

**AP SPANISH
LANGUAGE AND CULTURE**

UNIT 1

**Families in
Different
Societies**



~19-21
CLASS PERIODS

The icon consists of a white circle containing a blue square with the letters 'AP' in white. Below the square is a blue horizontal line with two short vertical bars extending downwards from its center, resembling a computer monitor or a stylized 'I'.

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

ESSENTIAL QUESTIONS

- What constitutes a family in Spanish-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 y 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.

Suggested Themes

Recommended Contexts

Families and Communities / *Las familias y las comunidades*

Customs and Values / *Las tradiciones y los valores*
Family Structure / *La estructura de la familia*
Social Networking / *Las redes sociales*

Personal and Public Identities / *Las identidades personales y públicas*

Personal Beliefs / *Las creencias personales*
Personal Interests / *Los intereses personales*
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 desafíos mundiales*

Economic Issues / *Los temas económicos*
Social Welfare / *El bienestar social*

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 one-minute 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.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, 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.

STIMULUS/TASK MODEL

Promotional Material

MODE: WRITTEN AND PRINT INTERPRETIVE COMMUNICATION

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



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
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.3: Retell or summarize information in narrative form.
3: <i>Interpret the content of written or audio text (words)</i>	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.B: Interpret the meaning of a text.	3.B.2: 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.

STIMULUS/TASK MODEL

Conversation and Chart

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

Skill Category	Skill	Learning Objective
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea. 1.A.2: Identify supporting/relevant details.
	1.B: Describe data.	1.B.2: Describe data from a table, chart, graph, map, or infographic.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
4: <i>Make meanings from words and expressions</i>	4.A: Determine the meaning of familiar and unfamiliar words.	4.A.1: Determine the meaning of a variety of vocabulary.
		4.A.2: 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
<p>4: <i>Make meanings from words and expressions</i></p>	<p>4.B: Use words appropriate for a given context.</p>	<p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p>
	<p>6: <i>Communicate interpersonally by writing to others</i></p>	<p>6.A: Understand and apply appropriate communication strategies in interpersonal writing.</p> <p>6.B: Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</p>

continued on next page

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



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.

STIMULUS/TASK MODEL

Cultural Presentation

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

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

continued on next page



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
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 2

Multiple-choice: ~20 questions

Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

The Influence of Language and Culture on Identity



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 identity? / *¿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.)



Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

 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
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers).</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea. 1.A.3: Retell or summarize information in narrative form.
3: <i>Interpret the content of written or audio texts (words).</i>	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.



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.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/relevant details. 1.A.3: Retell or summarize information in narrative form.
	1.B: Describe data.	1.B.1: Identify and describe patterns and trends in data.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose.
4: <i>Make meanings from words and expressions</i>	4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: 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: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea. 1.A.2: Identify supporting / relevant details.
	2: <i>Make interdisciplinary and cultural connections</i>	2.A: Make cultural connections. 2.A.1: Identify and/or describe content and connections among cultural topics. 2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena. 2.B: Make connections in and across disciplines. 2.B.3: 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.

Viewing

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

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.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

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

continued on next page



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 comunidad 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.

TEACHER TALK

- 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

Influences of Beauty and Art



Developing Understanding

ESSENTIAL QUESTIONS

- How do ideals of beauty 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?*

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 linguistic and cultural concepts. The primary focus will be on the theme 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.

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*

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 Spanish-speaking 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 Spanish-speaking 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.)



Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

 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: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	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.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.4: Identify organizing and / or rhetorical structures and/or strategies.
4: <i>Make meanings from words and expressions</i>	4.A: Determine the meaning of familiar and unfamiliar words.	4.A.2: Deduce the meaning of unfamiliar words or expressions.



SUGGESTED RESOURCES

Introduction

[El Universal: La importancia del arte en la educación Colombia](#)

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



Additional Advertisements

[Museo de Arte Popular Mexicano, Xcaret, México](#)

[ViajaraBarcelona.org](#)

[Museo al cielo abierto San Miguel](#)

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.

STIMULUS/TASK MODEL

Literary Text

MODE: PRINT INTERPRETIVE COMMUNICATION

Skill Category	Skill	Learning Objective
1: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea.
2: <i>Make interdisciplinary and cultural connections</i>	2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.
3: <i>Interpret the content of written or audio texts (words)</i>	3.A: Interpret the distinguishing features of a text.	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.



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
3: Interpret the content of written or audio text (words)	3.A: Interpret the distinguishing features of a text.	3.A.2: Identify the purpose. 3.A.4: Identify organizing and/or rhetorical structures and/or strategies.
	3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.



SUGGESTED RESOURCES

Universidad de Chile saludos de bienvenida Facultad de Artes

TEACHER TALK

- 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 *mechones* 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
2: <i>Make interdisciplinary and cultural connections</i>	2.B: Make connections in and across disciplines.	<p>2.B.2: Explain how data from a graph or table illustrate interdisciplinary topics or phenomena.</p> <p>2.B.4: Infer interdisciplinary information from a text.</p>



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”

TEACHER TALK

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



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

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

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.

TEACHER TALK

- 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 Spanish-speaking 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
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 4

Multiple-choice: ~15 questions

Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

How Science and Technology Affect Our Lives



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 económicos*
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.)



Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

 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.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

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



SUGGESTED RESOURCES

Public Transportation in Medellín, Colombia:

Article:

Innovations in Medellín'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 Rodríguez, "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
2: <i>Make interdisciplinary and cultural connections</i>	2.B: Make connections in and across disciplines.	2.B.1: Identify and/or describe content and connections among interdisciplinary topics.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.3: 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.

TEACHER TALK

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



SUGGESTED RESOURCES

A video gives advice about protecting your personal information online.

[c/net en español: como proteger tus datos en internet](#)

TEACHER TALK

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

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](https://www.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’ content.
- Make sure students cite the sources appropriately.

STIMULUS/TASK MODEL

Cultural Comparison

MODE: SPOKEN PRESENTATIONAL COMMUNICATION

Skill Category	Skill	Learning Objective
4: <i>Make meanings from words and expressions</i>	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: <i>Communicate through spoken presentations</i>	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.
	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.

continued on next page



SUGGESTED RESOURCES

Article

[Al Rojo Vivo: El taxi aún es muy preferido por los usuarios en Medellín](#)

Infographic

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

Video

[Cnnspanol.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.
[cnnspanol.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 tecnología 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 presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

TEACHER TALK

- 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
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 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 y 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 of life.
- explore how geography influences the quality of life.

Suggested Themes

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 writing.
- They apply skills and vocabulary gained from reading and deconstructing authentic sources while writing and speaking.
- They continue to build their repertoire of transitions and cohesive devices to enhance their presentational speaking.
- 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.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

 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
2: <i>Make interdisciplinary and cultural connections</i>	2.A: Make cultural connections.	2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
3: <i>Interpret the content of written or audio texts (words)</i>	3.A: Interpret the distinguishing features of a text.	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.2: 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.

TEACHER TALK

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

TEACHER TALK

- **“Tu índice” 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
3: Interpret the content of written or audio text (words)	3.A: Interpret the distinguishing features of a text.	3.A.3: 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.

STIMULUS/TASK MODEL

Instructions

MODE: AUDIO, VISUAL, AND AUDIOVISUAL
INTERPRETIVE COMMUNICATION

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



SUGGESTED RESOURCES

Video

Cómo mejorar tu calidad de vida

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.

TEACHER TALK

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



SUGGESTED RESOURCES

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

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

continued on next page

**SUGGESTED RESOURCES****Debate: Urban vs. Rural Vacation**

Vecindarios en Buenos Aires

Trip Advisor: [Vecindarios de Buenos Aires](#)

“Casas rurales” en España
[turismorural.com/](#)

TEACHER TALK

- 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

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

continued on next page

**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
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 6

Multiple-choice: ~20 questions

Free-response: 2 questions

- Argumentative Essay
- Cultural Comparison

Environmental, Political, and Societal Challenges



Developing Understanding

ESSENTIAL QUESTIONS

- How do environmental, political, and societal challenges positively and negatively impact communities? / *¿Cómo los desafíos medioambientales, políticos y sociales impactan, positiva—o negativamente—nuestras 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?*

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.

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 multiple-choice 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-pair-share 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.)

