CollegeBoard

AP® SPANISH LANGUAGE AND CULTURE

Curriculum Framework

2013–2014

The College Board

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

The AP Spanish Language and Culture Curriculum Framework is designed to provide educators with a first look at essential information needed to understand the design and intent of the revised AP Spanish Language and Culture course in advance of its implementation in schools in the 2013-14 academic year. Please be advised that the information contained in this document is subject to change. The final course and exam information will be available in the *AP Spanish Language and Culture Course and Exam Description*, which will be published in early 2013.

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Introduction

In today's global community, competence in more than one language is an essential part of communication and cultural understanding. Study of another language not only provides individuals with the ability to express thoughts and ideas for their own purposes but also provides them with access to perspectives and knowledge that are only available through the language and culture. Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages and literatures endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning in the 21st Century* are foundational to the AP® Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K-12 Learners*.

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures should be addressed inasmuch as they serve the communicative task and not as an end goal unto themselves. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and not to overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, the course is taught in the target language.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

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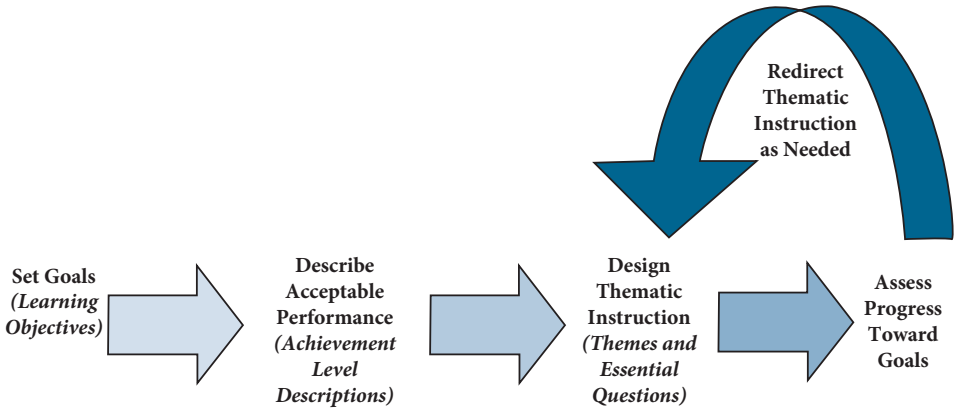
Structure of the Curriculum Framework

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

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

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



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Learning Objectives and Achievement Level Descriptions

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

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

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

Overarching Premise

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

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Interpersonal Communication

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

Learning Objectives for Spoken Interpersonal Communication

Primary Objective: The student engages in spoken interpersonal communications.

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Spoken Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close conversations on familiar topics in a culturally appropriate manner most of the time. They understand and usually use culturally appropriate expressions and gestures.
(b) **Strategies.** Students at this level use a variety of communication strategies as necessary to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They often use questions to maintain the conversation and use context to deduce meaning of unfamiliar words. They often recognize errors and self-correct.
(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility.
(e) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest.
(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners; their pronunciation is consistent, with few errors that do not impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Interaction.** Students at Achievement Level 4 initiate, maintain, and close conversations on familiar topics. They usually interact in a culturally appropriate manner and may understand and use culturally appropriate expressions and gestures.
(b) **Strategies.** These students use some communication strategies to maintain communication (e.g., circumlocution, paraphrasing, restatement, asking for clarification or information). They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.

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(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
(d) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy. They narrate and describe in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future.
(e) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(f) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close conversations on familiar topics and sometimes interact in a culturally appropriate manner.
(b) **Strategies.** These students occasionally use communication strategies, such as circumlocution and paraphrasing. Students at this level of achievement often seek clarification of meaning by asking for repetition. They use context to deduce meaning of unfamiliar words. Students may recognize errors; attempts at correction are only occasionally successful.
(c) **Opinions.** These students state opinions on topics of personal interest, and they understand and respond to questions and statements on familiar topics.
(d) **Language structures.** Their narrations and descriptions are characterized by strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.
(e) **Vocabulary.** They understand and use vocabulary from familiar thematic word groups, including occasionally some culturally appropriate and idiomatic expressions.
(f) **Register.** Choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.

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(g) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
(h) **Cultures, connections, and comparisons.** They identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 initiate and close conversations on topics of personal interest and maintain them by making basic statements. Comprehension of messages on familiar topics is limited, and they have little ability to interact in a culturally appropriate manner. Their communication often requires intervention from others to attain comprehensibility.
(b) **Strategies.** They may seek clarification by asking for basic information or repetition. They seldom recognize errors, and attempts at self-correction usually fail.
(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
(d) **Language structures.** These students produce simple sentences with some accuracy in the present time.
(e) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

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

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Learning Objectives for Written Interpersonal Communication

Primary Objective: The student engages in written interpersonal communications.

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student writes informal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in written interactions.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written Interpersonal Communication

Achievement Level 5

(a) **Interaction.** Students at Achievement Level 5 initiate, maintain, and close written exchanges in formal and informal communications with good control of culturally appropriate conventions. They understand and respond to questions on familiar topics with some elaboration and detail.
(b) **Strategies.** These students use a variety of communication strategies as necessary in order to maintain communication (e.g., circumlocution, paraphrasing, requesting clarification or information). They use context to deduce meaning of unfamiliar words and often recognize errors and self-correct.
(c) **Opinions.** They state opinions and demonstrate some ability to support opinions on topics of personal interest.
(d) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences on familiar topics, and they narrate and describe in all time frames, with a few errors that do not impede comprehensibility. They use transitional phrases and cohesive devices.
(e) **Writing conventions.** Their writing is marked by consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards).
(f) **Vocabulary.** They understand and use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They understand and use some culturally appropriate vocabulary and idiomatic expressions.
(g) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(h) **Cultures, connections, and comparisons.** These students identify the relationships among products, practices, and perspectives in the target culture(s) and compare them with their own culture. They compare and contrast a variety of geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

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

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(b) **Strategies.** These students use communication strategies (e.g., circumlocution, paraphrasing, asking for clarification or information) to maintain communication. They use context to deduce meaning of unfamiliar words. They recognize some errors and self-correct.
(c) **Opinions.** They provide opinions on familiar topics with limited ability to provide support.
(d) **Language structures.** They are usually accurate when writing about familiar topics using a variety of simple, compound, and a few complex sentences in all time frames, demonstrating the most accuracy in present time and some accuracy in the past and future. They use some transitional phrases and cohesive devices.
(e) **Writing conventions.** Their writing is generally consistent in the use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards).
(f) **Vocabulary.** These students understand and use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(g) **Register.** Their choice of register is usually appropriate for the situation, yet some shifts between formal and informal registers occur.
(h) **Cultures, connections, and comparisons.** These students describe in some detail products or practices of the target culture(s) and may identify perspectives of the target culture(s) with some inaccuracies. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Interaction.** Students at Achievement Level 3 initiate, maintain, and close written exchanges on familiar topics. They understand and respond to questions and statements on familiar topics.
(b) **Strategies.** These students occasionally use communication strategies (e.g., circumlocution, restatement, requesting clarification or information) when interacting on familiar topics, and they occasionally use context to deduce meaning of unfamiliar words. They often seek clarification of meaning by asking for repetition. They may recognize errors; attempts at self-editing are occasionally successful.
(c) **Opinions.** They state opinions on topics of personal interest.
(d) **Language structures.** They produce strings of simple sentences and a few compound sentences, with the most accuracy in the present time and some accuracy in other time frames.

