



**AP Spanish Language and Culture**  
**Year at a Glance (YAG)**  
**2021-2022**



First Semester		Second Semester	
<b>1<sup>st</sup> Nine Weeks – 40 days</b> (August 19 <sup>th</sup> – October 15 <sup>th</sup> ) (September 2 <sup>nd</sup> – Labor day – No School) (October 14 <sup>th</sup> – Staff Development)		<b>3<sup>rd</sup> Nine Weeks – 45 days</b> (January 6 <sup>th</sup> – March 17 <sup>th</sup> ) (January 20 <sup>th</sup> – MLK – No School) (March 9 <sup>th</sup> – 13 <sup>th</sup> – Spring Break)	
<b>AP Skills</b> <b>Interpret Text</b> <b>1.A.</b> <b>Interpret Data 1.B</b>  <b>Cultural and Interdisciplinary connections 2.A, 2B</b>     <b>Skill 5 Write to others</b>	<b>Thematic Unit 1 - Families in Different Societies</b> Students will interpret authentic print (text and data), audio and audiovisual texts and discuss orally the knowledge and insights gained into family structures, values and challenges facing families in the Spanish speaking world.  Students will develop the knowledge and skills to correspond in writing in formal situations (email response task model)  <b>Grammar study 1</b> - Word classes and the parts of speech; Sentence structure (Subject, object and reflexive pronouns)  <b>Literary reading: Short narrative</b> Read selections including short stories, fables and legends from the Spanish Speaking world. <a href="#">El perro de las dos tortas,</a> <a href="#">La leyenda de los volcanes,</a> <a href="#">La historia de la Virgen de Guadalupe</a>  <b>Unit 2 - The influence of Language and Culture on Identity</b> Students will interpret authentic print (text and data), audio and audiovisual texts to explore diverse cultural identities in the Spanish-speaking world as expressed in language, in art and through technology.	<b>AP Skills</b>  <b>Interpret text 1.A.1,2,3</b>  <b>Cultural and interdisciplinary connections 2A, 2B</b>  <b>Skill 8 Present in Writing 8.A, 8.B,</b>	Literary reading - Short story La noche boca arriba  <b>Thematic Unit 4 How Science and Technology Affect Our Lives</b> Students will identify Identify scientific and/or technological projects or advances in your Spanish speaking country OR identify some challenges in your country and identify some areas for scientific or technological solutions. Present to classmates.  AP Focus Argumentative Essay - Planning and organizing the essay; incorporating information from sources  <b>Grammar Study 4</b> - Present and past subjunctive  February - Valentines day and Poetry Month Literary reading - <a href="#">Poetry terms and works</a> Poetry - of Love and Friendship Quevedo - <i>Definiendo el amor</i> Bécquer - <i>Amor eterno</i> <i>Rima LIII</i> Martí -     Selecciones de <i>Versos Sencillos</i> sobre la amistad. <i>Cultivo una rosa blanca</i>
<b>2<sup>nd</sup> Nine Weeks – 43 days</b> (October 16 <sup>th</sup> – December 20 <sup>th</sup> ) (November 25 <sup>th</sup> – 29 <sup>th</sup> – Thanksgiving Break) (December 23 <sup>rd</sup> – January 3 <sup>rd</sup> – Holiday Break)		<b>4<sup>th</sup> Nine Weeks – 45 days</b> (March 18 <sup>th</sup> – May 21 <sup>st</sup> ) (April 10 <sup>th</sup> – Good Friday – No School) (April 24 <sup>th</sup> – Battle of Flowers – No School) (May 25 <sup>th</sup> – Memorial Day – No School)	



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<p><b><u>AP Skills</u></b></p> <p><b>Skill 8 Present in Writing</b>  <b>Skill 7 Present Orally</b></p> <p><b>Comprehend Text</b>  <b>1. A Literal meaning</b>  <b>2. A Relate to cultural phenomena</b></p> <p>presenta</p>	<p><b>Grammar Study 2</b>  Verb tense review - past, present, future</p> <p><b>Unit 3 - Influences of Beauty and Art</b>  Students explore how art and craft express and challenge cultural perspectives in the Spanish-speaking world.</p> <p>Short Story  <a href="#">Mi caballo mago</a>,  <a href="#">El hijo</a> (el cuento inicia en página 2)  <a href="#">Guia de lectura</a></p> <p><b>Grammar Study 3</b>  Gender and adjective agreement;  comparatives; subjunctive in noun clauses (present and past)</p>	<p><b><u>TEKS</u></b></p> <p>AP Skills  Present Orally  7.A; 7.B</p>	<p><b>Thematic Unit 5 Factors That Impact the Quality of Life</b>  Students explore what makes a community a great place to live; identify two communities in the country of choice and examine the quality of life there. Present to class.</p> <p><b>AP task - Cultural comparison</b></p> <p><b>Thematic Unit 6 Environmental, Political and Societal Challenges</b>  Explore environmental issues in different parts of the Spanish speaking world and how they are addressed.</p> <p><b>AP task - Conversation</b></p>
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Resources are listed in the linked [COURSE DESCRIPTION](#)

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks