Course Title

SPANISH LANGUAGE A/B   (AP)

Prerequisites

By Teacher recommendation

Description of Target Group

This one year, unit course is designed for advanced language students who wish to meet college requirements for credit through the AP program and examination. The class is open to "standard" students (those who have studied Spanish only in school) and "nonstandard" students (those who have studied Spanish abroad or who have learned at home).

Purpose

The purpose of the course is to prepare students for the AP examination. Since the exam evaluates listening, reading, speaking, and writing skills the course provides instruction and practice in these areas. The course will contribute to the A-G college entrance requirements.

Content Standards

Students will be able to converse on a wide range of subjects including personal, cultural, professional, socio-political, and religio-philosophical areas.
Students will be able to read and paraphrase or summarize introductory literature.
Students will be able to respond to a wide range of pattern response drills.
Students will be able to narrate and describe, guided by oral or visual prompts.
Students will be able to understand spoken Spanish in a variety of contexts, including being read to, watching television, and listening to music.

Activities - some examples
 Listening:
 Transcription of songs
 Summary of reading
 True/False or multiple choice response to listening selections
 Close activities
 Reading:
 In class and at home selections
 Comprehension questions
 Summaries and illustrations
 Rewriting conclusions
 Generating vocabulary lists

Spanish Language (AP) A/B (continued)

Speaking:
Directed response (oral and visual prompts)
Situational conversation cards
Singing - memorization of songs, poetry
Review of weekend activities
Role playing
Production of music video
Writing:
Journal - 3 entries per week
Essays - creative, directed, various formats
Workbook - short answer, practice of structure and syntax
Summaries or retellings of reading
Transcription of personal tape recordings

Assessment

College Board rubrics for the AP Exam will be applied to all formal oral presentations and written work.

The California Oral Competency Interview will be administered to all students at least twice a year.

Discrete item quizzes will evaluate progress in areas of structure, syntax, and orthography.

Informal daily evaluation of oral participation will be used throughout the program.

Instructional Materials

Refer to: Secondary Adopted Texts and Approved Supplementary Books Used in the Santa Maria Joint Union High School District.

Curriculum Framework

In today's global 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 provides them with 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 (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* 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 Pre-Advanced range as described in the *ACTFL Performance Guidelines for K–12 Learners*. As such, the AP Spanish Language and Culture course has been designed to provide advanced high school students with a rich and rigorous opportunity to study the language and culture of the Spanish-speaking world that is approximately equivalent to an upper-intermediate college or university Spanish course. It is expected that this course will be offered as the first step in the study of college-level Spanish after approximately three to five years of language study for classroom learners. For native and heritage speakers, there may be a different course of study that leads to the AP Spanish Language and Culture course. Students who are successful in this course and exam may continue their study of college-level Spanish by taking the AP Spanish Literature and Culture course and exam, as well.

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 inasmuch as 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 not to

overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.
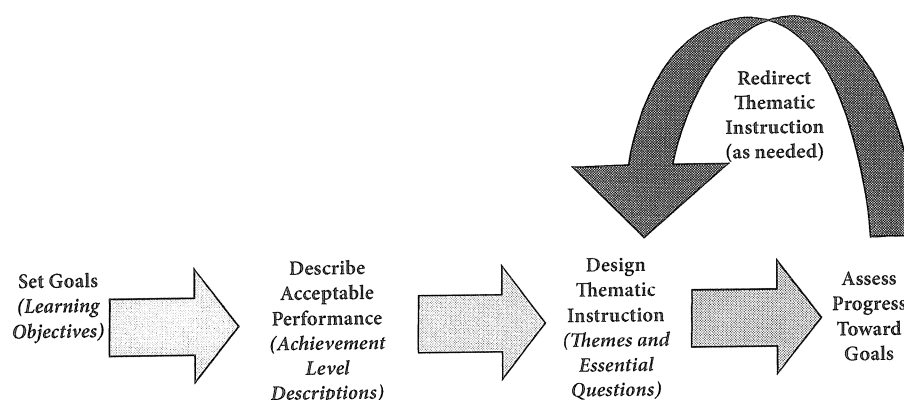
The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

Structure of the Curriculum Framework

This curriculum framework begins by outlining the *learning objectives* and the *achievement level descriptions* that define student performance across five levels.