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(e) **Writing conventions.** Their writing shows inconsistent use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards) that sometimes interferes with meaning.
(f) **Vocabulary.** These students understand and use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(g) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(h) **Cultures, connections, and comparisons.** These students identify some cultural products or practices of the target culture(s) and may identify a few common perspectives. They identify some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Interaction.** Students at Achievement Level 2 respond to questions and statements on topics of personal interest in written exchanges.
(b) **Strategies.** These students may seek clarification by asking for basic information. They seldom recognize errors, and attempts at self-editing usually fail.
(c) **Opinions.** When stating opinions, they are limited to expressing likes and dislikes.
(d) **Language structures.** They produce simple sentences with some accuracy in the present time. There is inconsistent control of basic structures.
(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents) as appropriate for the medium of communication (e.g., online chat, e-mail, letters, blogs, bulletin boards).
(f) **Vocabulary.** They understand and use a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(g) **Register.** These students communicate mainly using the familiar register.
(h) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

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

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Interpretive Communication

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

Learning Objectives for Audio, Visual, and Audiovisual Interpretive Communication

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

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates comprehension of content from authentic audiovisual resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- The student demonstrates critical viewing or listening of audio, visual, and audiovisual resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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

Achievement Level 5

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 5 identify main ideas, some significant details, and the intended audience on a range of topics. These students use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
(b) **Critical viewing and listening.** These students identify significant distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of familiar interdisciplinary topics presented in the resource material. They compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 4 identify most main ideas and some significant details on familiar topics. These students use context to deduce the meaning of unfamiliar words and make some inferences.
(b) **Critical viewing and listening.** They identify some distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** These students comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of familiar interdisciplinary topics presented in the resource material. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 3

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 3 identify some main ideas and details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?) and can sometimes use context to deduce meaning of unfamiliar words and make limited inferences.
(b) **Critical viewing and listening.** They identify a few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students are able to identify the cultural products and practices and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When listening to or viewing a variety of authentic audio, visual, and audiovisual resources, students at Achievement Level 2 identify a few main ideas or details and are sometimes unable to respond to basic information questions.
(b) **Critical viewing and listening.** These students identify few distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of the basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

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

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Learning Objectives for Written and Print Interpretive Communication

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

- The student demonstrates comprehension of content from authentic written and print resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
- The student demonstrates critical reading of written and print resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written and Print Interpretive Communication

Achievement Level 5

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 5 identify main ideas and supporting details on a range of topics. They use context to deduce the meaning of unfamiliar words and usually infer implied meanings.
(b) **Critical reading.** They demonstrate critical reading skills and usually differentiate facts from opinions. These students identify the intended audience, source, and purpose and describe the basic context of the resource material.
(c) **Vocabulary.** These students comprehend a variety of vocabulary, including culturally appropriate vocabulary and some idiomatic expressions related to topics of personal interest and limited unfamiliar topics.
(d) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 4 identify most main ideas and some supporting details on familiar topics. They use various reading strategies to aid in the literal comprehension of the text. These students make some inferences and use context to deduce the meaning of unfamiliar words.
(b) **Critical reading.** These students identify the intended audience, source, and purpose of the resource.
(c) **Vocabulary.** They comprehend most vocabulary, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(d) **Cultures, connections, and comparisons.** These students identify the products, practices, and some perspectives of the target culture(s) and demonstrate understanding of some content of the interdisciplinary topics presented in the resources. They compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 3

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 3 identify some main ideas and supporting details on familiar topics. They respond accurately to basic information questions (e.g., Who? What? When? Where?), make limited inferences, and use contextual clues to assist in the literal comprehension. They can sometimes use context to deduce meaning of unfamiliar words.
(b) **Critical reading.** These students identify the source and purpose of the resource.
(c) **Vocabulary.** They comprehend a variety of vocabulary on topics of personal interest.
(d) **Cultures, connections, and comparisons.** They are able to identify the products and practices of the target culture(s) and demonstrate understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 2

(a) **Comprehension of content.** When reading a variety of authentic written and print resources, students at Achievement Level 2 identify some main ideas and details, but they are sometimes unable to respond to basic information questions. They occasionally use contextual clues for basic comprehension.
(b) **Critical reading.** They identify the source of the resource.
(c) **Vocabulary.** They understand a limited range of vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(d) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices of the target culture(s) and demonstrate limited understanding of basic content of familiar interdisciplinary topics presented in the resource material. They are able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

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

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Presentational Communication

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

Learning Objectives for Spoken Presentational Communication

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

- The student produces a variety of creative oral presentations (e.g., original story, personal narrative, speech, performance).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Spoken Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They develop ideas by showing evidence of synthesis and interpretation of background information.
(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate content of presentation; self-correction is mostly successful.
(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation patterns, pacing, and delivery are comprehensible to an audience unaccustomed to interacting with language learners.
(f) **Register.** Their choice of register is usually appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. Their work shows some evidence of ideas that are developed and supported with examples.
(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-correction is often successful.
(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

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(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(e) **Pronunciation.** Their pronunciation, intonation, pacing, and delivery are mostly comprehensible to an audience accustomed to interacting with language learners; errors do not impede comprehensibility.
(f) **Register.** Their choice of register is usually appropriate for the audience, yet some shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** These students describe, in some detail, products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They show evidence of some development of ideas and basic structural organization (introduction, argument, and conclusion).
(b) **Strategies.** These students employ limited communication strategies, such as repetition and emphasis; self-correction is occasionally successful.
(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation are comprehensible to an audience accustomed to interacting with language learners, yet errors occasionally impede comprehensibility.
(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting spoken presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. There is little evidence of development of ideas, and structural organization may be lacking.
(b) **Strategies.** They seldom recognize errors, and attempts at self-correction usually fail.
(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(e) **Pronunciation.** Their pronunciation and intonation are mostly comprehensible to an audience accustomed to interacting with language learners; errors impede comprehensibility.
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

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

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Learning Objectives for Written Presentational Communication

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

- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student produces persuasive essays.
- The student produces expository writing, including researched reports.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-edits written work for content, organization, and grammar.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

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Achievement Level Descriptions for Written Presentational Communication

Achievement Level 5

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 5 use paragraph-length discourse with mostly appropriate use of cohesive devices to report, explain, and narrate on a range of familiar topics. They integrate content from multiple sources to support their presentation.
(b) **Strategies.** These students employ a variety of strategies to clarify and elaborate the content of the presentation; self-correction is mostly successful.
(c) **Language structures.** These students use a variety of simple and compound sentences and some complex sentences in major time frames. Errors do not impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary on a variety of familiar topics, including some beyond those of personal interest. They use some culturally appropriate vocabulary and idiomatic expressions.
(e) **Writing conventions.** They demonstrate consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents). Errors do not impede comprehensibility.
(f) **Register.** Their choice of register is appropriate for the audience, and its use is consistent despite occasional errors.
(g) **Cultures, connections, and comparisons.** These students identify the relationship among products, practices, and perspectives in the target culture(s) and demonstrate understanding of most of the content of the interdisciplinary topics presented in the resource material. They also compare and contrast geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 4

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 4 use mostly paragraph-length discourse with appropriate use of some cohesive devices to explain, express opinions, describe, and narrate on familiar topics. They summarize multiple sources with limited integration of content to support their presentation.
(b) **Strategies.** These students employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is often successful.
(c) **Language structures.** They use simple and compound sentences and a few complex sentences with some accuracy; errors do not impede comprehensibility.

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(d) **Vocabulary.** They use vocabulary on a variety of familiar topics, including some culturally appropriate and idiomatic expressions related to topics of personal interest.
(e) **Writing conventions.** They demonstrate generally consistent use of standard conventions of the written language (e.g., capitalization, orthography, accents); errors do not impede comprehensibility.
(f) **Register.** Errors in choice of register are infrequent, yet shifts between formal and informal registers may occur.
(g) **Cultures, connections, and comparisons.** They describe in some detail products or practices of the target culture(s), yet they may identify perspectives of the target culture(s) with some inaccuracies. They may compare and contrast some geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 3

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 3 use strings of sentences and a few basic cohesive devices to express personal opinions, describe, and narrate on familiar topics. They summarize content from sources to support their presentation.
(b) **Strategies.** These students may employ some communication strategies appropriately, such as paraphrasing and clarification; self-editing is occasionally successful.
(c) **Language structures.** They produce simple and compound sentences with the most accuracy in the present time and some accuracy in other time frames. Errors may impede comprehensibility.
(d) **Vocabulary.** These students use vocabulary from familiar thematic word groups and occasionally incorporate some culturally appropriate and idiomatic expressions.
(e) **Writing conventions.** Their use of standard conventions of the written language (e.g., capitalization, orthography, accents) is inconsistent, which may cause confusion for the reader.
(f) **Register.** Their choice of register may be inappropriate for the intended audience, and shifts between formal and informal registers occur.
(g) **Cultures, connections, and comparisons.** They identify some cultural products and practices of the target culture(s) and may identify a few common perspectives. They are also able to identify a few geographic, historical, artistic, social, or political features of target culture communities.

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Achievement Level 2

(a) **Discourse and development.** When planning, producing, and presenting written presentational communications, students at Achievement Level 2 use strings of sentences to express personal opinions, describe, and narrate on topics of personal interest. They summarize sources without supporting the presentation.
(b) **Strategies.** These students employ limited presentational strategies to clarify meaning; efforts at self-editing usually fail.
(c) **Language structures.** They produce simple sentences with some accuracy in the present time. Their control of basic structures is inconsistent; errors impede comprehensibility.
(d) **Vocabulary.** Students at this level use vocabulary from familiar thematic word groups, including memorized phrases and a few idiomatic expressions.
(e) **Writing conventions.** Their writing shows little use of standard conventions of the written language (e.g., capitalization, orthography, accents).
(f) **Register.** These students communicate mainly using the familiar register.
(g) **Cultures, connections, and comparisons.** These students identify a few common cultural products or practices and a few geographic, historical, artistic, social, or political features of target culture communities.

Achievement Level 1

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

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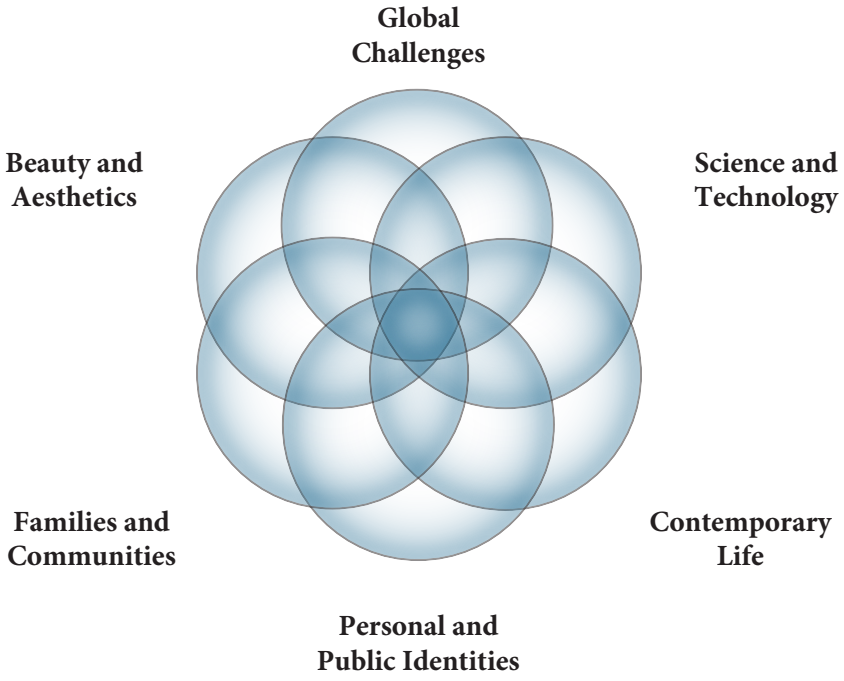
Course Themes

Designing the AP Spanish Language and Culture course around themes creates an interesting, meaningful context in which to explore a variety of language concepts. Themes help teachers integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts. A theme may be used to plan a brief unit of study, a comprehensive unit spanning a greater period of time, or to connect with courses in other disciplines.

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



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Recommended Contexts and Essential Questions

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

One way to design instruction with the themes is to identify *overarching essential questions* to motivate learners and to guide classroom investigations, learning activities, and performance assessments. Essential questions are designed to spark curiosity and engage students in real-life, problem-solving tasks. They allow students to investigate and express different views on real world issues, make connections to other disciplines, and compare aspects of the target culture(s) to their own. Essential questions also lend themselves well to interdisciplinary inquiry, asking students to apply skills and perspectives across content areas while working with content from language, literature, and cultures of the Spanish-speaking world.

Integrating Themes, Recommended Contexts, and Essential Questions

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

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

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

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

Themes, Recommended Contexts, and Overarching Essential Questions

Theme: Global Challenges / *Los desafíos mundiales*

Recommended Contexts:

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medio ambiente*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Social Conscience / *La conciencia social*

Overarching Essential Questions:

- What environmental, political, and social issues pose challenges to societies throughout the world? / *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- What are the origins of those issues? / *¿Cuáles son los orígenes de esos desafíos?*
- What are possible solutions to those challenges? / *¿Cuáles son algunas posibles soluciones a esos desafíos?*

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

Recommended Contexts:

- Access to Technology / *El acceso a la tecnología*
- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Innovations / *Las innovaciones tecnológicas*
- Natural Phenomena / *Los fenómenos naturales*
- Science and Ethics / *La ciencia y la ética*

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Overarching Essential Questions:

- How do developments in science and technology affect our lives? / *¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?*
- What factors have driven innovation and discovery in the fields of science and technology? / *¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?*
- What role does ethics play in scientific advancement? / *¿Qué papel cumple la ética en los avances científicos?*

Theme: Contemporary Life / *La vida contemporánea*

Recommended Contexts:

- Education and Careers / *La educación y las carreras profesionales*
- Entertainment / *El entretenimiento y la diversión*
- Travel and Leisure / *Los viajes y el ocio*
- Lifestyles / *Los estilos de vida*
- Relationships / *Las relaciones personales*
- Social Customs and Values / *Las tradiciones y los valores sociales*
- Volunteerism / *El trabajo voluntario*

Overarching Essential Questions:

- How do societies and individuals define quality of life? / *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- How is contemporary life influenced by cultural products, practices, and perspectives? / *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- What are the challenges of contemporary life? / *¿Cuáles son los desafíos de la vida contemporánea?*

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

Recommended Contexts:

- Alienation and Assimilation / *La enajenación y la asimilación*
- Heroes and Historical Figures / *Los héroes y los personajes históricos*
- National and Ethnic Identities / *La identidad nacional y la identidad étnica*
- Personal Beliefs / *Las creencias personales*

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

Overarching Essential Questions:

- How are aspects of identity expressed in various situations? / *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- How do language and culture influence identity? / *¿Cómo influyen la lengua y la cultura en la identidad de una persona?*
- How does one's identity develop over time? / *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*

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

Recommended Contexts:

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

Overarching Essential Questions:

- What constitutes a family in different societies? / *¿Cómo se define la familia en distintas sociedades?*
- How do individuals contribute to the well-being of communities? / *¿Cómo contribuyen los individuos al bienestar de las comunidades?*
- How do the roles that families and communities assume differ in societies around the world? / *¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?*

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

Recommended Contexts:

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

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

Overarching Essential Questions:

- How are perceptions of beauty and creativity established? / *¿Cómo se establecen las percepciones de la belleza y la creatividad?*
- How do ideals of beauty and aesthetics influence daily life? / *¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?*
- How do the arts both challenge and reflect cultural perspectives? / *¿Cómo las artes desafían y reflejan las perspectivas culturales?*

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Glossary of Key Terms

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

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

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

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

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

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

Practices: Patterns of social interactions within a culture.

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

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

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Exam Information

The AP Spanish Language and Culture Exam assesses students' proficiencies in the Interpersonal, Interpretive, and Presentational modes of communication. The exam is 3 hours long and includes both a 95-minute multiple-choice section and an 85-minute free-response section. The multiple-choice section accounts for half of the student's exam grade, and the free-response section accounts for the other half.

Section I, the multiple-choice section, primarily assesses Interpretive Communication by asking students to identify main points, significant details, purpose, and intended audience of a variety of texts and to make inferences and predictions based on them. Some questions require students to show understanding of cultural or interdisciplinary information contained in the text. Each selection is accompanied by a preview that provides contextual information.

Section I, Part A, consists of a variety of authentic print materials (e.g., journalistic and literary texts, announcements, advertisements, letters, maps, and tables). Section I, Part B, consists of a variety of authentic audio materials, including interviews, podcasts, public service announcements, conversations, and brief presentations. This section is divided into two subsections. The first subsection includes audio texts that are paired with print materials; the second consists solely of audio texts. Students will have time to read the preview and skim the questions before listening to the audio. All audio texts will be played twice.

Section II, the free-response section, assesses Interpersonal and Presentational Communication by requiring students to produce written and spoken responses.

In the writing portion, students demonstrate their ability to write in the Interpersonal mode by reading and replying to an e-mail message. Then using the Presentational mode, they write a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic, and listen twice to a related audio. Then they have 40 minutes to write an essay in response to a prompt using the information from all three sources to present and defend their own viewpoint. Students have access to the print sources and any notes they may take on the audio during the entire 40-minute writing period.

The speaking portion assesses speaking in the Interpersonal mode by asking students to respond to questions as part of a simulated conversation. Students are provided a preview of the conversation, including an outline of each exchange. This portion also assesses speaking in the Presentational mode by requiring students to make a 2-minute presentation in response to a prompt on a cultural topic. In their

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presentation, students compare cultural features of their own community to those found in an area of the Spanish-speaking world with which they are familiar. Students are encouraged to cite examples from materials they've read, viewed, and listened to, as well as from personal experiences and observations.

You will hear the audio upon clicking on the audio icon ( ).

The sample exam questions in this curriculum framework include an Answer Key and an indication of the learning objective(s) targeted by each question.

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				**Approx. 95 minutes**
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				**Approx. 85 minutes**
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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Introduction to the Sample Questions

The ties between the curriculum framework and the Spanish Language and Culture Exam are highlighted in this section via a selection of multiple-choice questions representing the four task models highlighted in this document, accompanied by a full set of free-response questions.

The four multiple-choice task models selected represent the following primary learning objectives: Audio, Visual, and Audiovisual Interpretive Communication and Written and Print Interpretive Communication. These task models were chosen for a variety of reasons:

- They highlight the use of authentic materials throughout the new exam, including questions that require students to apply their knowledge in the Interpersonal and Presentational Modes within the multiple-choice section of the exam;
- They illustrate the assessment of the synthesis of materials of a similar nature (print materials) or a different nature (audio and print materials);
- They illustrate the assessment of cultural knowledge and content across disciplines.

The full set of free-response questions included in this publication is representative of how the learning objectives for Interpersonal and Presentational Communication are assessed on the new exam, and it corresponds to the aforementioned Section II description.

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Sample Multiple-Choice Questions with Targeted Learning Objectives

Interpretive Communication: Print Texts

You will read one or more selections. Each selection is accompanied by a number of questions. For each question, choose the response that is best according to the selection and mark your answer on your answer sheet.	Vas a leer uno o varios textos. Cada texto va acompañado de varias preguntas. Para cada pregunta, elige la mejor respuesta según el texto e indícala en la hoja de respuestas.

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Tema curricular: Los desafíos mundiales

Fuente número 1

Introducción

Este texto trata del envejecimiento de la población europea. El artículo original fue publicado el 25 de febrero de 2008 en Inglaterra por el periodista Inder Bugarin.

A Europa le salen canas

Línea

Es una realidad innegable: Europa envejece y sigue sin encontrar la solución al problema de su creciente déficit demográfico.

De acuerdo con la Comisión Europea, las previsiones demográficas para Europa son alarmantes.

Entre hoy y el horizonte de 2050, la edad promedio de los europeos pasará de 39 a 49 años.

Para 2030, el número de personas de entre 55 y 64 años aumentará en 14 millones, mientras que los europeos mayores de 80 años pasarán de 19 millones a 34 millones.

De manera paralela, la población en edad de trabajar —de 15 a 64 años— disminuirá en 20 millones entre el 2005 y el 2030.

Tasa de natalidad baja

"Las principales causas del negativo saldo demográfico, son la baja tasa de natalidad y el aumento de la esperanza de vida como consecuencia de los progresos de la ciencia y del nivel de vida", le explicó a BBC Mundo la eurodiputada socialista Edite Estrela, vicepresidente de la Comisión de Derechos de la Mujer e Igualdad de Género del europarlamento.

Las europeas tienen una media de 1,5 hijos cada una, una cifra que se sitúa por debajo del umbral necesario para el reemplazo generacional que es de 2,1 por mujer.

Por otro lado, la esperanza de vida va en aumento. En 2004 la media para los hombres era de 75,6 años y para las mujeres 81,7, y se espera que para 2050 aumente a 81,6 y 86,7 respectivamente.

"El papel de la mujer en la sociedad ha cambiado. Ahora deben ser profesionales y madres de familia, pero lamentablemente no existen las condiciones sociales para desempeñar ambas funciones", sostiene Estrela, líder de los portugueses socialistas en el Parlamento Europeo.

"Igualmente frena la natalidad la inseguridad económica y la falta de ayudas a la conciliación de vida profesional y familiar", agregó.

Consecuencias

El experto asegura que el envejecimiento de la población supone un mayor gasto en el sistema sanitario y originará problemas para la financiación de la seguridad social.

Además, pone en riesgo el sistema de pensiones, considerando que el número de personas en edad de trabajar por cada pensionista pasará de 4 por 1 en la actualidad, a dos por cada jubilado en 2050.

Los cambios en la estructura demográfica igualmente afectan el dinamismo económico y podría incluso disminuir el potencial de crecimiento.

Informes del Parlamento Europeo estiman que el envejecimiento poblacional podría disminuir el crecimiento del Producto Interno Bruto de la UE en 1,2% entre 2030 y 2050.

Remedios

Katharina Von Schnurbein, portavoz del Comisario Europeo de Empleo y Asuntos Sociales, explica que son varias las áreas en las que se están buscando el remedio.

Una de ellas es a través de la promoción de incentivos fiscales y laborales, y la mejora de los servicios para la atención de la infancia.

Otra opción sería atrasar la edad de jubilación y ofrecer sistemas de aprendizaje que permitan a los adultos actualizarse, incluso ofreciendo la oportunidad de una segunda educación.

Dado que la esperanza de vida aumenta, Bruselas considera necesaria una reforma del sistema de pensiones alargando los años de contribución fiscal.

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Introducción

Este texto trata de la tasa de natalidad en España. La tabla fue publicada en marzo de 2011 por IndexMundi.com.

Tasa de natalidad en España durante la última década

Año	Tasa de natalidad	Cambio Porcentual
2003	10,08	
2004	10,1	0,20%
2005	10,1	0,00%
2006	10,06	-0,40%
2007	9,98	-0,80%
2008	9,87	-1,10%
2009	9,72	-1,52%
2010	10,91	12,24%
2011	10,66	-2,29%

La tasa de natalidad da el número promedio anual de nacimientos durante un año por cada 1000 habitantes, también conocida como tasa bruta de natalidad. La tasa de natalidad suele ser el factor decisivo para determinar la tasa de crecimiento de la población. Depende tanto del nivel de fertilidad y de la estructura por edades de la población.

1. ¿Cuál es el propósito del artículo?

   (A) Analizar distintas soluciones para enfrentar el problema demográfico

   (B) Resumir la opinión de varios expertos sobre el crecimiento demográfico mundial

   (C) Presentar la actual situación demográfica de Europa

   (D) Criticar el trabajo publicado por un científico europeo

Targeted Learning Objectives:
- The student understands the purpose of a message and point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

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2. ¿Qué técnica usa el autor del artículo para comunicarse?

(A) Incluye opiniones divergentes de varios expertos.

(B) Cita varias anécdotas de su propia situación.

(C) Subraya su opinión con refranes populares.

(D) Apoya la presentación del tema con datos.

Targeted Learning Objective:
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

3. ¿Cuál de las siguientes afirmaciones resume mejor el artículo?

(A) La edad promedio de los europeos aumentará en los próximos años.

(B) Hay muchos nacimientos en el mundo debido al nuevo papel de la mujer.

(C) El promedio de nacimientos en el mundo continúa disminuyendo.

(D) En unos años el número de jóvenes sobrepasará al de los ancianos.

Targeted Learning Objective:
- The student demonstrates comprehension of content from written and print resources.

4. ¿Qué indica la cifra de "2,1" (línea 15) hijos por mujer en el artículo?

(A) El número de niños que nacen cada año por familia europea

(B) El crecimiento en la tasa de fertilidad a nivel mundial

(C) El promedio necesario para mantener la población europea estable

(D) El promedio límite impuesto por el Gobierno debido a la inseguridad económica

Targeted Learning Objective:
- The student demonstrates knowledge and understanding of content across disciplines.

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5. ¿Qué afirma el artículo con relación a la edad media para el 2050?

(A) La edad media para la mujer superará los 90 años.

(B) La edad media del hombre permanecerá estable hasta entonces.

(C) La edad media de hombres y mujeres se incrementará.

(D) La edad media de hombres y mujeres será de 75,6 y 81,7 respectivamente.

Targeted Learning Objective:
- The student demonstrates comprehension of content from written and print resources.

6. Según el artículo, ¿cuál es uno de los factores que contribuyen a los cambios recientes de la natalidad europea?

(A) El nuevo rol económico de las mujeres

(B) La reforma del sistema parlamentario

(C) La promoción de incentivos fiscales

(D) El aumento de los servicios sociales

Targeted Learning Objective:
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.

7. ¿A qué se refiere la frase "la falta de ayudas a la conciliación de vida profesional y familiar" (líneas 21–22) ?

(A) Al incremento de la atención en la familia

(B) A la dificultad de equilibrar el trabajo con la maternidad

(C) Al cambio frecuente de profesiones

(D) A la ausencia de oportunidades de trabajo para las mujeres

Targeted Learning Objective:
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

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8. Según el artículo, ¿por qué quieren cambiar la edad de la jubilación?

(A) Para que los jóvenes tengan la oportunidad de continuar estudiando

(B) Para que la gente pueda gastar más dinero en la economía

(C) Para poder recaudar más dinero para el seguro social

(D) Para poder pagar más dinero a los jubilados

Targeted Learning Objective:
- The student understands the purpose of a message and point of view of its author.

9. ¿Qué tipo de información presenta la tabla?

(A) El promedio de los embarazos en España en la última década

(B) Los cambios en la tasa de natalidad española con respecto a la europea

(C) Los aumentos anuales constantes de la población

(D) La variación en la tasa de natalidad a través de los años

Targeted Learning Objective:
- The student demonstrates comprehension of content from authentic visual resources.

10. Según la tabla, ¿qué pasó en España en el año 2010 ?

(A) La población aumentó un 12,24%.

(B) El 10,91% de las familias tuvo hijos.

(C) La tasa de natalidad tuvo un cambio positivo.

(D) La población se mantuvo relativamente estable.

Targeted Learning Objective:
- The student demonstrates comprehension of content from authentic visual resources.

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11. Al escribir un informe sobre el mismo tema del artículo y la tabla, quisieras buscar información en una fuente adicional. ¿Cuál de las siguientes publicaciones sería más apropiada?

(A) *Ecología y desarrollo humano sostenible*

(B) *El futuro de la población mundial*

(C) *Propuestas para el rediseño del sistema de salud: cuatro temas básicos*

(D) *Manual de beneficios del seguro social*

Targeted Learning Objectives:
- The student demonstrates comprehension of content from written and print resources.
- The student uses reference tools, acknowledges sources, and cites them appropriately.

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Interpretive Communication: Print and Audio Texts (combined)

You will listen to one or more audio selections. Some audio selections may be accompanied by reading selections. When there is a reading selection, you will have a designated amount of time to read it. For each audio selection, first you will have a designated amount of time to read a preview of the selection as well as to skim the questions that you will be asked. Each selection will be played twice. As you listen to each selection, you may take notes. Your notes will not be scored. After listening to each selection the first time, you will have 1 minute to begin answering the questions; after listening to each selection the second time, you will have 15 seconds per question to finish answering the questions. For each question, choose the response that is best according to the audio and/or reading selection and mark your answer on your answer sheet.	Vas a escuchar una o varias grabaciones. Algunas grabaciones van acompañadas de lecturas. Cuando haya una lectura, vas a tener un tiempo determinado para leerla. Para cada grabación, primero vas a tener un tiempo determinado para leer la introducción y prever las preguntas. Vas a escuchar cada grabación dos veces. Mientras escuchas, puedes tomar apuntes. Tus apuntes no van a ser calificados. Después de escuchar cada selección por primera vez, vas a tener 1 minuto para empezar a contestar las preguntas; después de escuchar por segunda vez, vas a tener 15 segundos por pregunta para terminarlas. Para cada pregunta, elige la mejor respuesta según la grabación o el texto e indícala en la hoja de respuestas.

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Selección número 1
Tema curricular: La ciencia y la tecnología
Fuente número 1

(.mp3 / 14.8 MB / 16 min. 10 sec.) Primero tienes 4 minutos para leer la fuente número 1.

Introducción

Este texto trata del fenómeno del mar fosforescente en el agua. El artículo original fue publicado el 14 de octubre de 2005 en España por la periodista Olalla Cernuda.

El misterio del mar fosforescente

Línea

Desde hace siglos, miles de marineros de buena parte del mundo han contado fábulas increíbles sobre unos mares "que brillaban en la oscuridad hasta allí donde llega la vista". Son historias que han pasado de la leyenda a la más pura realidad después de que el fenómeno haya sido fotografiado por primera vez desde un satélite.

Hasta el capitán Nemo a bordo de su *Nautilus* describió perfectamente uno de estos 'mares brillantes' en el libro *20.000 leguas de viaje submarino*, escrito por Julio Verne en 1869. "Era un 'mar de leche', una balsa de agua que brillaba en la oscuridad", decía. Los científicos todavía no han logrado explicar totalmente el fenómeno, pero un satélite de defensa estadounidense ha conseguido tomar las primeras imágenes de estos misteriosos brillos, lo que proporcionará a los científicos material para estudiar durante los próximos años.

Las imágenes, tomadas en 1995 y publicadas ahora por la revista *Proceedings of the National Academy of Sciences*, muestran un área de unos 250 kilómetros de largo y una superficie de 15.400 kilómetros cuadrados del Océano Índico, cerca de las costas de Somalia, que brilla de forma extraordinaria. El fenómeno se produjo durante tres noches consecutivas en el mes de enero, y además de desde el aire —con el satélite, a 800 km de altura— fue también visto por un barco británico, el SS Lima, que transitaba la zona.

Desde que se tomaron las fotografías, científicos de todo el mundo tratan de dar respuesta al enigma. Por el momento, la hipótesis que toma más fuerza es que se trate de florecimientos de bacterias luminíferas, probablemente las *Vibrio harveyi*, que viven asociadas a algas. Estas criaturas podrían producir un brillo continuo muy diferente de los *flashes* breves y a intervalos que producen los dinoflagelados, muy comunes en grandes cantidades de agua.

El equipo de expertos que sostiene esta teoría, liderado por el doctor Steve Miller, del Laboratorio de Investigación Naval de California, asegura que para que el brillo del agua sea visible desde 800 kilómetros de altura, la zona debe tener una población extraordinariamente grande de estas bacterias.

Sin embargo, los científicos no han podido corroborar esta teoría, que por el momento es apuntalada por muchos y criticada por otros. El hecho de que, diez años después de tomar las imágenes, los investigadores todavía no hayan logrado dar una respuesta exacta al fenómeno demuestra que las profundidades del mar son uno de los lugares del planeta menos estudiados.

Unidad Editorial

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Fuente número 2

Tienes 2 minutos para leer la introducción y prever las preguntas.

Introducción

Esta grabación trata del Primer Simposio de Bioluminiscencia en Vieques. El reportaje fue publicado el 20 de enero de 2011 en Puerto Rico por el programa Sea Grant. Son entrevistadas Lirio Márquez, la coordinadora del simposio, la senadora Norma Burgos, la senadora Marita Santiago y Ruperto Chaparro, el director de Sea Grant. La grabación dura aproximadamente tres minutos.

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12. ¿Cuál es el propósito del artículo?

(A) Resolver el misterio de la leyenda del brillo del mar

(B) Presentar una teoría sobre la causa del mar fosforescente

(C) Explicar el comportamiento de algunos microorganismos marinos

(D) Hacer una reseña sobre la flora submarina del mar fosforescente

Targeted Learning Objectives:
- The student understands the purpose of a message and point of view of its author.
- The student demonstrates critical reading of written and print resources in the target cultural context.

13. En el artículo, ¿cuál es el significado de la frase "que brillaban en la oscuridad hasta allí donde llega la vista" (líneas 3–4) ?

(A) Que la superficie iluminada era extensa

(B) Que el brillo de los mares era dañino para la vista

(C) Que los mares un día dejarían de brillar

(D) Que la superficie brillaba de manera intermitente

Targeted Learning Objective:
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

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14. ¿Con qué propósito se menciona el texto de Julio Verne en el artículo?

