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

#### **Making Connections to Careers**

Proficiency in a world language is a benefit to many jobs/careers. Teachers can feel free to add additional jobs to the list below and encourage students to come up with their own. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- **Business:** International Relations Consultant, Foreign Exchange Trader, Publishing Specialist, International Account Manager, Foreign Correspondent, Importer/Exporter
- Education: Bilingual Educator, University Professor, Translator/Interpreter
- **Politics/ Government:** National Security Agent, Court Interpreter, FBI Agent, National Security Agent, Immigrations Officer
- Physical or Mental Health: Bilingual Pediatrician or Primary Care Doctor, Bilingual Case Manager, Bilingual Psychologist or Family Therapist
- Tourism: Cultural Events Coordinator, Travel Agent, Interpreter/Guide

#### **Interdisciplinary Connections**

#### New Jersey Student Learning Standards for English Language Arts (2016):

Key Ideas and Details -NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure -NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

#### New Jersey Student Learning Standards for Social Studies (2020):

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

#### Computer Science and Design Thinking (2020)

- 8.1.12.I C.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
- 8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

#### **Student Resources**

#### **Google Suite**

- Classroom
- Docs
- Slides
- Forms

#### Websites:

Apcentral.collegeboard.org

Written/Print Literary Text: Marianela by Benito Pérez Galdós

#### **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pgs. 63-75 (Interpretive Communication: Print Texts)
  - o pgs. 124-138 (Interpretive Communication: Print and Audio Texts)
  - o pgs. 154-156 (Interpretive Communication: Audio Texts)
  - o pgs. 168,174 (Interpersonal Writing: Email Reply)
  - o pgs. 198-201 (Presentational Writing: Persuasive Essay)
  - o pgs. 218,219 (Interpersonal Speaking: Conversation)
  - o pg. 229 (Presentational Speaking: Cultural Comparison)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 280-346)

#### **Articles:**

- "La mejor defensa contra el cambio climático podría ser el maíz nativo"
   <a href="https://masdemx.com/2019/01/maiz-nativo-mejor-defensa-cambio-climatico-biodiversidad-patrimonio/">https://masdemx.com/2019/01/maiz-nativo-mejor-defensa-cambio-climatico-biodiversidad-patrimonio/</a>
- "¿Qué impacto tienen los transgénicos en el medio ambiente?" https://www.tierra.org/que-impactos-tienen-los-transgenicos-en-el-medio-ambiente/
- "Efectos económicos de la violencia en Latinoamérica" <a href="https://elpais.com/internacional/2013/01/24/actualidad/1359057966\_5859">https://elpais.com/internacional/2013/01/24/actualidad/1359057966\_5859</a>
   13 html
- "Mujeres latinamericanas agentes poderosas en la lucha contra el cambio climático" https://www.nrdc.org/

#### Videos:

- "Estudia en EARTH" https://www.youtube.com/watch?v=c51D3XOmSNk
- "Medidas eficaces para luchar contra el cambio climático" https://www.youtube.com/watch?v=DMvr0ErJH58

#### **Teacher Resources**

Written/Print Literary Text: Marianela by Benito Pérez Galdós

#### **Supplemental Workbooks:**

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite
  - o pgs. 63-75 (Interpretive Communication: Print Texts)
  - o pgs. 124-138 (Interpretive Communication: Print and Audio Texts)
  - o pgs. 154-156 (Interpretive Communication: Audio Texts)
  - o pgs. 168,174 (Interpersonal Writing: Email Reply)
  - o pgs. 198-201 (Presentational Writing: Persuasive Essay)

- o pgs. 218,219 (Interpersonal Speaking: Conversation)
- o pg. 229 (Presentational Speaking: Cultural Comparison)
- Vista Higher Learning Temas AP Spanish Language and Culture Text (pgs 280-346)
- <u>Repaso: A Complete Review Workbook for Grammar, Communication, and Culture</u> (1st Edition)

#### **Technology/Websites:**

- https://apcentral.collegeboard.org/
- https://quizlet.com/
- <a href="https://newsela.com/">https://newsela.com/</a>
- <a href="https://quizizz.com/">https://quizizz.com/</a>
- https://kahoot.com/schools-u/
- <a href="https://www.blooket.com/">https://www.blooket.com/</a>
- https://www.bookwidgets.com/
- https://www.socrative.com/
- https://flangoo.com/
- https://edpuzzle.com/
- https://studyspanish.com/

#### **Articles:**

- "La mejor defensa contra el cambio climático podría ser el maíz nativo"
   <a href="https://masdemx.com/2019/01/maiz-nativo-mejor-defensa-cambio-climatico-biodiversidad-patrimonio/">https://masdemx.com/2019/01/maiz-nativo-mejor-defensa-cambio-climatico-biodiversidad-patrimonio/</a>
- "¿Qué impacto tienen los transgénicos en el medio ambiente?" https://www.tierra.org/que-impactos-tienen-los-transgenicos-en-el-medio-ambiente/
- "Efectos económicos de la violencia en Latinoamérica" <a href="https://elpais.com/internacional/2013/01/24/actualidad/1359057966\_5859">https://elpais.com/internacional/2013/01/24/actualidad/1359057966\_5859</a>
   13.html
- "Mujeres latinamericanas agentes poderosas en la lucha contra el cambio climático" https://www.nrdc.org/

#### Videos:

- "Estudia en EARTH" https://www.youtube.com/watch?v=c51D3XOmSNk
- "Medidas eficaces para luchar contra el cambio climático" <a href="https://www.youtube.com/watch?v=DMvr0ErJH58">https://www.youtube.com/watch?v=DMvr0ErJH58</a>

#### Stage 2 – Assessment Evidence

#### **Pre-**Assessments:

• Ask students to write about their attitude towards the protection of the environment.

#### Formative Assessments:

 Use Google Applications, Nearpod, Peardeck, Kahoot, Blooket, Bookwidgets and/or Whiteboards to create a variety of live formative assessments such as vocabulary matching, fill in the blanks, polls, and sentence writing.  Assignments from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet and/or SuperSite

#### Summative Assessments:

- 1. Students present a cultural comparison on attitudes toward the protection of the environment and citizens' responsibility in protecting the environment.
- 2. Multimedia presentation: Students choose one global challenge that interests them and prepare a Prezi or other multimedia presentation in which they depict the problem from the perspective of at least one Spanish-speaking country. They must include the essential questions.

#### Performance Task(s):

- Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet
  - o pgs. 63-75 (Interpretive Communication: Print Texts)
  - o pgs. 124-138 (Interpretive Communication: Print and Audio Texts)
  - o pgs. 154-156 (Interpretive Communication: Audio Texts)
  - o pgs. 168,174 (Interpersonal Writing: Email Reply)
  - o pgs. 198-201 (Presentational Writing: Persuasive Essay)
  - o pgs. 218,219 (Interpersonal Speaking: Conversation)
  - o pg. 229 (Presentational Speaking: Cultural Comparison)

#### Stage 3 – Learning Plan

Teachers will design learning activities that will enable their students to develop these practices in conjunction with the skills reflected in the core ideas and performance expectations.

- Students will communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Students will use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Students will use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
- Students will use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Students will use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- Teacher will create activities that develop insight into the nature of language and culture in order to interact with cultural competence
- Teachers will encourage students to use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

• Teachers will encourage students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

#### **Suggested Learning Activities**

#### Written/Print Literary Text: <u>Marianela</u> by Benito Pérez Galdós

• Students read chapters from Benito Pérez Galdós *Marianela*, focusing on comprehension of the literary text and identifying new vocabulary. Students then produce summaries about the readings and answer comprehension questions.

#### **Promotional Material:**

• Students read an ad from la Universidad Cooperativa de Colombia and answer comprehension questions. (Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg.73,74) [CR3]

#### Letter:

• Students read a letter about the economic problems of the world (Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs. 71,72). Students identify the author, audience, and point of view. They summarize the message, develop interpretive skills, and answer multiple choice questions. [CR8]

#### **Articles and Charts:**

• Students read the article "Bolivia: cuando los pequeños agricultores se convierten en aliados de la conservación" and a chart about deforestation in Bolivia (Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pgs. 68,69) and answer comprehension questions.

#### **Article Report and Audio:**

• Students read two sources

(<a href="https://www.nationalgeographic.es/medio-ambiente/la-contaminacion-marina">https://www.nationalgeographic.es/medio-ambiente/la-contaminacion-marina</a> ) on plastics and ocean pollution to find the relationship between them. In addition, they view a video

(https://rpp.pe/mundo/medio-ambiente/los-desechos-plasticos-una-grave-amenaza-para-la-vida-en-el-mar-y-en-la-tierra-noticia-1107044) about legal protections for the environment in Peru. Then in small groups, students discuss the actions that individuals and local, regional, and global communities can take to protect the environment. [CR7]

#### **Presentation:**

• Students view a 15-minute video about sustainable family agricultural practices in Latin America and compare these practices to those prevalent in corporate farming. Video: <a href="https://www.youtube.com/watch?v=c48-1QLds0Y">https://www.youtube.com/watch?v=c48-1QLds0Y</a> [CR7]

#### **Email Reply:**

• Students will read emails from Vista Higher Learning AP Spanish Language and Culture Exam Preparation Booklet pg. 168 and pg. 178 and write a response in which they

answer the questions posed in the emails. Students appy conventions for email correspondence, including formal address [CR11]

### **Cultural Comparison:**

• Students will use the information gathered in this unit, including their research on their chosen country to prepare the spoken cultural comparison on attitudes in a Spanish-speaking country towards reducing the negative impacts on the environment. [CR4]

#### **Argumentative Essay:**

Students review what they have learned about governmental actions and citizen actions in support of the environment to prepare for the essay topic: Should governments prohibit single use plastics? They will write the essay based on 3 sources provided in the Course Exam Description. [CR13]

AP Practice Exam from Vista Higher Learning Test Prep booklet

Complete the **Personal Progress Checks MCQs** for Unit **6**. Complete the **Personal Progress Checks FRQ A** for Unit **6**. Complete the **Personal Progress Checks FRQ B** for Unit **6**.

### **Interpretive Communication, Audio and Print Activity Examples:**

#### **Activity #1**

- 1. Students listen to, "A la Carta" at "BBC Mundo radiodifusora-Noticias Internacionales", about poverty in Spain and write a summary and answer questions. [CR4] <a href="https://www.rtve.es/play/videos/telediario/cada-cuarto-personas-espa%c3%b1a-estan-%2">https://www.rtve.es/play/videos/telediario/cada-cuarto-personas-espa%c3%b1a-estan-%2</a> Oriesgo-exclusion-social/1339422
- 2. Students watch the video, "El día de los santos inocentes" on the internet about a cultural celebration in Spain. They answer questions and extract the main ideas. [CR2] <a href="http://www.ver-taal.com/noticias">http://www.ver-taal.com/noticias</a> 20130113 inocentes.htm
- 3. As a class, we discuss the challenges that face immigrants. Then, students watch the movie, "Bajo la Misma Luna" and answer comprehension questions. [CR2] [CR4]
- 4. Students read the article on sanctuary cities, "¿Qué es el programa Comunidades Seguras y cómo funciona?" from the website, Thoughtco.com, read two graphs, then write and present a two-minute drama that represents the content of the sources.