Unit Planning Notes

Use the space below to plan your approach to this unit. We suggest trying some of the ideas provided here along with using your own resources, task models, and activities.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

 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.

STIMULUS/TASK MODEL

Article and Chart

MODE: PRINT INTERPRETIVE COMMUNICATION

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

TEACHER TALK

- 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: <i>Comprehend written, audio, audiovisual, and visual text (text, pictures, and numbers)</i>	1.A: Describe the literal meaning of the text.	1.A.1: Identify the main idea. 1.A.3: Retell or summarize information in narrative form.
2: <i>Make interdisciplinary and cultural connections</i>	2.A: Make cultural connections.	2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	3.A.3: Identify and/or describe the point(s) of view, perspective(s), tone, or attitude.
	3.B: Interpret the meaning of a text.	3.B.2: Infer implied meanings through context.

continued on next page

**SUGGESTED RESOURCES****Two Paired Sources on Pollution**

VIDEO

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

nationalegeographic.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.

TEACHER TALK

- 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
1: <i>Comprehend written, audio, audiovisual, and visual text</i>	1.A: Describe the literal meaning of the text.	1.A.2: Identify supporting/relevant details.
2: <i>Make interdisciplinary and cultural connections</i>	2.A: Make cultural connections.	2.A.3: Explain how information from a text connects or relates to the target cultural topics or phenomena.
3: <i>Interpret the content of written or audio text (words)</i>	3.A: Interpret the distinguishing features of a text.	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.2: Infer implied meanings through context.



SUGGESTED RESOURCES

Video

Agricultura Familiar Campesina alimentando al mundo, enfriando el planeta
[youtube.com/watch?v=c48-1QLds0Y](https://www.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.

TEACHER TALK

- 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
4: <i>Make meanings from words and expressions</i>	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.
	8: <i>Communicate interpersonally by writing to others</i>	<p>8.A: Plan and research an issue or topic for presentational writing.</p> <p>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.</p> <p>8.B: Use appropriate writing strategies to communicate an idea for presentational writing.</p> <p>8.B.1: Produce written presentations in the appropriate register with an introduction, development of topic, and a conclusion. 8.B.2: Use communication strategies such as circumlocution and paraphrasing to maintain written presentations.</p> <p>8.C: Understand and apply appropriate and varied syntactical expressions in presentational writing.</p> <p>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.</p> <p>8.D: Express a perspective with details and examples to illustrate an opinion or idea in written presentations</p> <p>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.</p>

continued on next page



SUGGESTED RESOURCES

Argumentative Essay Prompt

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

ARTICLE

¿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?*

VIDEO

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

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

INFOGRAPHIC

Cómo sobrevivir el fin de los productos plásticos

Levante-emv.com

TEACHER TALK

- 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
4: <i>Make meanings from words and expressions</i>	4.B: Use words appropriate for a given context.	<p>4.B.1: Use a variety of vocabulary in written and spoken communication.</p> <p>4.B.2: Explain and use idiomatic and culturally authentic expressions.</p>
	7: <i>Communicate through spoken presentations</i>	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.		<p>7.B.1: Produce spoken presentations in the appropriate register with an introduction, development of topic, and conclusion.</p> <p>7.B.2: Use transitional expressions and cohesive devices to create paragraph-length discourse in spoken presentations.</p> <p>7.B.3: Use pronunciation in spoken presentations that is comprehensible to speakers of the target language.</p> <p>7.B.4: Use effective intonation patterns, pacing, and delivery in spoken presentations.</p> <p>7.B.5: Use communication strategies such as circumlocution and paraphrasing to maintain spoken presentations.</p>
7.C: Use appropriate language and vocabulary for the intended audience in presentational speaking.		<p>7.C.1: Use a variety of grammar and syntax in spoken presentations.</p> <p>7.C.2: Produce simple, compound, and complex sentences in a variety of time frames in spoken presentations.</p> <p>7.C.3: Monitor language production; recognize errors and attempt self-correction in spoken presentations.</p>
7.D: Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.		<p>7.D.1: Explain ideas and opinions with examples in spoken presentations.</p> <p>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.</p>

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.

TEACHER TALK

- 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.