(A) Para presentar la extensión geográfica del fenómeno

(B) Para resaltar la antigüedad del fenómeno

(C) Para exponer otra hipótesis sobre fenómenos similares

(D) Para añadir más ejemplos de otros fenómenos

Targeted Learning Objective:
- The student demonstrates critical reading of written and print resources in the target cultural context.

15. Según el artículo, ¿qué condiciones deben darse en el mar para que el brillo se pueda ver desde lejos?

(A) El agua deber estar muy fría.

(B) El agua debe ser cristalina.

(C) El agua debe tener pocas algas.

(D) El agua debe contener muchas bacterias.

Targeted Learning Objective:
- The student demonstrates knowledge and understanding of content across disciplines.

16. Según la fuente auditiva, ¿cuál de las siguientes afirmaciones sobre la bahía en la isla de Vieques representa mejor la actitud de los participantes del simposio?

(A) Está creando problemas a nivel local.

(B) Es valiosa, pero la contaminación tiene prioridad.

(C) Es importante, por eso hay que educar a la gente.

(D) Es la única atracción natural marina de Puerto Rico.

Targeted Learning Objective:
- The student demonstrates critical listening of audio resources in the target cultural context.

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17. En la fuente auditiva, ¿por qué afirma la coordinadora, Lirio Márquez, que el simposio superó las expectativas?

(A) Porque el evento recibió mucha publicidad a nivel internacional

(B) Porque los organizadores del simposio obtuvieron el apoyo económico de otras naciones

(C) Porque los vecinos de Vieques ayudaron en la organización del simposio

(D) Porque se realizó trabajo en equipo entre científicos y empleados gubernamentales

Targeted Learning Objectives:
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student demonstrates critical listening of audio resources in the target cultural context.

18. Según la fuente auditiva, ¿cuál es el objetivo de la medida presentada por la senadora Marita Santiago ante el Senado de Puerto Rico?

(A) Reforestar la zona cercana a la bahía

(B) Crear un observatorio en los terrenos más altos

(C) Planificar los usos de los terrenos cercanos al mar

(D) Obtener más fondos para estudiar el fenómeno

Targeted Learning Objective:
- The student demonstrates knowledge and understanding of content across disciplines.

19. En la fuente auditiva, ¿por qué se refiere el director, Ruperto Chaparro, a la bahía en la isla de Vieques como "la estrella"?

(A) Porque su brillo puede ser visto desde grandes distancias

(B) Porque se ilumina más cuando salen las estrellas

(C) Porque es única entre los recursos naturales

(D) Porque tiene la forma de un astro

Targeted Learning Objective:
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student demonstrates critical listening of audio resources in the target cultural context.

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20. ¿Qué tienen en común las dos fuentes?

(A) La referencia a fotos aéreas del fenómeno científico

(B) La mención de los beneficios económicos del fenómeno

(C) La inclusión de una conexión con otras disciplinas académicas

(D) La cita de recursos legales para la protección

Targeted Learning Objectives:
- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from written and print resources.

21. ¿Qué se puede afirmar sobre la fuente escrita y la fuente auditiva?

(A) La fuente escrita expone las conclusiones generales del simposio mencionado en la fuente auditiva.

(B) La fuente auditiva explica el enigma presentado en la fuente escrita.

(C) La fuente auditiva refuta las hipótesis presentadas en la fuente escrita.

(D) La fuente escrita presenta dudas sobre el origen de un fenómeno y la fuente auditiva no lo hace.

Targeted Learning Objectives:
- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from written and print resources.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
- The student demonstrates critical reading of written and print resources in the target cultural context.

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Interpretive Communication: Audio Texts
Selección número 2
Tema curricular: Los desafíos mundiales

(.mp3 / 8.5 MB / 9 min. 16 sec.) Primero tienes 1 minuto para leer la introducción y prever las preguntas.

Introducción

Esta grabación trata de la existencia de tesoros submarinos. La entrevista original titulada "El tesoro submarino" fue publicada el 8 de abril de 2011 en Estados Unidos por Radio Naciones Unidas. Laura Kwiatkowski habla con Tatiana Villegas, una especialista de la Oficina Regional de Cultura de la UNESCO para América Latina y el Caribe. La grabación dura aproximadamente tres minutos.

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22. ¿Cuál es el propósito de la entrevista?

(A) Revelar dónde se encuentran los tesoros submarinos más valiosos

(B) Informar sobre un reciente descubrimiento subacuático

(C) Resaltar la importancia de artefactos culturales submarinos

(D) Destacar la diversidad de la flora subacuática de América Latina

Targeted Learning Objectives:
- The student understands the purpose of a message and point of view of its author.
- The student demonstrates critical listening of audio resources in the target cultural context.

23. Según la definición de la UNESCO, ¿qué se considera patrimonio cultural subacuático?

(A) Los objetos de arte y monedas localizados bajo el agua que hayan sido descubiertos desde el 2009

(B) Todo objeto excavado por la UNESCO que haya permanecido bajo el agua

(C) Los objetos encontrados bajo el agua que superen su valor en el mercado internacional

(D) Todo objeto de carácter cultural o histórico que haya estado bajo el agua por lo menos cien años

Targeted Learning Objective:
- The student demonstrates comprehension of content from authentic audio resources.

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24. Según la entrevista, ¿cuál es la ventaja de los tesoros sumergidos bajo el mar?

(A) Se mantienen mejor que en la superficie terrestre.

(B) Son los únicos que nos permiten reconstruir el pasado.

(C) Su valor comercial o de intercambio es muy alto.

(D) Son objetos diferentes a los que se encuentran en la tierra.

Targeted Learning Objective:
- The student demonstrates critical listening of audio resources in the target cultural context.

25. Según la entrevista, ¿a quién pertenecen los tesoros rescatados?

(A) Al país costero más cercano al hallazgo

(B) A toda la humanidad

(C) A la institución que subsidie su rescate

(D) A la persona que los descubra

Targeted Learning Objective:
- The student demonstrates comprehension of content from authentic audio resources.

26. ¿Qué pregunta sería más apropiada para formular a Tatiana Villegas al final de la entrevista?

(A) ¿Por qué no hay tantos hallazgos en las aguas de América Latina?

(B) ¿Por qué los restos orgánicos se conservan mejor en tierra?

(C) ¿Qué ocurriría si existieran regulaciones que controlaran este sector?

(D) ¿Qué sucedería si el país que encuentra el tesoro no perteneciera a la Convención?

Targeted Learning Objectives:
- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student demonstrates critical listening of audio resources in the target cultural context.

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Selección número 3
Tema curricular: La vida contemporánea

(.mp3 / 9.3 MB / 10 min. 11 sec.) Primero tienes 1 minuto para leer la introducción y prever las preguntas.

Introducción

Esta grabación trata de la ciudad de Lima. La presentación original fue publicada en Perú por PromPerú. En la presentación participan un narrador y dos residentes limeños, don Armando y Pedro. La grabación dura aproximadamente tres minutos.