#### **Accommodations**

#### **Accommodations:**

Below please find a list of suggestions for accommodations to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below. An **accommodation** changes HOW a student learns; the change needed does not alter the grade-level standard. A **modification** changes WHAT a student learns; the change alters the grade-level expectation.

Note: Advanced Placement courses cannot be modified; they must follow the College Board Framework.

#### **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Five Ways to Support Struggling Students in World Language
   <a href="https://www.edutopia.org/article/5-ways-support-struggling-students-world-language-classes">https://www.edutopia.org/article/5-ways-support-struggling-students-world-language-classes</a>
- World Languages, Instructional Adaptations for Students (pages 1-26)
   <a href="https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf">https://www.state.nj.us/education/archive/frameworks/worldlanguages/chap12.pdf</a>
- Learning Disabilities and World Language Learning http://www.ldonline.org/article/6065
- Pre-teach or preview Spanish vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes/Spanish vocabulary lists
- Strategic seating (with a purpose eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as Spanish glossary.
- Choice of test format (multiple-choice, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-note tests

#### **English Language Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview Spanish vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Check for understanding with more frequency
- Use study guide to organize materials
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:

http://visual.merriamwebster.com/.

• Use online translator to assist students with pronunciation:

http://www.reverso.net/text\_translation.aspx?lang=EN.

#### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice

- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

#### **High Achieving:**

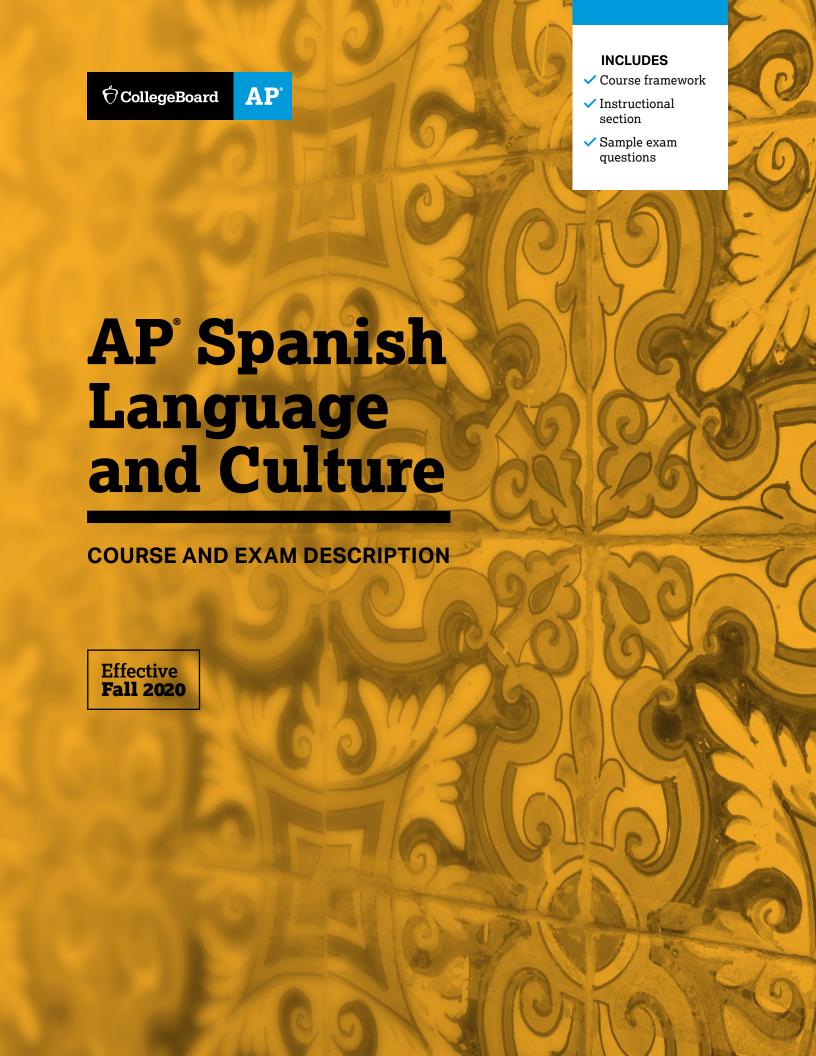
**Extension Activities** 

- World Languages, Instructional Adaptations for Students (pages 27- 36)
   <a href="https://www.state.ni.us/education/archive/frameworks/worldlanguages/chap12.pdf">https://www.state.ni.us/education/archive/frameworks/worldlanguages/chap12.pdf</a>
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Role Play-students create or participate in role playing situations
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- Corners Cooperative Learning Strategy: http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
  - http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy.

• Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <a href="http://www.adlit.org/strategies/22371/">http://www.adlit.org/strategies/22371/</a>.





# AP<sup>®</sup> Spanish Language and Culture

COURSE AND EXAM DESCRIPTION

Effective Fall 2020

Please visit AP Central (apcentral.collegeboard.org) to determine whether a more recent course and exam description is available.

# **About College Board**

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information, visit collegeboard.org.

# **AP Equity and Access Policy**

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Designers: Sonny Mui and Bill Tully

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# **About AP**

College Board's 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 38 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—Personal Progress Checks—that teachers can assign throughout the year to measure student progress as they acquire content knowledge and develop skills.

# **Enrolling Students: Equity** and Access

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

# 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 **collegeboard.org/apcourseaudit** 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 apcentral.collegeboard.org.

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.
- 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	А
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, a search engine is available at apstudent.org/creditpolicies.

#### **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 are thus 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 collegeboard.org/apreading 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 **collegeboard.org/apreading** for eligibility requirements and to start the application process.

# **AP Resources** and Supports

By completing a simple activation 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 enable students to receive meaningful feedback on their progress.



#### **UNIT GUIDES**

Appearing in this publication and on AP Classroom, these planning guides outline all assessed course content and skills, organized into commonly taught units. Each unit guide scaffolds skill instruction across units and provides tips on taking the AP Exam.



#### **PERSONAL PROGRESS CHECKS**

Formative AP questions for every unit provide feedback to students on the areas where they need to focus. Available online, Personal 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 Personal 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.\*



#### **PROGRESS DASHBOARD**

This dashboard allows teachers to review class and individual student progress throughout the year. 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.



#### **AP QUESTION BANK**

This online library of real AP Exam questions provides teachers with secure questions to use in their classrooms. Teachers can find questions indexed by course themes and skills, create customized tests, and assign them online or on paper. These tests enable students to practice and get feedback on each question.

<sup>\*</sup> To report misuses, please call 877-274-6474 (International: +1-212-632-1781).

## **Digital Activation**

In order to teach an AP class and make sure students are registered to take the AP Exam, teachers must first complete the digital activation process. Digital activation gives students and teachers access to resources and gathers students' exam registration information online, eliminating most of the answer sheet bubbling that has added to testing time and fatigue.

AP teachers and students begin by signing in to My AP and completing a simple activation process at the start of the school year, which provides access to all AP resources, including AP Classroom.

To complete digital activation:

- 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 registration information upon joining their first class section, which eliminates the need for extensive answer sheet bubbling on exam day.

While the digital activation process takes a short time for teachers, students, and AP coordinators to complete, overall it helps save time and provides the following additional benefits:

- Access to AP resources and supports: Teachers have access to resources specifically
  designed to support instruction and provide feedback to students throughout the school
  year as soon as activation is complete.
- Streamlined exam ordering: AP Coordinators can create exam orders from the same online class rosters that enable students to access resources. The coordinator reviews, updates, and submits this information as the school's exam order in the fall.
- Student registration labels: For each student included in an exam order, schools will receive a set of personalized AP ID registration labels, which replaces the AP student pack. The AP ID connects a student's exam materials with the registration information they provided during digital activation, eliminating the need for pre-administration sessions and reducing time spent bubbling on exam day.
- Targeted Instructional Planning Reports: AP teachers will get Instructional Planning Reports (IPRs) that include data on each of their class sections automatically rather than relying on special codes optionally bubbled in on exam day.

# 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 Planning** section to identify Spanish-language task models to use in class to familiarize students with expectations for the exam while building language skills as well as cultural and interdisciplinary competencies.
- 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 mastery of skills.

- Use the suggested task model and skill pairings.
- Integrate thematic content with skills, considering any appropriate scaffolding.
- Employ any of the instructional strategies previously identified.
- Use the suggested resources in the Unit Planning sections to enrich your classroom instruction and get ideas about how to integrate authentic materials into your instruction.



#### **Assess**

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

- At the end of each unit, use AP Classroom to assign students the online Personal Progress Checks, as homework or an in-class task.
- Provide question-level feedback to students through answer rationales; provide unit- and skill-level feedback using the progress dashboard.
- Create additional practice opportunities using the AP 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 or university 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



# Introduction

In today's alobal 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 Spanishspeaking 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.

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# **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 or placement.

## The course framework includes the following essential components:

## 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.

## 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.

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

examples to illustrate an opinion

details and examples

to illustrate an

perspective with 7.D Express a

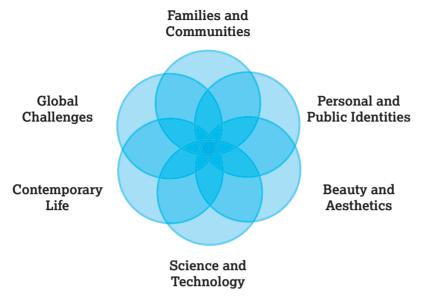
a perspective with details and

or idea in written presentations.

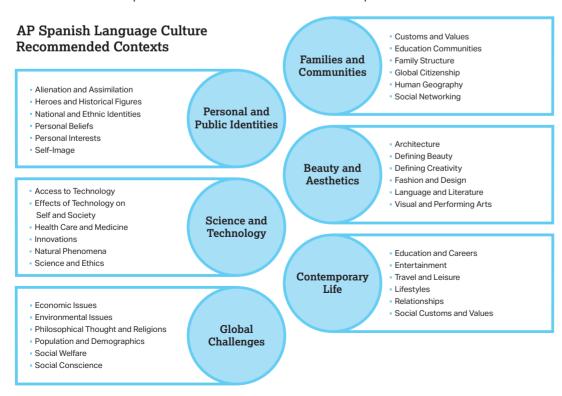
opinion or idea in presentational speaking.