Tools for instructional design come next: *themes* to integrate language, content, and culture into an interrelated series of lessons and activities; *recommended contexts* for exploring each theme; and *overarching essential questions* to engage learners and to guide classroom investigations, learning activities, and performance assessments.

The following graphic illustrates how the components of the curriculum framework relate to how a teacher designs and delivers instruction.

Redirect Thematic Instruction (as needed)

Set Goals (*Learning Objectives*) → Describe Acceptable Performance (*Achievement Level Descriptions*) → Design Thematic Instruction (*Themes and Essential Questions*) → Assess Progress Toward Goals

Learning Objectives and Achievement Level Descriptions

At the core of the AP Spanish Language and Culture course are six groups of *learning objectives* identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas:

Spoken Interpersonal Communication
Written Interpersonal Communication
Audio, Visual, and Audiovisual Interpretive Communication
Written and Print Interpretive Communication
Spoken Presentational Communication
Written Presentational Communication

The degree to which student performance meets the *learning objectives* in each area is articulated in the *achievement level descriptions*, which clearly define how well students at each level perform. Because of the interrelated nature of the modes of communication, all the *achievement level descriptions* work in concert with one another and should be considered holistically. While references to levels 1–5 cannot precisely predict a student's ultimate AP Exam score, AP teachers can use this information to develop better insight into individual student performance and adjust the curriculum and instruction throughout the course.

Overarching Premise

When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

Interpersonal Communication

The Interpersonal Mode is characterized by active negotiation of meaning among individuals. Participants observe and monitor one another to see how their meanings and intentions are being communicated. Adjustments and clarifications can be made accordingly.

Learning Objectives for Spoken Interpersonal Communication

Primary Objective: The student engages in spoken interpersonal communications.

- ▶ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.

- ▶ The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.

- ▶ The student elicits information and clarifies meaning by using a variety of strategies.

- ▶ The student states and supports opinions in oral interactions.

- ▶ The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.

- ▶ The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.

- ▶ The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

- ▶ The student self-monitors and adjusts language production.

- ▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

- ▶ The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Spoken Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures.

(b) **Strategies.** Students at this level use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to maintain the conversation and use context to deduce meaning of unfamiliar words. They often recognize errors and self-correct.

(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.

(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility.

(e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.

(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.

(g) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners; their pronunciation is consistent, with few errors that do not impede comprehensibility.

(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close conversations on familiar topics. They usually interact in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures.

(b) **Strategies.** These students use some communication strategies to maintain communication (e.g., circumlocution, paraphrasing, restatement, asking for clarification or information). They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.

(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.

(d) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy. They narrate and describe in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future.

(e) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(f) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.

(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.

(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner.

(b) **Strategies.** These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful.

(c) **Opinions.** These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics.

(d) **Language structures.** Their narrations and descriptions are characterized by strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.

(e) **Vocabulary.** They understand and use vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions.

(f) **Register.** Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.

(h) **Cultures, connections, and comparisons.** They identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 initiate and close conversations on topics of personal interest and maintain them by making basic statements. Comprehension of messages on familiar topics is limited, and they have little ability to interact in a culturally appropriate manner. Their communication often requires intervention from others to attain comprehensibility.

(b) **Strategies.** They may seek clarification by asking for basic information or repetition. They seldom recognize errors, and attempts at self-correction usually fail.

(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.

(d) **Language structures.** These students produce simple sentences with some accuracy in the present time.

(e) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.

(f) **Register.** These students communicate mainly using the familiar register.

(g) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.

(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Learning Objectives for Written Interpersonal Communication

Primary Objective: The student engages in written interpersonal communications.

▶ The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.

▶ The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.

▶ The student writes formal correspondence in a variety of media using appropriate formats and conventions.

▶ The student writes informal correspondence in a variety of media using appropriate formats and conventions.

▶ The student elicits information and clarifies meaning by using a variety of strategies.

▶ The student states and supports opinions in written interactions.

▶ The student initiates and sustains interaction during written interpersonal communication in a variety of media.

▶ The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.

▶ The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

▶ The student self-monitors and adjusts language production.

▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

▶ The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Written Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close written exchanges in formal and informal communications with good control of culturally appropriate conventions. They understand and respond to questions on familiar topics with some elaboration and detail.

(b) **Strategies.** These students use a variety of communication strategies as necessary in order to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They use context to deduce meaning of unfamiliar words and often recognize errors and self-correct.

(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.

(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility. They use transitional phrases and cohesive devices.

(e) **Writing conventions.** Their writing is marked by consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).

(f) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They understand and use some culturally appropriate vocabulary and idiomatic expressions.

(g) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.

(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close written exchanges in formal and informal communications, although control of culturally appropriate conventions is inconsistent. They understand and respond to questions and statements on familiar topics with some elaboration and detail.

(b) **Strategies.** These students use communication strategies (e.g., circumlocution, paraphrasing, asking for clarification or information) to maintain communication. They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.

(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.

(d) **Language structures.** They are usually accurate when writing about familiar topics using a variety of simple, compound, and a few complex sentences in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future. They use some transitional phrases and cohesive devices.

(e) **Writing conventions.** Their writing is generally consistent in the use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).

(f) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(g) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.

(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close written exchanges on familiar topics. They understand and respond to questions and statements on familiar topics.

(b) **Strategies.** These students occasionally use communication strategies (e.g., circumlocution, restatement, requesting clarification or information) when interacting on familiar topics, and they occasionally use context to deduce meaning of unfamiliar words. They often seek clarification of meaning by asking for repetition. They may recognize errors; attempts at self-editing are occasionally successful.

(c) **Opinions.** They state opinions on topics of personal interest.

(d) **Language structures.** They produce strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.

(e) **Writing conventions.** Their writing shows inconsistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards) that sometimes interferes with meaning.

(f) **Vocabulary.** These students understand and use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.

(g) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

(h) **Cultures, connections, and comparisons.** These students identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 respond to questions and statements on topics of personal interest in written exchanges.

(b) **Strategies.** These students may seek clarification by asking for basic information. They seldom recognize errors, and attempts at self-editing usually fail.

(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.

(d) **Language structures.** They produce simple sentences with some accuracy in the present time. There is inconsistent control of basic structures.

(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, email, letters, blogs, bulletin boards).

(f) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.

(g) **Register.** These students communicate mainly using the familiar register.

(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Interpretive Communication

The Interpretive Mode is characterized by the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker.

Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

▶ The student demonstrates comprehension of content from authentic audio resources.

▶ The student demonstrates comprehension of content from authentic visual resources.

▶ The student demonstrates comprehension of content from authentic audiovisual resources.

▶ The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

▶ The student understands the purpose of a message and the point of view of its author.

▶ The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.

▶ The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.

▶ The student monitors comprehension and uses other sources to enhance understanding.

▶ The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).

▶ The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.

▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

▶ The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Audio, Visual, and Audiovisual Interpretive Communication

Achievement Level 5

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 5 identify main ideas, some significant details, and the intended audience on a range of topics. These students use context to deduce the meaning of unfamiliar words and usually infer implied meanings.

(b) **Critical viewing and listening.** These students identify significant distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** They comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.

(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of familiar interdisciplinary topics presented in the resource material. They compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 4 identify most main ideas and some significant details on familiar topics. These students use context to deduce the meaning of unfamiliar words and make some inferences.

(b) **Critical viewing and listening.** They identify some distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** These students comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of familiar interdisciplinary topics presented in the resource material. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 3 identify some main ideas and details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?) and can sometimes use context to deduce meaning of unfamiliar words and make limited inferences.

(b) **Critical viewing and listening.** They identify a few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.

(d) **Cultures, connections, and comparisons.** These students are able to identify the cultural products and practices and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 2 identify a few main ideas or details and are sometimes unable to respond to basic information questions.

(b) **Critical viewing and listening.** These students identify few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.

(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.

(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Learning Objectives for Written and Print Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic written and print resources.

▶ The student demonstrates comprehension of content from authentic written and print resources.

▶ The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

▶ The student understands the purpose of a message and the point of view of its author.

▶ The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

▶ The student demonstrates critical reading of written and print resources in the target cultural context.

▶ The student monitors comprehension and uses other sources to enhance understanding.

▶ The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).

▶ The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.

▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

▶ The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Written and Print Interpretive Communication

Achievement Level 5

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 5 identify main ideas and supporting details on a range of topics. They use context to deduce the meaning of unfamiliar words and usually infer implied meanings.

(b) **Critical reading.** They demonstrate critical reading skills and usually differentiate facts from opinions. These students identify the intended audience, source, and purpose and describe the basic context of the resource material.

(c) **Vocabulary.** These students comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.

(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 4 identify most main ideas and some supporting details on familiar topics. They use various reading strategies to aid in the literal comprehension of the text. These students make some inferences and use context to deduce the meaning of unfamiliar words.

(b) **Critical reading.** These students identify the intended audience, source, and purpose of the resource.

(c) **Vocabulary.** They comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of the interdisciplinary topics presented in the resources. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 3 identify some main ideas and supporting details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?), make limited inferences, and use contextual clues to assist in the literal comprehension. They can sometimes use context to deduce meaning of unfamiliar words.

(b) **Critical reading.** These students identify the source and purpose of the resource.

(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.

(d) **Cultures, connections, and comparisons.** They are able to identify the products and practices of the target culture(s) and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 2 identify some main ideas and details, but they are sometimes unable to respond to basic information questions. They occasionally use contextual clues for basic comprehension.

(b) **Critical reading.** They identify the source of the resource.

(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.

(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Presentational Communication

The Presentational Mode is characterized by the creation of messages in a manner that facilitates interpretation by members of the target culture where no direct opportunity for the active negotiation of meaning exists.

Learning Objectives for Spoken Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

▶ The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).

▶ The student retells or summarizes information in narrative form, demonstrating a consideration of audience.

▶ The student creates and gives persuasive speeches.

▶ The student expounds on familiar topics and those requiring research.

▶ The student uses reference tools, acknowledges sources, and cites them appropriately.

▶ The student self-monitors and adjusts language production.

▶ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

▶ The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Spoken Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They develop ideas by showing evidence of synthesis and interpretation of background information.

(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful.

(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners.

(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.

(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. Their work shows some evidence of ideas that are developed and supported with examples.

(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful.

(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(e) **Pronunciation.** Their pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.

(f) **Register.** Their choice of register is usually appropriate for the audience, yet some shifts between formal and informal registers occur.

(g) **Cultures, connections, and comparisons.** These students describe, in some detail, products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They show evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion).

(b) **Strategies.** These students employ limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful.

(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.

(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. There is little evidence of development of ideas, and structural organization may be lacking.

(b) **Strategies.** They seldom recognize errors, and attempts at self-correction usually fail.

(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.

(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.

(e) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.

(f) **Register.** These students communicate mainly using the familiar register.

(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.

Learning Objectives for Written Presentational Communication

Primary Objective: The student plans and produces written presentational communications.

▸ The student produces a variety of creative writings (e.g., original story, personal narrative, script).

▸ The student retells or summarizes information in narrative form, demonstrating a consideration of audience.

▸ The student produces persuasive essays.

▸ The student produces expository writing, including researched reports.

▸ The student uses reference tools, acknowledges sources, and cites them appropriately.

▸ The student self-edits written work for content, organization, and grammar.

▸ The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).

▸ The student demonstrates knowledge and understanding of content across disciplines.

Achievement Level Descriptions for Written Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.

(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.

(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.

(e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.

(f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.

(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. They summarize multiple sources with limited integration of content to support their presentation.

(b) **Strategies.** These students employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful.

(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.

(e) **Writing conventions.** They demonstrate generally consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents); errors do not impede comprehensibility.

(f) **Register.** Errors in choice of register are infrequent, yet shifts between formal and informal registers may occur.

(g) **Cultures, connections, and comparisons.** They describe in some detail products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They summarize content from sources to support their presentation.

(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful.

(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.

(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.

(e) **Writing conventions.** Their use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.

(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. They summarize sources without supporting the presentation.

(b) **Strategies.** These students employ limited presentational strategies to clarify meaning; efforts at self-editing usually fail.

(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.

(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.

(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents).

(f) **Register.** These students communicate mainly using the familiar register.

(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

Students at Achievement Level 1 demonstrate performances that are less proficient than those outlined for Level 2.
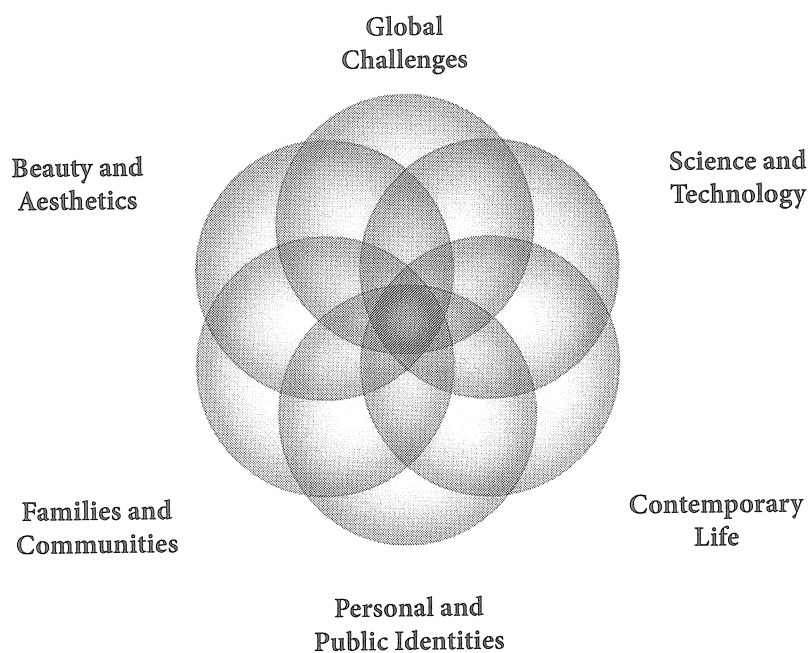
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Course Themes

Designing the AP Spanish Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes 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. A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with courses in other disciplines.

The AP Spanish Language and Culture course is structured around six themes:

Global Challenges

Beauty and Aesthetics

Science and Technology

Families and Communities

Contemporary Life

Personal and Public Identities

Recommended Contexts and Essential Questions

Each theme includes a number of *recommended contexts* for exploration. Teachers are encouraged to engage students in the various themes by considering historical, contemporary, and future perspectives as appropriate. Teachers should assume complete flexibility in resource selection and instructional exploration of the six themes. The recommended contexts are not intended as prescriptive or required, but rather they serve as suggestions for addressing the themes.

One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow 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 content areas while working with content from language, literature, and cultures of the Spanish-speaking world.

Integrating Themes, Recommended Contexts, and Essential Questions

AP Spanish Language and Culture teachers are encouraged to consider the interconnectedness of the themes. A unit on environmental issues (Global Challenges) might, for example, touch upon recommended contexts from more than one theme. Students might study inventions as catalysts of change (Science and Technology), influences from religious beliefs or social values (Personal and Public Identities), or the aesthetics of eco-friendly architecture (Beauty and Aesthetics).

The recommended contexts for exploring a theme can be varied depending on available authentic materials, teacher-developed resources, and commercially produced materials, as well as teacher creativity and student interest. The design of the course should include essential questions that will capture students' interest, engaging authentic materials, and learning activities that help students consider themes across time and across cultures.

It should be noted that literature is not merely a recommended context for one of the course themes (Beauty and Aesthetics) but should serve as a powerful vehicle for delivering content to address all of the themes. Literary works may be incorporated throughout the AP Spanish Language and

Culture course in relation to a variety of themes, such as the environment (Global Challenges), rites of passage (Contemporary Life), or issues of cultural assimilation (Personal and Public Identities).

Themes, Recommended Contexts, and Overarching Essential Questions

Theme: Global Challenges / *Los desafíos mundiales*
Recommended Contexts:

- Economic Issues / *Los temas económicos*

- Environmental Issues / *Los temas del medio ambiente*

- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*

- Population and Demographics / *La población y la demografía*

- Social Welfare / *El bienestar social*

- Social Conscience / *La conciencia social*

Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*

- What are the origins of those issues? / *¿Cuáles son los orígenes de esos desafíos?*

- What are possible solutions to those challenges? / *¿Cuáles son algunas posibles soluciones a esos desafíos?*

Theme: Science and Technology / *La ciencia y la tecnología*
Recommended Contexts:

- 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*

- Health Care and Medicine / *El cuidado de la salud y la medicina*

- Innovations / *Las innovaciones tecnológicas*

- Natural Phenomena / *Los fenómenos naturales*

- Science and Ethics / *La ciencia y la ética*

Overarching Essential Questions:

- How do developments in science and technology affect our lives? / *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*

- What factors have driven innovation and discovery in the fields of science and technology? / *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*

- What role does ethics play in scientific advancement? / *¿Qué papel cumple la ética en los avances científicos?*

Theme: Contemporary Life / *La vida contemporánea*
Recommended Contexts:

- Education and Careers / *La educación y las carreras profesionales*

- Entertainment / *El entretenimiento y la diversión*

- Travel and Leisure / *Los viajes y el ocio*

- Lifestyles / *Los estilos de vida*

- Relationships / *Las relaciones personales*

- Social Customs and Values / *Las tradiciones y los valores sociales*

- Volunteerism / *El trabajo voluntario*

Overarching Essential Questions:

- How do societies and individuals define quality of life? / *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*

- How is contemporary life influenced by cultural products, practices, and perspectives? / *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*

- What are the challenges of contemporary life? / *¿Cuáles son los desafíos de la vida contemporánea?*

Theme: Personal and Public Identities / *Las identidades personales y públicas*
Recommended Contexts:

- Alienation and Assimilation / *La enajenación y la asimilación*

- Heroes and Historical Figures / *Los héroes y los personajes históricos*

- National and Ethnic Identities / *La identidad nacional y la identidad étnica*

- Personal Beliefs / *Las creencias personales*

- Personal Interests / *Los intereses personales*
- Self-Image / *La autoestima*

Overarching Essential Questions:

- How are aspects of identity expressed in various situations? / *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*

- How do language and culture influence identity? / *¿Cómo influyen la lengua y la cultura en la identidad de una persona?*

- How does one's identity develop over time? / *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

Theme: Families and Communities / *Las familias y las comunidades*
Recommended Contexts:

- Customs and Values / *Las tradiciones y los valores*
- Education Communities / *Las comunidades educativas*
- Family Structure / *La estructura de la familia*
- Global Citizenship / *La ciudadanía global*
- Human Geography / *La geografía humana*
- Social Networking / *Las redes sociales*

Overarching Essential Questions:

- What constitutes a family in different societies? / *¿Cómo se define la familia en distintas sociedades?*

- How do individuals contribute to the well-being of communities? / *¿Cómo contribuyen los individuos al bienestar de las comunidades?*

- How do the roles that families and communities assume differ in societies around the world? / *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

Theme: Beauty and Aesthetics / *La belleza y la estética*
Recommended Contexts:

- Architecture / *La arquitectura*
- Defining Beauty / *Definiciones de la belleza*
- Defining Creativity / *Definiciones de la creatividad*
- Fashion and Design / *La moda y el diseño*

- Language and Literature / *El lenguaje y la literatura*
- Visual and Performing Arts / *Las artes visuales y escénicas*

Overarching Essential Questions:

- How are perceptions of beauty and creativity established? / *¿Cómo se establecen las percepciones de la belleza y la creatividad?*

- How do ideals of beauty and aesthetics influence daily life? / *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*

- How do the arts both challenge and reflect cultural perspectives? / *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

Glossary of Key Terms

Achievement level descriptions: Descriptions of student performance at levels 1–5. AP teachers can use this information to develop better insight into individual student performance and adjust curriculum and instruction.

Communication strategies: Techniques used to clarify meaning or confirm comprehension, such as restatement, asking questions for clarification, circumlocution, and gestures.

Critical viewing/listening/reading: To analyze, react to, and explore audio, visual, audiovisual, print, or written resources in order to better understand meaning and purpose.

Features of target culture communities: Various products, practices, and perspectives of target culture(s), such as television and film, education, customs and traditions, and beliefs and values, including geographic, historical, artistic, social, or political influences.

Learning objectives: Clear, detailed, and finite articulation of what students will know and be able to do.

Perspectives: Values, attitudes, and assumptions that underlie both practices and products but that are less readily evident to the observer.

Practices: Patterns of social interactions within a culture.

Products: Both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions) items.

Reference tools: Items such as a dictionary, a guide to language structure, or a thesaurus.