



**AP Spanish Language and Culture**  
**Year at a Glance (YAG)**  
**2022-2023**



First Semester		Second Semester	
<p align="center"><b>1<sup>st</sup> Nine Weeks – 40 days</b>            (August 16<sup>th</sup> – October 13<sup>th</sup>)  <i>(September 6<sup>th</sup> – Labor day – No School)</i>  <i>(October 11<sup>th</sup> – Staff Development)</i></p>		<p align="center"><b>3<sup>rd</sup> Nine Weeks – 45 days</b>            (January 3<sup>rd</sup> – March 4<sup>th</sup>)  <i>(January 17<sup>th</sup> – MLK – No School)</i>  <i>(February 21st - Staff Development)</i>  <i>(January 26th - Early Release)</i>  <i>(March 7<sup>th</sup> – 11<sup>th</sup> – Spring Break)</i></p>	
<p><b>AP Skills</b>  <b>Interpret Text</b>  <b>1.A.</b>  <b>Interpret Data 1.B</b></p> <p><b>Cultural and Interdisciplinary connections</b>  <b>2.A, 2B</b></p> <p><b>Skill 5 Write to others</b></p>	<p><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.</p> <p>Students will develop the knowledge and skills to correspond in writing in formal situations (email response task model)</p> <p><b>Grammar study 1</b> - Word classes and the parts of speech; Sentence structure (Subject, object and reflexive pronouns)</p> <p><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></p> <p><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.</p>	<p><b>AP Skills</b>  <b>Interpret text</b>  <b>1.A.1,2,3</b></p> <p><b>Cultural and interdisciplinary connections</b>  <b>2A, 2B</b></p> <p><b>Skill 8 Present in Writing</b>  <b>8.A, 8.B,</b></p>	<p>Literary reading - Short story            La noche boca arriba</p> <p><b>Thematic Unit 4 How Science and Technology Affect Our Lives</b>            Students will 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.</p> <p>AP Focus            Argumentative Essay - Planning and organizing the essay; incorporating information from sources</p> <p><b>Grammar Study 4</b> - Present and past subjunctive</p> <p>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 - <i>Selecciones de Versos Sencillos</i> sobre la amistad.  <i>Cultivo una rosa blanca</i></p>



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<p align="center"><b>2<sup>nd</sup> Nine Weeks – 43 days</b> (October 14<sup>th</sup> – December 17<sup>th</sup>) <i>(November 22<sup>nd</sup> – 26<sup>th</sup> – Thanksgiving Break)</i> <i>(December 20<sup>th</sup> – December 31<sup>st</sup> – Holiday Break)</i></p>		<p align="center"><b>4<sup>th</sup> Nine Weeks – 45 days</b> (March 14<sup>th</sup> – May 25<sup>th</sup>) <i>(April 8<sup>th</sup> – Battle of Flowers – No School)</i> <i>(April 15<sup>th</sup> – Good Friday – No School)</i> <i>(May 25<sup>th</sup> – Last Day of School - Early release)</i></p>	
<p><b>AP Skills</b></p> <p><b>Skill 8 Present in Writing</b> <b>Skill 7 Present Orally</b></p> <p><b>Comprehend Text</b> 1. A Literal meaning 2. A Relate to cultural phenomena</p>	<p><b>Grammar Study 2</b> Verb tense review - past, present, future <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>TEKS</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. <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. <b>AP task - Conversation</b></p>