#### **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 courses 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 guestions 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
- 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.



### **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 Personal 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. 111.

The table that follows on pp. 19-21 shows all eight skill categories with their associated skills and the learning objectives that will help students develop those skills.



# **Skills and Learning Objectives**

**Skill Category 1** 

**Skill Category 2** 

Skill Category 3

**Skill Category 4** 

Comprehend written, audio, audiovisual, and visual text.

#### Comprehend Text Make Connections Interpret Text

Make interdisciplinary and cultural connections.

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.

#### 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** 

#### **Skill Category 6**

#### Speak to Others 5

Communicate interpersonally by speaking with others.

#### Write to Others

Communicate interpersonally by writing to 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.

# **G.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.

# G.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** 

**Skill Category 8** 

#### Present Orally 7

Communicate through spoken presentations.

#### Present in Writing

Communicate through written presentations.

#### #.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.

# 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.

# 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.

# 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.

# B.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.

# 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.

### 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)

# 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**



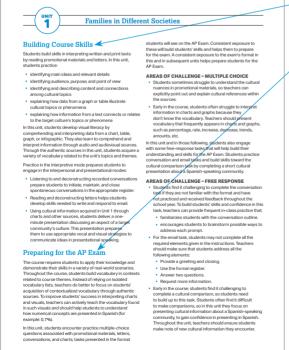
#### **UNIT OPENERS**

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.

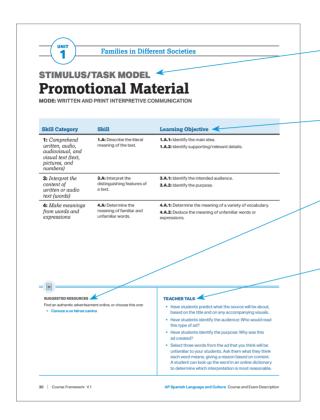
**Recommended Contexts** provide possible topics for exploring the themes in the units to help students build language and cultural skills.



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**



#### 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.

Suggested Resources offer examples of authentic materials and suggestions for designing resources to complement what teachers are using in the classroom to promote Spanish language and culture.

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



# 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 Personal Progress Check for this unit.

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

#### Personal Progress Check 1

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

- Email Reply
- Conversation
- Cultural Presentation

# Families in **Different Societies**



#### **Developing Understanding**

#### **QUESTIONS** What constitutes a family in Spanish-

**ESSENTIAL** 

- 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 v 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?

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.

<b>Suggested Themes</b>	Recommended Contexts
Families and Communities /	Customs and Values / Las tradiciones y los valores
Las familias y las	Family Structure / La estructura de la familia
comunidades	Social Networking / Las redes sociales
Personal and Public	Personal Beliefs / Las creencias personales
Identities / Las identidades	Personal Interests / Los intereses personales
personales y públicas	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	Economic Issues / Los temas económicos
desafíos mundiales	Social Welfare / El bienestar social



#### **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
- 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 prepare 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 oneminute 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 helps 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.
  - 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 suggested resources and 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. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

iere along with using	your own resource	es, task models	, and activities.	

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



#### **Families in Different Societies**

# STIMULUS/TASK MODEL Promotional Material

**MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION** 

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



#### **SUGGESTED RESOURCES**

Find an authentic advertisement online, or choose this one:

Conoce a un héroe canino

#### **TEACHER TALK**

- 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
<b>1:</b> Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.3:</b> Retell or summarize information in narrative form.
3: Interpret	3.A: Interpret the	<b>3.A.1:</b> Identify the intended audience.
the content of written or audio text (words)	distinguishing features of	<b>3.A.2:</b> Identify the purpose.
	a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.



#### **SUGGESTED RESOURCES**

- Colegio Anglo Americano de Nuestra Señora de la Paz Click on Boletín 2.
- Bogotá, Colombia: Convivencia de Grado Segundo Colegio mayor de San Bartolomé Click on Circulares, then Circular No. 3.
- Carta a estudiantes de turismo AIEP carta de Escuela de Gastronomía, Hotelería y **Turismo**

#### **TEACHER TALK**

- 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.

#### **Families in Different Societies**

# STIMULUS/TASK MODEL **Conversation and Chart**

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

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



#### **SUGGESTED RESOURCES**

- Chart showing higher education options in Perú Ponte en carrera.pe
  - Click on ¿Por qué estudiar? Then click on ¿Qué opciones tengo?
- Chart relating educational level and income in Perú

#### Ponte en carrera.pe

Click on ¿Cómo va el empleo? Then click on ¿Cuánto ganan?

- Teacher and/or students will interview/ converse with a Spanish-speaking colleague or community member 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?

#### **TEACHER TALK**

- Have students identify formulas used in conversations (greetings/ closings, idiomatic expressions, transitional expressions, etc.).
- 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 to young people in Peru who view each chart?
  - State two facts that you learned from the chart.
  - How do the layout and use of colors contribute to the message of the chart?
- Record a conversation with a Spanish-speaking professional, using the interview questions in the column to the left. When listening to the conversations, 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		
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.		
expressions		<b>4.B.2:</b> 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.		<b>6.A.1:</b> Initiate, maintain, and close written exchanges.		
	strategies in interpersonal	<b>6.A.2:</b> Provide and obtain relevant information in written exchanges.		
	writing.	<b>6.A.3:</b> Use a variety of grammar and syntax in written exchanges.		
		<b>6.A.4:</b> Use register appropriate for the intended target culture audience in written exchanges.		
	<b>6.A.5:</b> Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.			
	<b>6.B:</b> Understand and apply appropriate and varied syntactical expressions in interpersonal writing.	<b>6.B.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.		
		<b>6.B.2:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.		
		<b>6.B.3:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.		
		<b>6.B.4:</b> Monitor language production; recognize errors and attempt self-correction in written exchanges.		
		continued on next page		



#### **Families in Different Societies**



#### SUGGESTED RESOURCES

- Cross-cultural solutions for high school student volunteers abroad **Cross-cultural** Solutions
- Create an incoming email in formal register dealing with a topic relevant to families/ communities that requests information from the student.

#### **TEACHER TALK**

- Support student comprehension of the purpose, audience, and message of the page.
- Brainstorm with the class possible questions that they might include in a message to the organization.
- 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 to the organization, and share any responses that they receive.



# STIMULUS/TASK MODEL **Conversation**

**MODE: SPOKEN INTERPERSONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective	
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.	
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.	
<b>5:</b> Communicate	<b>5.A:</b> Understand and apply appropriate communication strategies	<b>5.A.1:</b> Initiate, maintain, and close spoken exchanges.	
interpersonally by speaking with		<b>5.A.2:</b> Comprehend an interlocutor's message in spoken exchanges.	
others	in interpersonal speaking.	<b>5.A.3:</b> Provide and obtain relevant information in spoken exchanges.	
		<b>5.A.4:</b> Use appropriate register and greeting for the intended target culture audience in spoken exchanges.	
		<b>5.A.5:</b> Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.	
		<b>5.A.6:</b> Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.	
		<b>5.A.7:</b> Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.	
	<b>5.B:</b> Understand and apply appropriate and varied	<b>5.B.1:</b> Use a variety of grammar and syntax in spoken exchanges.	
	syntactical expressions in interpersonal speaking.	<b>5.B.2:</b> Use transitional expressions and cohesive devices in spoken exchanges.	
		<b>5.B.3:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.	
		<b>5.B.4:</b> Monitor language production; recognize errors and attempt self-correction in spoken exchanges.	



#### **SUGGESTED RESOURCES**

• 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.)

#### **TEACHER TALK**

- 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.



#### **Families in Different Societies**

# STIMULUS/TASK MODEL **Cultural Presentation**

**MODE: SPOKEN PRESENTATIONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
7: Communicate	7.A: Plan and research	<b>7.A.1:</b> Use a process to plan spoken presentations.
through spoken presentations		<b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
an co	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
	presentational speaking.	<b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
		<b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
		<b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary	<b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
		<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations.
	for the intended audience in presentational speaking.	<b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
		<b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.
	illustrate an opinion or idea in presentational speaking.	<b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.
		continued on next page

#### **Families in Different Societies**





#### **SUGGESTED RESOURCES**

#### **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.

#### **TEACHER TALK**

In this unit, prepare students to present a short spoken presentation based on one of the suggested prompts 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, etc.



### **AP SPANISH LANGUAGE AND CULTURE**

# UNIT 2

# The Influence of Language and Culture on Identity



~19-21



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

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

#### Personal Progress Check 2

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

- Argumentative Essay
- Cultural Comparison



#### **Developing Understanding**

#### **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?

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



#### **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
- 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.
  - 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 suggested resources and 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. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

iere along with using	g your own resou	irces, task mod	deis, and activi	ties.	

Go to AP Classroom to assign the Personal 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
<b>1:</b> Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A.3:</b> Retell or summarize information in narrative form.
<b>3:</b> Interpret the content of written or audio texts (words).	<b>3.A:</b> Interpret the distinguishing features of a text.	<ul><li>3.A.1: Identify the intended audience.</li><li>3.A.2: Identify the purpose.</li><li>3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.</li></ul>



#### SUGGESTED RESOURCES

#### Name and Identity

Sandra Cisneros: La casa en Mango Street

#### **TEACHER TALK**

#### Rereading:

 Students research their own first and/or last name, then converse with classmates, indicating how their names relate to their identity.

#### First reading

 Main idea: What do we learn about how the narrator feels about her name? (ambivalent)

#### 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, such as *lodoso*, *costal*, *candelabro*, *arrepentida*, and *hojalata*, by asking students to use the context to make inferences about each word's meaning, then to confirm or refine their inferences.

#### Post-reading

- Audience and purpose Ask for students' reaction to the passage.
   Do they find it effective or relevant to their experience? Explore if anyone has ever mispronounced their name and how it made them feel.
- Discuss how literary characters can influence a young person's developing identity or sense of self.

#### Extension

 Consider asking students to write a short essay about their own name, following the structure of Cisneros's vignette.

# Article and Chart

**MODE: PRINT INTERPRETIVE COMMUNICATION** 

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



#### SUGGESTED RESOURCES

Lenguas Indígenas

Article:

(Ministerio de Educación, Chile) Educación intercultural bilingüe

Infographic

(México)

Riqueza cultural en peligro

#### **TEACHER TALK**

Educación Intercultural Bilingüe (Chile)

Pre-reading: Guide students to:

- Identify the author/institution hosting the site. (Ministerio de Educación, Gobierno de Chile).
- Describe the visual content of the page (title and subtitle of the article, photos and captions to the right, menus above the article).
- Identify the intended audience(s) (general public, educators, parents, students).

continued on next page





#### **Another Possible Article:**

Use similar activities and questions for additional readings as appropriate.

Tania Meza Escorza, "Día de la Lengua materna: La riqueza del plurilingüismo"

#### Reading

- Main idea How is education changing in Chile?
- 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.

#### Post-reading

- 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)	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea. <b>1.A.2:</b> Identify supporting / relevant details.
<b>2:</b> Make interdisciplinary and cultural connections	2.A: Make cultural connections.	<b>2.A.1:</b> Identify and/or describe content and connections among cultural topics.
		<b>2.A.3:</b> Explain how information from a text connects or relates to the target cultural topics or phenomena.
	<b>2.B:</b> Make connections in and across disciplines.	<b>2.B.3:</b> Explain how information from a text connects or relates to interdisciplinary topics or phenomena.



#### **SUGGESTED RESOURCES**

#### Name, Language and Identity

Promotional material

Article about accents on sports jerseys #PonleAcento

Randy Archibold, "México llegó al Mundial con una victoria para la ortografía

#### **Bilingual Education and Identity**

Video report on how a bilingual school in Guerrero, Mexico, helps to preserve cultural identities. (9 min. video)

#### CLASE 2012 - Cultura e Identidad

Article from El Comercio (online news site from Peru): La importancia de preservar las lenguas nativas

El Comercio

#### **TEACHER TALK**

#### #PonleAcento

#### Pre-viewing

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

#### Viewina

• View the #PonleAcento video and analyze as a promotional piece. Describe the message, audience, main idea, and purpose of the video.

#### Reading

 Students read the article published in the NY Times to learn perspectives on using accents on sports jerseys.

#### Post-reading

- 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 (pre-reading, reading, post-reading) 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
<b>4:</b> Make meanings from words and expressions	<b>4.B:</b> Use words appropriate for a given context.	<ul><li>4.B.1: Use a variety of vocabulary in written and spoken communication.</li><li>4.B.2: Explain and use idiomatic and culturally</li></ul>
		authentic expressions.
8: Communicate through written presentations	8.A: Plan and research	<b>8.A.1:</b> Use a process to plan written presentations.
	an issue or topic for presentational writing.	<b>8.A.2:</b> Use research strategies to gather information and evidence for inclusion in written presentations.
	<b>8.B:</b> Use appropriate writing strategies to communicate an idea for presentational writing.	<b>8.B.1:</b> Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
		<b>8.B.2:</b> Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	<b>8.C:</b> Understand and apply appropriate and varied syntactical expressions in presentational writing.	<b>8.C.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
		<b>8.C.2:</b> Use a variety of grammar and syntax in written presentations.
		<b>8.C.3:</b> Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
		<b>8.C.4:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
		<b>8.C.5:</b> Monitor language production; recognize errors and attempt self-correction in written presentations.
	<b>8.D:</b> Express a perspective with details and examples	<b>8.D.1:</b> Explain ideas and opinions with examples in written presentations.
	to illustrate an opinion or idea for written presentations.	<b>8.D.2:</b> Integrate information from sources and cite them appropriately in written presentations.
		continued on next page





#### SUGGESTED RESOURCES

#### The Importance of Being Bilingual

#### **Essay Prompt**

¿Deben los estudiantes en nuestro colegio estudiar dos idiomas en adición al inglés?

#### Article in *EL PAÍS*

J. A. Aunión, "En tres idiomas mejor que en dos"

#### Chart

EUROBARÓMETRO especial 243, La Comisión Europea, "Los Europeos y sus Lenguas"

See page 3, chart D48b-d

(See other possible sources in links.)

#### **TEACHER TALK**

- 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.
- When interpreting the chart, help students comprehend the abbreviation UE (La Unión Europea), and the reference to European countries as Estados miembros.
- 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.



#### The Influence of Language and Culture on Identity

## STIMULUS/TASK MODEL **Cultural Comparison**

**MODE: SPOKEN PRESENTATIONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective	
<b>4:</b> Make meanings from words and expressions	<b>4.B:</b> Use words appropriate for a given context.	<ul><li>4.B.1: Use a variety of vocabulary in written and spoken communication.</li><li>4.B.2: Explain and use idiomatic and culturally authentic expressions.</li></ul>	
<b>7:</b> Communicate through spoken presentations	<b>7.A:</b> Plan and research an issue or topic for presentational speaking.	<ul><li>7.A.1: Use a process to plan spoken presentations.</li><li>7.A.2: Use research strategies to gather information and evidence for inclusion in spoken presentations.</li></ul>	
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.	
	presentational speaking.	<b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.	
		<b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.	
		<b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations.	
		<b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.	
-	<b>7.C:</b> Use appropriate language and vocabulary	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations.	
	for the intended audience in presentational speaking.	<b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.	
		<b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.	
	<b>7.D:</b> Express a perspective with details and examples	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.	
	to illustrate an opinion or idea in presentational speaking.	<b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.	
		continued on next page	

#### The Influence of Language and Culture on Identity





#### SUGGESTED RESOURCES

#### **Cultural Comparison Prompt**

¿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.

- Teach transition words for comparison and contrast (tanto a como b, ambas comunidades, a diferencia de, en contraste, etc.) and use them frequently in class.
- 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.



# 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 Personal Progress Check for this unit.

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

#### **Personal Progress Check 3**

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

- Email Reply
- Conversation
- Cultural Comparison

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#### **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 linquistic and cultural concepts. The primary focus will be on the theme How do ideals of beauty 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.

#### **ESSENTIAL QUESTIONS**

- 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?

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

# UNIT 3

#### **Influences of Beauty and Art**

#### **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.
- 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 Spanishspeaking 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 Spanishspeaking 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 suggested resources and 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. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

iere along with using	g your own resou	irces, task mod	deis, and activi	ties.	

AP

Go to AP Classroom to assign the Personal 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.A.1: Identify the main idea.  1.A.2: Identify supporting/relevant details.  1.A.3: Retell or summarize information in narrative form.		
<b>1:</b> Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)	<b>1.A:</b> Describe the literal meaning of the text.			
<b>3:</b> Interpret the content of written or audio text (words)	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.4:</b> Identify organizing and/or rhetorical structures and/or strategies.		
<b>4:</b> Make meanings from words and expressions	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions.		



#### **SUGGESTED RESOURCES**

#### Introduction

El Universal: La importancia del arte en la educación Columbia

#### **Promotional Materials**

Taller de arte Coyoacán

#### **TEACHER TALK**

#### Reading

- Preview the article La importancia del arte en la educación, focusing on the headline, images, and boldfaced headings. Identify the main idea (arts education has many positive effects).
- Ask students to create a list summarizing the positive impact of each art form mentioned.
- Encourage students to explore the menu below the article.
- 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.

continued on next page





Miguel

**Additional Advertisements** Museo de Arte Popular Mexicano, Xcaret, México ViajaraBarcelona.org Museo al cielo abierto San

#### Promotional Material: Taller de arte Coyoacán

- 1st reading/overview Preview the website *Taller de arte Coyoacán*, 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?
- Post-reading: Ask students what additional information they would need if they were considering attending these courses. Have students formulate questions.

#### Additional practice with remaining sources:

- Select one or more of the promotional materials to read as a class, or assign different materials to groups, using the same process.
- Conclude by returning to the essential question, and relate how each promotional piece shows how people value art (by learning to make art, viewing and purchasing folk art, and experiencing architecture while traveling).

#### Extension

 Have students write a brief email message in response to the promotional material, summarizing the content of the promotion, and asking two questions.

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# STIMULUS/TASK MODEL Literary Text

**MODE: PRINT INTERPRETIVE COMMUNICATION** 

Skill Category	Skill	Learning Objective		
<b>1:</b> Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.1:</b> Identify the main idea.		
<b>2:</b> Make interdisciplinary and cultural connections	<b>2.B:</b> Make connections in and across disciplines.	<b>2.B.1:</b> Identify and/or describe content and connections among interdisciplinary topics.		
<b>3:</b> Interpret the content of written or	<b>3.A:</b> Interpret the distinguishing features	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.		
audio texts (words)	of a text.	<b>3.A.4:</b> Identify organizing and/or rhetorical structures and/or strategies.		
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.1:</b> Identify and/or describe similarities and/or differences among different types of texts.		



#### **SUGGESTED RESOURCES**

Literary Text About a Work of Art

Álvaro Yunque: "La obra maestra"

Literary Text About Love
José María Méndez:
"Ernesto el embobado"

#### **TEACHER TALK**

- Present the first 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.

continued on next page





- Present the second literary text, "Ernesto el embobado." Have students state what they think the story will be about.
- Read just the beginning of the story aloud in class for the students. Pause to ask
  them if they notice anything specific about this text—if they don't notice what is
  unusual, provide hints (the story is told in words beginning with "e").
- Have them work in pairs to finish reading the story and have the pairs prepare a summary of the text.
- 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
<b>3:</b> Interpret the content of written or audio text (words)	<b>3.A:</b> Interpret the distinguishing features of a text.	<ul><li>3.A.2: Identify the purpose.</li><li>3.A.4: Identify organizing and/or rhetorical structures and/or strategies.</li></ul>
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.



#### SUGGESTED RESOURCES

Universidad de Chile saludos de bienvenida Facultad de Artes

- Ensure that students understand the meaning of the false cognate La Facultad.
   This refers to a school or department at a university, and includes the building and programs of study and personnel, not just the faculty.
- Implied meaning through context Ask students what they think the meaning of mechanes is. (In Chile, it refers to freshmen.)
- Preview the web page and identify the images of the author of each welcome letter. See if students can identify the role of each author.
- Purpose What is the purpose of this collection of messages on the website?
- Identify the tone Observe the greetings, messages, and closings. What elements contribute to a more formal or less formal tone?
- Retell or summarize information What can students learn about the Arts School through the letter?



# STIMULUS/TASK MODEL Conversation and Chart

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

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



#### **SUGGESTED RESOURCES**

#### Chart Within an Article About the Prado Museum

Chart indicates the provenance of visitors to the Prado. The article provides information about several museums in Spain, including the Prado.

Gráfica sobre procedencia de visitantes al museo del Prado

El País, "Conocer mejor a sus visitantes, la asignatura pendiente de los museos"

- 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 of visiting a museum. 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		
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.		
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.		
<b>6:</b> Communicate	<b>6.A:</b> Understand and	<b>6.A.1:</b> Initiate, maintain, and close written exchanges.		
interpersonally by writing to others	apply appropriate communication strategies	<b>6.A.2:</b> Provide and obtain relevant information in written exchanges.		
	in interpersonal writing.	<b>6.A.3:</b> Use a variety of grammar and syntax in written exchanges.		
		<b>6.A.4:</b> Use register appropriate for the intended target culture. audience in written exchanges.		
		<b>6.A.5:</b> Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.		
	<b>6.B:</b> Understand and apply appropriate and varied	<b>6.B.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.		
	syntactical expressions in interpersonal writing.	<b>6.B.2:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.		
		<b>6.B.3:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.		
		<b>6.B.4:</b> Monitor language production; recognize errors and attempt self-correction in written exchanges.		



#### SUGGESTED RESOURCES

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.
- encourage the student to request information.

#### **TEACHER TALK**

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.
- includes details and elaboration.



### STIMULUS/TASK MODEL **Conversation**

**MODE: SPOKEN INTERPERSONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
5: Communicate	<b>5.A:</b> Understand and	<b>5.A.1:</b> Initiate, maintain, and close spoken exchanges.
interpersonally by speaking with others	apply appropriate communication strategies	<b>5.A.2:</b> Comprehend an interlocutor's message in spoken exchanges.
	in interpersonal speaking.	<b>5.A.3:</b> Provide and obtain relevant information in spoken exchanges.
		<b>5.A.4:</b> Use appropriate register and greeting for the intended target culture. audience in spoken exchanges.
		<b>5.A.5:</b> Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
		<b>5.A.6:</b> Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
		<b>5.A.7:</b> Use communication strategies such as circumlocution, requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
	<b>5.B:</b> Understand and apply appropriate and varied	<b>5.B.1:</b> Use a variety of grammar and syntax in spoken exchanges.
	syntactical expressions in interpersonal speaking.	<b>5.B.2:</b> Use transitional expressions and cohesive devices in spoken exchanges.
		<b>5.B.3:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
		<b>5.B.4:</b> Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
		continued on next page





#### SUGGESTED RESOURCES

#### El arte Público

Escultura controvertida en Guadalajara, Jalisco, México Publimetro, Hector Escamilla, "Exigen retiro de escultura en Guadalajara por 'hereje'"

El País, Verne, Eugenia Coppel/Darinka Rodríguez, "'Sincretismo': la escultura que ha provocado una polémica religiosa en Guadalajara"

#### **TEACHER TALK**

While the conversation task on the exam does not have students engage with sources, use the ones provided to encourage a discussion in class (as a whole class or in pairs) before having students do a conversation task for this unit.

Have students engage in a conversation about artwork:

- 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	
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.	
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.	
<b>7:</b> Communicate	7.A: Plan and research	<b>7.A.1:</b> Use a process to plan spoken presentations.	
through spoken presentations	an issue or topic for presentational speaking.	<b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.	
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.	
	presentational speaking.	<b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.	
		<b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.	
		<b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations.	
		<b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.	
	<b>7.C:</b> Use appropriate language and vocabulary	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations.	
	for the intended audience in presentational speaking.	<b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.	
		<b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.	
	<b>7.D:</b> Express a perspective with details and examples	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.	
	to illustrate an opinion or idea in presentational speaking.	<b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.	
		continued on next page	





#### SUGGESTED RESOURCES

These sources describe similar exhibits on the streets of New York (Easter eggs), and Madrid (sculptures of *Las Meninas*). Fabergé Presents the Big Easter Egg

Vanidad.es, "Las Meninas de Velázquez, nuevo street style de Madrid"

#### **Cultural Comparison Prompt**

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.

- Although the cultural comparison task on the AP Exam does not include sources, to support development of skills and content, consider providing ideas through audio and print materials about art, prior to completing the task.
- Teach transition words for comparison and contrast, (tanto a como b, ambas comunidades, a diferencia de, en contraste, etc.) and use them frequently in class in different contexts.
- 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 Spanishspeaking 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



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

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

#### **Personal Progress Check 4**

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

- Argumentative Essay
- Cultural Comparison





#### **Developing Understanding**

**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?

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



#### **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.
- 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.
- 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 suggested resources and 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. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

iere along with using	g your own resou	irces, task mod	deis, and activi	ties.	

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

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# STIMULUS/TASK MODEL Article and Chart

**MODE: PRINT INTERPRETIVE COMMUNICATION** 

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



#### SUGGESTED RESOURCES

Public Transportation in Medillin, Colombia:

#### Article:

Innovations in Medellin's public transportation system are credited with improvements in public health.

El Colombiano, Víctor Andrés Álvarez Correa, "Transporte de Medellín es un modelo para toda Latinoamérica"

#### **Article with Charts:**

This article, which includes three charts, reports on the preferences and degree of satisfaction of residents of the Colombian city of Cartagena regarding their public transportation choices.

El Universal, Andrea Rodriguez, "Este es el medio de transporte preferido por los cartageneros"

#### **TEACHER TALK**

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



#### SUGGESTED RESOURCES

Find an online interview on a topic of interest to your students having to do with science and/or technology.

- Provide students with multiple opportunities to listen to the text of the interview; provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.
- Focus discussion on the essential questions listed at the beginning of the unit (page 71).



### STIMULUS/TASK MODEL **Instructions**

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

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



#### **SUGGESTED RESOURCES**

A video gives advice about protecting your personal information online.

c/net en espanol: como proteger tus datos en internet

- Provide students with multiple opportunities to listen to a text; provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.
- Connect with digital citizenship as it is addressed in your school.



# STIMULUS/TASK MODEL Presentation

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

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



#### **SUGGESTED RESOURCES**

These resources show diverse perspectives on technology and innovation.

#### Video

#### En las mañanas con Uno, "Las desventajas de la tecnología"

This two-minute video lists a number of physical problems that can come from the overuse of personal devices.

#### **Article with Video**

### Muy interesante.es, Sarah Romero, "Los 5 trabajos que resistirán la era de los robots"

This article is accompanied by a short audiovisual presentation (image, text, and music), describing jobs that are and are not vulnerable to elimination through automatization.

#### **Article with Chart**

Qué países tienen más robots en sus fábricas y cuán cierto es que nos están robando los puestos de trabajo

**BBC** article on robots

#### **TEACHER TALK**

The Presentation Task Model on the AP Exam only includes an audio source, so the ideal resources for practice are the video and the article with video, but these resources work together well in providing a variety of perspectives on the topic of technology.

- Provide students with multiple opportunities to listen to audio texts; provide graphic organizers as needed.
- Preview critical vocabulary prior to having students listen.
- 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
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
expressions	ons	<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
8: Communicate	8.A: Plan and research	<b>8.A.1:</b> Use a process to plan written presentations.
interpersonally by speaking with others	an issue or topic for presentational writing.	<b>8.A.2:</b> Use research strategies to gather information and evidence for inclusion in written presentations.
	<b>8.B:</b> Use appropriate writing strategies to communicate an idea for presentational writing.	<b>8.B.1:</b> Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
		<b>8.B.2:</b> Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.
	<b>8.C:</b> Understand and apply appropriate and varied syntactical expressions in presentational writing.	<b>8.C.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
		<b>8.C.2:</b> Use a variety of grammar and syntax in written presentations.
		<b>8.C.3:</b> Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
		<b>8.C.4:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written presentations.
		<b>8.C.5:</b> Monitor language production; recognize errors and attempt self-correction in written presentations.
	<b>8.D:</b> Express a perspective with details and examples	<b>8.D.1:</b> Explain ideas and opinions with examples in written presentations.
	to illustrate an opinion or idea in written presentations.	<b>8.D.2:</b> Integrate information from sources and cite them appropriately in written presentations.
		continued on next page





#### SUGGESTED RESOURCES

#### Tema del ensayo

• ¿Es beneficioso para la sociedad el creciente uso de robots y vehículos autónomas?

#### Source 1:

Qué países tienen más robots en sus fábricas y cuán cierto es que nos están robando los puestos de trabajo bbc.com/mundo/noticias-39267567

#### Source 2: Infographic

¿Va a robarte el trabajo un robot?

#### Source 3: Video

Al Rojo Vivo, Camión sin chofer transporta cerveza en Colorado

#### **TEACHER TALK**

To make Source 1 more manageable for students, first, review the title and the two introductory paragraphs, then skip ahead to the segment entitled "La pesadilla de ser sustituidos" and continue to the end.

- Remind students to integrate evidence from the sources and not simply summarize the sources'
- Make sure students cite the sources appropriately.



### STIMULUS/TASK MODEL **Cultural Comparison**

**MODE: SPOKEN PRESENTATIONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
7: Communicate through spoken presentations	<b>7.A:</b> Plan and research an issue or topic for presentational speaking.	<b>7.A.1:</b> Use a process to plan spoken presentations.
		<b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
		<b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph length discourse in spoken presentations.
		<b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
		<b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations.
		<b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary for the intended audience in presentational speaking.	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations.
		<b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
		<b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.
		<b>7.D.2:</b> Compare features (including products, practices, and perspectives), of target cultural communities to those of the student's own community in spoken presentations.
		continued on next page





#### SUGGESTED RESOURCES

#### Article

Al Rojo Vivo: El taxi aún es muy preferido por los usuarios en Medillín

#### Infographic

Sistema de transporte urbano más eficiente y seguro tinyurl.com/yas734fu

Cnnespanol.com, Marysabel E. Huston-Crespo, Las escaleras eléctricas que traen paz a la 'Comuna 13' de Medellín

This article expands on the information presented in the video. cnnespanol.com, "Innovación para la paz: escaleras eléctricas gigantes transforman un barrio de Medellín"

#### **Cultural Comparison Prompt**

En una comunidad del mundo hispanohablante que te sea familiar, ¿cuál es la importancia de las innovaciones en la tecnologia 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 presentacion, puedes referirte a lo que has estudiado, vivido, observado, etc.

- 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 a 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.



#### **AP SPANISH LANGUAGE AND CULTURE**

# UNIT 5

# **Factors That** Impact the Quality of Life



~19-21



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

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

#### Personal Progress Check 5

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

- Email Reply
- Conversation
- Cultural Comparison



# **Factors That Impact** the Quality of Life



#### **Developing Understanding**

#### **ESSENTIAL QUESTIONS**

- How do aspects of everyday life influence and relate to the quality of life? / ¿Cómo influyen v 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?

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
- explore how geography influences the quality of life.

<b>Suggested Themes</b>	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.
- 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
- They apply skills and vocabulary gained from reading and deconstructing authentic sources while writing and
- They continue to build their repertoire of transitions and cohesive devices to enhance their presentational
- 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 suggested resources and 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. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

AP

Go to AP Classroom to assign the Personal 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
<b>2:</b> Make interdisciplinary and cultural connections	<b>2.A:</b> Make cultural connections.	<b>2.A.3:</b> Explain how information from a text connects or relates to the target cultural topics or phenomena.
<b>3:</b> Interpret the content		3.A.2: Identify the purpose.
of written or audio texts (words)		<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
		<b>3.A.4:</b> Identify organizing and/or rhetorical structures and/or strategies.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.



#### SUGGESTED RESOURCES

#### La partida de Leónidas Barletta (Argentina, 1902-1975)

In this short story, a man says good-bye to his family as he reluctantly leaves the family ranch. Why the protagonist is leaving is not fully apparent, but the references to and inferences about the family's poverty allow the reader to assume that their quality of life is lacking.

- Actively guide students to examine a work to determine distinguishing features and make inferences.
- Observe with students how the author uses dialogue, colloquial speech, and description to communicate emotions.
- Ask students to discuss how the protagonist's departure may affect his family and their socioeconomic status.
- Analyze the impact of lack of economic opportunity and family separation on quality of life.



# STIMULUS/TASK MODEL **Conversation and Chart**

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

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



#### **SUGGESTED RESOURCES**

Tu índice para una vida mejor

The Organization for Economic Cooperation and Development (OECD) interactive tool presents 11 factors that contribute to quality of life.

¿En qué ciudad de España se vive mejor?

A map and chart rank Spanish cities, then analyze the nine factors that contribute to the ranking.

- "Tu indice" source: Have students use this interactive tool to display their own values and then compare them to those of their classmates.
- "¿En qué ciudad?" source: Consider assigning one of the nine factors to each group of students in a jigsaw activity.
- Brainstorm with your 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 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
<b>3:</b> Interpret the content of written or audio text (words)	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.



#### SUGGESTED RESOURCES

#### Chart

Andrea Gomez: Por qué Finlandia lidera la lista de países más felices y España cae hasta el 36?

#### **Video Interviews with Article and Charts**

¿Por qué Costa Rica sigue siendo el país más feliz de América Latina?

#### lainformacion.com, "Porque finlandia"

- In this video, several Costa Ricans express their opinions about their nation's ranking as the happiest country in Latin America.
- The article describes reasons why Costa Rica is considered one of the happiest countries in Latin America. The charts are valuable in helping student make comparisons and provide insight into happiness around the world.

#### **TEACHER TALK**

On the exam, the Interview task model uses only one audio source, but working with all the sources provided here will give students more information related to the theme of this unit.

You should 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.

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# STIMULUS/TASK MODEL **Instructions**

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

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



#### **SUGGESTED RESOURCES**

#### Video

Cómo mejorar tu calidad

#### UNO TV: Como mejorar tu calidad de vida

Interview with author Guillermo Ferreira in which he discusses how meditation and yoga improve the quality of life.

- 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 OECD Better Life Index. (Students will explore this resource further later in the unit.)
- Provide students with multiple opportunities to listen to a text; provide graphic organizers as needed.



# STIMULUS/TASK MODEL **Email Reply**

**MODE: WRITTEN INTERPERSONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>6:</b> Communicate	<b>6.A:</b> Understand and	<b>6.A.1:</b> Initiate, maintain, and close written exchanges.
interpersonally by writing to others	apply appropriate communication strategies	<b>6.A.2:</b> Provide and obtain relevant information in written exchanges.
	in interpersonal writing.	<b>6.A.3:</b> Use a variety of grammar and syntax in written exchanges.
		<b>6.A.4:</b> Use register appropriate for the intended target culture. audience in written exchanges.
		<b>6.A.5:</b> Use communication strategies such as circumlocution, requesting clarification, and paraphrasing to maintain written exchanges.
	<b>6.B:</b> Understand and apply appropriate and varied	<b>6.B.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written exchanges.
	syntactical expressions in interpersonal writing.	<b>6.B.2:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in written exchanges.
		<b>6.B.3:</b> Use standard conventions of the written language (e.g., capitalization, orthography, accents, punctuation) in written exchanges.
		<b>6.B.4:</b> Monitor language production; recognize errors and attempt self-correction in written exchanges.



#### **SUGGESTED RESOURCES**

#### Idealista News: ¿Qué es para ti la comunidad perfecta?

This post on the "Blogldealistas" site encourages readers to share their vision of what makes the perfect community.

#### **TEACHER TALK**

Read the blog post as a class and have students work individually or in pairs to create a draft response. Remind them to respond to the questions with supporting evidence and details.



# STIMULUS/TASK MODEL **Conversation**

**MODE: SPOKEN INTERPERSONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
5: Communicate	5.A: Understand and	<b>5.A.1:</b> Initiate, maintain, and close spoken exchanges.
interpersonally by speaking with others	apply appropriate communication strategies	<b>5.A.2:</b> Comprehend an interlocutor's message in spoken exchanges.
	in interpersonal speaking.	<b>5.A.3:</b> Provide and obtain relevant information in spoken exchanges.
		<b>5.A.4:</b> Use appropriate register and greeting for the intended target culture audience in spoken exchanges.
		<b>5.A.5:</b> Use pronunciation that is comprehensible when interacting with speakers of the target language in spoken exchanges.
		<b>5.A.6:</b> Use effective intonation patterns, pacing, and delivery when interacting with speakers of the target language in spoken exchanges.
	<b>5.B:</b> Understand and apply appropriate and varied	<b>5.A.7:</b> Use communication strategies such as circumlocution requesting clarification, asking for repetition, and paraphrasing to maintain spoken exchanges.
		<b>5.B.1:</b> Use a variety of grammar and syntax in spoken exchanges.
	syntactical expressions in interpersonal speaking.	<b>5.B.2:</b> Use transitional expressions and cohesive devices in spoken exchanges.
		<b>5.B.3:</b> Comprehend and produce simple, compound, and complex sentences in a variety of time frames in spoken exchanges.
		<b>5.B.4:</b> Monitor language production; recognize errors and attempt self-correction in spoken exchanges.
		continued on next pag





#### SUGGESTED RESOURCES

Debate: Urban vs. Rural Vacation

Vecindarios en Buenos Aires Trip Advisor: Vecindarios de **Buenos Aires** 

"Casas rurales" en España turismorural.com/

- 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 resources 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** 

Clail Catamana	GI-:11	I coming Objective		
Skill Category	Skill —	Learning Objective		
<b>4:</b> Make meanings from words and	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.		
expressions		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.		
7: Communicate	7.A: Plan and research	A: Plan and research 7.A.1: Use a process to plan spoken presentations.		
through spoken presentations	an issue or topic for presentational speaking.	<b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.		
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.		
	presentational speaking.	<b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph length discourse in spoken presentations.		
		<b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.		
		<b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations.		
		<b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.		
	<b>7.C:</b> Use appropriate language and vocabulary	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations.		
	for the intended audience in presentational speaking.	<b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.		
		<b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.		
	<b>7.D:</b> Express a perspective with details and	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.		
	examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.2:</b> Compare features (including products, practices, and perspectives), of target cultural communities to those of the student's own community in spoken presentations.		
		continued on next pag		

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# SUGGESTED RESOURCES Cultural Comparison Prompt

¿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? En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

#### **TEACHER TALK**

Students identify a city, town, or region of the Spanish-speaking world with a similar population 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



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

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

### Personal Progress Check 6

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

- Argumentative Essay
- Cultural Comparison

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### **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.

#### **ESSENTIAL QUESTIONS**

- How do environmental, political, and societal challenges positively and negatively impact communities? / ¿Cómo los desafíos medioambientales. políticos y sociales impactan, positiva—o negativamentenuestras 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 los asuntos desafiantes afectan la cultura de una sociedad?

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.
- 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 multiplechoice 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-pairshare 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.
- 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 suggested resources and 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. (Note that the suggested resources are not created, maintained, or endorsed by College Board.)

iere along with using	g your own resou	irces, task mod	deis, and activi	ties.	

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

# Article and Chart

#### **MODE: PRINT INTERPRETIVE COMMUNICATION**

Skill Category	Skill	Learning Objective
<b>1:</b> Comprehend written, audio, audiovisual and visual text	dio, infographic. al and	
<b>2:</b> Make interdisciplinary and cultural connections	<b>2.A:</b> Make cultural connections.	2.A.4: Infer cultural information from a text.
	<b>2.B:</b> Make connections in and across disciplines.	<b>2.B.3:</b> Explain how information from a text connects or relates to interdisciplinary topics or phenomena.
<b>4:</b> Make meanings from words and expressions	<b>4.A:</b> Determine the meaning of familiar and unfamiliar words.	<b>4.A.2:</b> Deduce the meaning of unfamiliar words or expressions.



#### SUGGESTED RESOURCES

#### **Climate Change**

#### Article

Las huellas del cambio climático en América Latina cinu.mx/minisitio/cambio\_climatico/las\_huellas\_en\_america\_latina/

This report from the United Nations outlines some of the natural resources in Latin America and describes the impact of global warming there.

#### Chart

Compromisos de reducción de emisiones de GEI en América Latina

#### conexiónCOP.com

Click on infografías, then scroll to map labeled Infografía: Compromisos climáticos en latinoamérica y el caribe.

This infographic includes a map and details each country's commitment to reducing greenhouse gas emissions

- Article: In addition to the main article, this page provides links to a number of PDFs with related reports.
- Have students make inferences based on the content of the sources.
- Chart: Explore the chart with students and use it as a springboard to encourage students to do further research, especially about the *Principales Medidas* listed in the lower left portion of the infographic.
   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)	<b>1.A:</b> Describe the literal meaning of the text.	<ul><li>1.A.1: Identify the main idea.</li><li>1.A.3: Retell or summarize information in narrative form.</li></ul>
<b>2:</b> Make interdisciplinary and cultural connections	<b>2.A:</b> Make cultural connections.	<b>2.A.3:</b> Explain how information from a text connects or relates to the target cultural topics or phenomena.
<b>3:</b> Interpret the content of written or audio text (words)	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.





#### SUGGESTED RESOURCES

#### **Two Paired Sources on Pollution**

VIDE

Los desechos plásticos, una grave amenaza para la vida en el mar y en la tierra

#### rpp.pe

This video introduces the dangers of the large amounts of plastic that pollute the oceans.

ARTICLE

La contaminación marina

#### nationalgeographic.es/medio-ambiente/la-contaminacion-marina

This article enumerates and describes a variety of types of ocean pollution, including solids and acoustic pollution.

VIDEO

El estado está a punto de reducir el uso de plástico

#### rpp.pe

A government official in Peru expresses optimism about a bill to protect the environment.

ARTICLE

Estudios prueban que los plásticos están en todos lados ecoosfera.com/2017/09/residuos-plastico-basura-mar-comida-microplastico/

From *Natura recomendadas*, this article comments on information published in other sources about the ubiquitous presence of plastics in the environment, and challenging readers to examine their own willingness to change their habits.

- 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
<b>1:</b> Comprehend written, audio, audiovisual, and visual text	<b>1.A:</b> Describe the literal meaning of the text.	<b>1.A.2:</b> Identify supporting/relevant details.
<b>2:</b> Make interdisciplinary and cultural connections	<b>2.A:</b> Make cultural connections.	<b>2.A.3:</b> Explain how information from a text connects or relates to the target cultural topics or phenomena.
<b>3:</b> Interpret the content of written or audio text (words)	<b>3.A:</b> Interpret the distinguishing features of a text.	<b>3.A.3:</b> Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
		<b>3.A.4:</b> Identify organizing and/or rhetorical structures and/or strategies.
	<b>3.B:</b> Interpret the meaning of a text.	<b>3.B.2:</b> Infer implied meanings through context.



#### SUGGESTED RESOURCES

#### Video

Agricultura Familiar Campesina alimentando al mundo, enfriando el planeta

#### youtube.com/watch?v=c48-1QLds0Y

This 15-minute video shows examples of how family agriculture in several communities in Latin America is combatting global warming and providing sustainable food supply.

- 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 in the longer video. You could stop to review student notes after each segment, or use the online tool EdPuzzle to insert questions.



# STIMULUS/TASK MODEL **Argumentative Essay**

**MODE: WRITTEN PRESENTATIONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective
<b>4:</b> Make meanings from words and expressions	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>8:</b> Communicate interpersonally by writing to others	<b>8.A:</b> Plan and research an issue or topic for presentational writing.	<b>8.A.1:</b> Use a process to plan written presentations.
		<b>8.A.2:</b> Use research strategies to gather information and evidence for inclusion in written presentations.
	<b>8.B:</b> Use appropriate writing strategies to communicate an idea for presentational writing.	<b>8.B.1:</b> Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion.
		<b>8.B.2:</b> Use communication strategies such as circumlocution and paraphrasing to maintain written
		presentations.
	<b>8.C:</b> Understand and apply appropriate and varied	<b>8.C.1:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in written presentations.
	syntactical expressions in presentational writing.	<b>8.C.2:</b> Use a variety of grammar and syntax in written presentations.
		<b>8.C.3:</b> Produce simple, compound, and complex sentences in a variety of time frames in written presentations.
		<b>8.C.4:</b> Use standard conventions of the written language (e.g. capitalization, orthography, accents, punctuation) in written presentations.
		<b>8.C.5:</b> Monitor language production; recognize errors and attempt self-correction in written presentations.
	<b>8.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in written presentations	<b>8.D.1:</b> Explain ideas and opinions with examples in written presentations.
		<b>8.D.2:</b> Integrate information from sources and cite them appropriately in written presentations.
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#### **SUGGESTED RESOURCES**

#### **Argumentative Essay Prompt**

¿Deben los gobiernos prohibir los plásticos de un solo uso?

¿De verdad el plástico mata?

#### anaip.es

Search el blog de los plásticos and click on fourth item: La opinión de CGR group: ¿de verdad el plástico mata?

News report: Bolsas de plástico: Así se implementará la ley que prohíbe su uso en Chile.

24horas.cl/nacional/bolsas-plasticas-asi-se-implementarala-ley-que-prohibe-su-uso-en-chile-2782681

Cómo sobrevivir el fin de los productos plásticos Levante-emv.com

- Article: Guide students to identify the source (a web page of an organization representing the plastics industry in Spain). The purpose of the article is to question the premise of a publicity campaign, "Plastic Kills." Focus students' attention on the list of four benefits of plastics provided in the article.
- Teach students to review and revise their work, paying attention to mechanics.
- Make sure students cite the sources appropriately.



# STIMULUS/TASK MODEL Cultural Comparison

**MODE: SPOKEN PRESENTATIONAL COMMUNICATION** 

Skill Category	Skill	Learning Objective
<b>4:</b> Make meanings from words and expressions	<b>4.B:</b> Use words appropriate for a given context.	<b>4.B.1:</b> Use a variety of vocabulary in written and spoken communication.
		<b>4.B.2:</b> Explain and use idiomatic and culturally authentic expressions.
<b>7:</b> Communicate through spoken presentations	<b>7.A:</b> Plan and research an issue or topic for presentational speaking.	<b>7.A.1:</b> Use a process to plan spoken presentations.
		<b>7.A.2:</b> Use research strategies to gather information and evidence for inclusion in spoken presentations.
	<b>7.B:</b> Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.	<b>7.B.1:</b> Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.
		<b>7.B.2:</b> Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.
		<b>7.B.3:</b> Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.
		<b>7.B.4:</b> Use effective intonation patterns, pacing, and delivery in spoken presentations.
		<b>7.B.5:</b> Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.
	<b>7.C:</b> Use appropriate language and vocabulary for the intended audience in presentational speaking.	<b>7.C.1:</b> Use a variety of grammar and syntax in spoken presentations.
		<b>7.C.2:</b> Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.
		<b>7.C.3:</b> Monitor language production; recognize errors and attempt self-correction in spoken presentations.
	<b>7.D:</b> Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.	<b>7.D.1:</b> Explain ideas and opinions with examples in spoken presentations.
		<b>7.D.2:</b> Compare features (including products, practices, and perspectives) of target cultural communities to those of the student's own community in spoken presentations.
		continued on next page





# SUGGESTED RESOURCES Cultural Comparison Prompt

¿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. 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 sources in 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



# 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 accordinaly.

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:



# **Interpretive Mode**

### Comprehend Text

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

STUDENT RECEIVING

**A SCORE OF 3** 

STUDENT RECEIVING STUDENT RECEIVING **A SCORE OF 4** 

STUDENT RECEIVING A SCORE OF 5

# **A SCORE OF 1**

**A SCORE OF 2** 

**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

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 EMERGING** 

**A SCORE OF 3** - PROFICIENT

STUDENT RECEIVING 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 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

# **Interpretive Mode**

### 

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

STUDENT RECEIVING

STUDENT RECEIVING A SCORE OF 3

STUDENT RECEIVING A SCORE OF 4

**ADVANCED** 

STUDENT RECEIVING A SCORE OF 5

# A SCORE OF 1

A SCORE OF 2 **EMERGING** 

➤ PROFICIENT

#### **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** 

**EMERGING** 

**STUDENT RECEIVING A SCORE OF 3** 

- PROFICIENT

STUDENT RECEIVING **A SCORE OF 4** 

ADVANCED

STUDENT RECEIVING A SCORE OF 5

# **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

### Speak to Others 5

Communicate interpersonally by speaking with others

### Make Meaning 🔼

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 STUDENT RECEIVING A SCORE OF 2

A SCORE OF 3

STUDENT RECEIVING STUDENT RECEIVING **A SCORE OF 4** 

STUDENT RECEIVING

A SCORE OF 1

**EMERGING** 

- PROFICIENT

ADVANCED

**A SCORE OF 5** 

#### **COMMUNICATION STRATEGIES**

minimally able to initiate, initiate and close maintain, or close conversations on topics of personal interest; communication requires interpretation

conversations on topics of personal interest and maintain them by making basic statements; communication often requires interpretation initiate, maintain, and close conversations on familiar topics; communication may require interpretation initiate, maintain, and close conversations on familiar topics; communication rarely requires interpretation initiate, maintain, and close 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 and

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 selfcorrects successfully

continued on next page

### Speak to Others 5

Communicate interpersonally by speaking with others

# Make Meaning 4

Make meanings from words and expressions

**COMMUNICATION STRATEGIES** 

#### **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 STUDENT RECEIVING A SCORE OF 1

A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

PROFICIENT

STUDENT RECEIVING **A SCORE OF 4** 

**ADVANCED** 

STUDENT RECEIVING A SCORE OF 5

#### **EMERGING**

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 the deduce 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

### Speak to Others 5

Communicate interpersonally by speaking with others

### Make Meaning 🔼

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 STUDENT RECEIVING

A SCORE OF 2

A SCORE OF 3

STUDENT RECEIVING STUDENT RECEIVING **A SCORE OF 4** 

STUDENT RECEIVING

# A SCORE OF 1

**EMERGING** 

PROFICIENT

ADVANCED

**A SCORE OF 5** 

#### **LANGUAGE CONTROL**

is parely
understandable
in speech with
frequent or significant
errors that impede
comprehensibility
demonstrates little or

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

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

continued on next page

### Speak to Others

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

A SCORE OF 2 A SCORE OF 3

# 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

STUDENT RECEIVING

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 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) and compares them with his/her 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



#### Write to Others

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

STUDENT RECEIVING

A SCORE OF 3

STUDENT RECEIVING STUDENT RECEIVING **A SCORE OF 4** 

STUDENT RECEIVING

A SCORE OF 1

A SCORE OF 2 **EMERGING** 

► PROFICIENT

► ADVANCED

A SCORE OF 5

#### **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 communications, although control of culturally appropriate conventions is inconsistent

initiates, maintains, and closes written exchanges in formal and informal communications 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 and

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 selfcorrect

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 selfcorrects successfully

continued on next page

## **Interpersonal Mode**

## Write to Others

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 STUDENT RECEIVING A SCORE OF 1

A SCORE OF 2

STUDENT RECEIVING A SCORE OF 3

PROFICIENT

STUDENT RECEIVING **A SCORE OF 4** 

**ADVANCED** 

STUDENT RECEIVING A SCORE OF 5

**EMERGING** 

#### **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



## **Interpersonal Mode**

## Write to Others

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 STUDENT RECEIVING STUDENT RECEIVING STUDENT RECEIVING

A SCORE OF 1	A SCORE OF 2 EMERGING	A SCORE OF 3  PROFICIENT	A SCORE OF 4  A DVANCED	A SCORE OF 5
LANGUAGE CONTROL		<u> </u>	<u> </u>	
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

## **Interpersonal Mode**

## Write to Others

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

#### STUDENT RECEIVING A SCORE OF 2

#### STUDENT RECEIVING **A SCORE OF 3**

#### STUDENT RECEIVING A SCORE OF 4

## STUDENT RECEIVING

## A SCORE OF 1

## EMERGING

#### **PROFICIENT**

#### ADVANCED

## 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 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) and compares them with his/her 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

## Present Orally 7

Communicate through spoken presentations

## Make Meaning 🔼

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** 

► PROFICIENT

STUDENT RECEIVING **A SCORE OF 4** 

ADVANCED

STUDENT RECEIVING A SCORE OF 5

**EMERGING** 

#### **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 paragraphlength 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

## 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

**STUDENT RECEIVING** 

A SCORF OF 3

STUDENT RECEIVING STUDENT RECEIVING **A SCORE OF 4** 

STUDENT RECEIVING

## A SCORE OF 1

A SCORE OF 2 **EMERGING** 

- PROFICIENT

ADVANCED

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 selfcorrect

seldom recognizes errors, and attempts at self-correction usually fail

employs limited communication strategies, such as repetition and emphasis; selfcorrection is

occasionally successful

may employ some communication strategies appropriately, such as paraphrasing and clarification; selfcorrection is often successful

employs a variety of strategies to clarify and elaborate content of presentation; selfcorrection 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

## Present Orally 12

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** - PROFICIENT

#### STUDENT RECEIVING STUDENT RECEIVING A SCORE OF 3

**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

## Present Orally **2**

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

STUDENT RECEIVING

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**

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

## Present in Writing

Communicate through written presentations

## Make Meaning 🔼

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 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

- PROFICIENT

STUDENT RECEIVING STUDENT RECEIVING **A SCORE OF 4** 

**ADVANCED** 

STUDENT RECEIVING A SCORE OF 5

**EMERGING** 

#### **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

**A SCORE OF 3** 

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 paragraphlength 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

## Present in Writing

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 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 STUDENT RECEIVING A SCORE OF 1

## A SCORE OF 2

**A SCORE OF 3** 

STUDENT RECEIVING 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 selfediting usually fail

may use some communication strategies appropriately, such as paraphrasing and clarification; selfediting 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 incorporate 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

## Present in Writing

Communicate through written presentations

## Make Meaning 4

demonstrates little or

no control of grammar,

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 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

demonstrates general

control of grammar,

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

syntax, and usage	syntax, and usage	syntax, and usage	syntax, and usage	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 some

control of grammar,

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,	demonstrates an inconsistent use of	usually demonstrates use of appropriate	usually demonstrates use of appropriate

register, with consistent using mainly the familiar appropriate register; register, except for register shifts between formal some occasional shifts use, despite a few and informal register between formal and occasional shifts occur informal register between formal and informal register

continued on next page

demonstrates control

of grammar, syntax, and

demonstrates limited

control of grammar,

## Present in Writing

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 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** 

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

**EMERGING** 

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



# 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: films, advertisements, news programs, TV shows
- 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
- 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 <i>Little Red Riding Hood</i> 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 <i>a text</i> 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.

## 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.

# **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.

## 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.

# **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.

## 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, 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 he/she has 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.

## 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.

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.

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. 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?

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.

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 non- verbal strategies in spoken presentations to connect with the audience.	To make effective spoken presentations and to fully engage the audience.	Review the verbal and non-verbal 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.

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. Afterwards, 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.

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
<b>1.A:</b> 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 crossdisciplinary 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
<b>2.A:</b> 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
<b>2.B:</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
<b>3.A:</b> 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
<b>3.B:</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
<b>4.A:</b> 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
<b>4.B:</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
<b>5.A:</b> 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
<b>5.B:</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
- 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
<b>6.A:</b> 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
<b>6.B:</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
- 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	<b>Key Questions</b>	Sample Activity	Sample Instructional Strategies
<b>7.A:</b> 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
<b>7.B:</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
<b>7.C:</b> 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
<b>7.D:</b> 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
- include relevant evidence from sources.

Teachers can help students by actively teaching a writing process, showing students how to create a stepby-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
<b>8.A:</b> 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?
<b>8.B:</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

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

Skills	Key Questions	Sample Activity	Sample Instructional Strategies
<b>8.C:</b> 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
<b>8.D:</b> 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



**AP SPANISH LANGUAGE AND CULTURE** 

# Exam Information



# **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	I Part A: Multiple-choice questions		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	II Free-response questions		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%	10 minutes

## The exam assesses themes and skills developed in each of the six units:

- ${\bf 1.} \ {\bf Families} \ {\bf in} \ {\bf Different} \ {\bf Societies}$
- 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 5–11 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	<ul> <li>2.A Make cultural connections</li> <li>2.B Make connections in and across disciplines</li> <li>3.A Interpret the distinguishing features of a text</li> <li>3.B Interpret the meaning of a text</li> </ul>
Literary text	7	<ul> <li>1.A Describe the literal meaning of the text</li> <li>3.A Interpret the distinguishing features of a text</li> <li>3.B Interpret the meaning of a text</li> <li>4.A Determine the meaning of familiar and unfamiliar words</li> </ul>
Article and chart	11	<ol> <li>Describe the literal meaning of the text</li> <li>Describe data</li> <li>Make cultural connections</li> <li>Make connections in and across disciplines</li> <li>Interpret the distinguishing features of a text</li> <li>Determine the meaning of familiar and unfamiliar words</li> </ol>
Letter	7	<ul> <li>1.A Describe the literal meaning of the text</li> <li>2.A Make cultural connections</li> <li>2.B Make connections in and across disciplines</li> <li>3.A Interpret the distinguishing features of a text</li> <li>3.B Interpret the meaning of a text</li> <li>4.A Determine the meaning of familiar and unfamiliar words</li> </ul>
Audio report and article	10	<ul> <li>1.A Describe the literal meaning of the text</li> <li>2.B Make connections in and across disciplines</li> <li>3.A Interpret the distinguishing features of a text</li> <li>3.B Interpret the meaning of a text</li> <li>4.A Determine the meaning of familiar and unfamiliar words</li> </ul>
Conversation and chart	7	<ol> <li>Describe the literal meaning of the text</li> <li>Describe data</li> <li>Make cultural connections</li> <li>Make connections in and across disciplines</li> <li>Interpret the distinguishing features of a text</li> <li>Interpret the meaning of a text</li> <li>Determine the meaning of familiar and unfamiliar words</li> </ol>
Interview	5	<ul> <li>1.A Describe the literal meaning of the text</li> <li>2.B Make connections in and across disciplines</li> <li>3.A Interpret the distinguishing features of a text</li> <li>3.B Interpret the meaning of a text</li> </ul>
Instructions	5	<ul><li>1.A Describe the literal meaning of the text</li><li>3.A Interpret the distinguishing features of a text</li><li>3.B Interpret the meaning of a text</li></ul>

continued on next page

Stimulus Type	Number of Questions	Skills Assessed by Set
Presentation	8	<ol> <li>Describe the literal meaning of the text</li> <li>Make cultural connections</li> <li>Make connections in and across disciplines</li> <li>Interpret the distinguishing features of a text</li> <li>Interpret the meaning of a text</li> <li>Determine the meaning of familiar and unfamiliar words</li> </ol>

## **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
- 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 the 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 paragraphlength discourse
- 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
- Use varied 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
- 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.

 $\textbf{Identify/Indicate:} \ \textbf{Indicate} \ \textbf{or} \ \textbf{provide} \ \textbf{information} \ \textbf{about} \ \textbf{a} \ \textbf{specified} \ \textbf{topic,}$ 

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 5 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.

- 10 *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
- 15 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 20 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 25 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 30 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

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- 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.cocinaportena.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.

—© 2011 United Nations Radio

#### 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.

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

#### 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.

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.

# **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	В	Article and Chart	4.A	4.A.2
3	С	Article and Chart	3.A	3.A.4
4	В	Article and Chart	2.B	2.B.1
5	В	Article and Chart	1.A	1.A.2
6	A	Article and Chart	1.A	1.A.2
7	D	<b>Article and Chart</b>	1.A	1.A.2
8	В	<b>Article and Chart</b>	1.A	1.A.2
9	В	Article and Chart	1.B	1.B.1
10	A	Article and Chart	1.B	1.B.2
11	С	Article and Chart	2.B	2.B.4
12	С	Interview	3.A	3.A.2
13	С	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

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- 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

- 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 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

#### 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

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- 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

- Mere 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

#### 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

#### 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

#### 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

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- 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.

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#### **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: 11A 2A 2B 4A 4B 6A 6B				5 points
1 Poor	2 Weak	3 Fair	4 Good	5 Strong
<ul> <li>Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task</li> </ul>	Partially maintains the exchange with a response that is minimally appropriate within the context of the task	<ul> <li>Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task</li> </ul>	<ul> <li>Maintains the exchange with a response that is generally appropriate within the context of the task</li> </ul>	Maintains the exchange with a response that is clearly appropriate within the context of the task
<ul> <li>Provides little required information (responses to questions, request for details)</li> </ul>	<ul> <li>Provides some required information (responses to questions, request for details)</li> </ul>	<ul> <li>Provides most required information (responses to questions, request for details)</li> </ul>	<ul> <li>Provides most required information (responses to questions, request for details) with some elaboration</li> </ul>	<ul> <li>Provides required information (responses to questions, request for details) with frequent elaboration</li> </ul>
<ul> <li>Barely understandable, with frequent or significant errors that impede comprehensibility</li> </ul>	<ul> <li>Partially understandable with errors that force interpretation and cause confusion for the reader</li> </ul>	<ul> <li>Generally understandable, with errors that may impede comprehensibility</li> </ul>	<ul> <li>Fully understandable, with some errors that do not impede comprehensibility</li> </ul>	<ul> <li>Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> </ul>
Very few vocabulary resources	Limited vocabulary and idiomatic language	<ul> <li>Appropriate but basic vocabulary and idiomatic language</li> </ul>	<ul> <li>Varied and generally appropriate vocabulary and idiomatic language</li> </ul>	<ul> <li>Varied and appropriate vocabulary and idiomatic language</li> </ul>
<ul> <li>Little or no control of grammar, syntax, and usage</li> </ul>	<ul> <li>Limited control of grammar, syntax, and usage</li> </ul>	<ul> <li>Some control of grammar, syntax, and usage</li> </ul>	<ul> <li>General control of grammar, syntax, and usage</li> </ul>	<ul> <li>Accuracy and variety in grammar, syntax, and usage, with few errors</li> </ul>
<ul> <li>Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)</li> </ul>	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	<ul> <li>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)</li> </ul>	<ul> <li>Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors</li> </ul>
<ul> <li>Very simple sentences or fragments</li> </ul>	<ul> <li>Simple sentences and phrases</li> </ul>	Simple and a few compound sentences	Simple, compound, and a few complex sentences	<ul> <li>Variety of simple and compound sentences, and some complex sentences</li> </ul>

#### 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.

<b>Scoring Guidelines for Question 4: Cultural</b>			Co	mparison	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	<ul> <li>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</li> </ul>	•	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	<ul> <li>Demonstrates a limited understanding of the target culture; may include several inaccuracies</li> </ul>	•	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	<ul> <li>Limited organization; ineffective use of transitional elements or cohesive devices</li> </ul>	•	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	<ul> <li>Partially understandable, with errors that force interpretation and cause confusion for the listener</li> </ul>	•	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	<ul> <li>Limited vocabulary and idiomatic language</li> </ul>	•	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	<ul> <li>Limited control of grammar, syntax, and usage</li> </ul>	•	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	<ul> <li>Use of register is generally inappropriate for the presentation</li> </ul>	•	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	<ul> <li>Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> </ul>	•	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

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.





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