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27. ¿Cuál es el propósito de la presentación?

(A) Dar un panorama de la arquitectura de Lima

(B) Incentivar el turismo a la ciudad de Lima

(C) Describir la gastronomía latinoamericana

(D) Promover las artesanías latinoamericanas

Targeted Learning Objective:
- The student understands the purpose of a message and point of view of its author.

28. ¿Qué revela el narrador sobre la Plaza Mayor de Lima?

(A) Que contiene un mercado al aire libre

(B) Que tiene una reconocida escuela culinaria

(C) Que atrae a nuevos comerciantes a la zona

(D) Que refleja la historia religiosa y civil de la ciudad

Targeted Learning Objectives:
- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates knowledge and understanding of content across disciplines.

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29. Según la presentación, ¿qué son los Húsares de Junín?

(A) Los sacerdotes del Palacio Arzobispal

(B) Los restos en las catacumbas limeñas

(C) Los guardianes del Palacio de Gobierno

(D) Los platillos preferidos de don Armando

Targeted Learning Objectives:
- The student demonstrates comprehension of content from authentic audio resources.
- The student examines, compares, and reflects on products, practices, and/or perspectives of the target culture(s).
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).

30. Según la presentación, ¿qué se puede afirmar acerca del distrito comercial de Lima?

(A) Que está siendo renovado por el Gobierno

(B) Que es muy conveniente para las empresas

(C) Que está alejado del área turística

(D) Que es muy antiguo

Targeted Learning Objective:
- The student demonstrates critical listening of audio resources in the target cultural context.

31. ¿A qué se refiere el narrador cuando habla de "un crisol de gustos y sabores"?

(A) Al mantenimiento de las costumbres urbanas

(B) A la fusión de diversas influencias culinarias

(C) Al origen de la danza peruana en la cultura incaica

(D) Al utensilio más típico de la cocina peruana

Targeted Learning Objective:
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.

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32. Al final de la presentación, ¿qué indica el narrador sobre una visita a Lima?

(A) Que eleva la conciencia política

(B) Que es una pasión que perdura

(C) Que produce cansancio debido a las caminatas

(D) Que motiva una inversión en los recursos culturales

Targeted Learning Objective:
- The student demonstrates critical listening of audio resources in the target cultural context.

33. Vas a dar una presentación que resume lo que escuchaste. ¿Cuál de los siguientes es el mejor título para tu presentación?

(A) "La herencia colonial de Lima"

(B) "Lima y su clima subtropical"

(C) "Ciudad de Lima: pasado, presente y futuro"

(D) "La vida nocturna de Lima en su esplendor"

Targeted Learning Objective:
- The student expounds on familiar topics and those requiring research.

34. En una presentación quieres citar información adicional para apoyar el aspecto cultural destacado por Pedro en la presentación. ¿Cuál de los siguientes libros sería apropiado citar?

(A) *Historia de la conquista del Perú y de Pizarro*

(B) *Despertar Andino. Una guía inca al Perú místico*

(C) *Arquitectura de Lima en la segunda mitad del siglo XVII*

(D) *El arte de la cocina peruana*

Targeted Learning Objective:
- The student uses reference tools, acknowledges sources, and cites them appropriately.

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Answers to Multiple-Choice Questions

1 – C	8 – C	15 – D	22 – C	29 – C
2 – D	9 – D	16 – C	23 – D	30 – B
3 – A	10 – C	17 – D	24 – A	31 – B
4 – C	11 – B	18 – C	25 – B	32 – B
5 – C	12 – B	19 – C	26 – D	33 – C
6 – A	13 – A	20 – C	27 – B	34 – D
7 – B	14 – B	21 – D	28 – D	

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Sample Free-Response Questions with Targeted Learning Objectives

Interpersonal Writing: E-mail Reply

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply. Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.	Vas a escribir una respuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta. Tu respuesta debe incluir un saludo y una despedida, y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También debes responder de una manera formal.

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Tema curricular: La vida contemporánea

Introducción

Este mensaje electrónico es de la señora Manuela Ibáñez, la directora de programas del Museo de la Cultura Popular en México. Has recibido este mensaje porque has aceptado participar en este programa como voluntario/voluntaria.

De: Manuela Ibáñez

Asunto: Ayuda Voluntaria en el Museo de la Cultura Popular

Estimado Voluntario/Voluntaria,

Muchas gracias por haber aceptado participar en el programa de ayuda voluntaria en nuestro museo. Permítame expresarle lo mucho que le agradecemos que usted nos ofrezca su tiempo. Somos una organización recién fundada, y por falta de fondos, a veces es difícil recibir el apoyo necesario. Por consiguiente, dependemos mucho del equipo de voluntarios internacionales que trabaja con nosotros en el verano.

Usted debe llegar a México en el mes de junio. Para asegurarnos que su experiencia sea más agradable, sería importante tener la siguiente información en cuanto a sus preferencias:

- En primer lugar, queremos aprovechar los talentos e intereses de los voluntarios. Por lo tanto, ¿nos podría especificar en qué área del museo le gustaría trabajar y por qué?

- En segundo lugar, como usted sabe, este puesto de voluntariado no incluye remuneración económica. Sin embargo, le ofrecemos alojamiento gratis con una familia anfitriona. ¿Qué datos personales deberíamos saber para escoger una familia apropiada para usted?

Le rogamos que nos mande esta información en cuanto pueda, y así podremos finalizar los preparativos para su visita. Estoy a sus órdenes para cualquier otra información que necesite.

Le saluda atentamente,

Manuela Ibáñez
Directora de Programas
Museo de la Cultura Popular

Targeted Learning Objectives:

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

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Presentational Writing: Persuasive Essay

(.mp3 / 49.8 MB / 54 min. 27 sec.)

You will write a persuasive essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.	Vas a escribir un ensayo persuasivo para un concurso de redacción en español. El tema del ensayo se basa en las tres fuentes adjuntas, que presentan diferentes puntos de vista sobre el tema e incluyen material escrito y grabado. Primero, vas a tener 6 minutos para leer el tema del ensayo y los textos. Después, vas a escuchar la grabación dos veces; debes tomar apuntes mientras escuchas. Luego vas a tener 40 minutos para preparar y escribir tu ensayo.
In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.	En un ensayo persuasivo, debes presentar los diferentes puntos de vista de las fuentes sobre el tema, expresar tu propio punto de vista y apoyarlo. Usa información de todas las fuentes para apoyar tu punto de vista. Al referirte a las fuentes, identifícalas apropiadamente. Organiza también el ensayo en distintos párrafos bien desarrollados.

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Tema curricular: Las familias y las comunidades

Primero tienes 6 minutos para leer el tema del ensayo, la fuente número 1 y la fuente número 2.

Tema del ensayo:

¿Se debe celebrar una fiesta especial cuando una persona cumple los quince años?

Fuente número 1

Introducción

Este texto trata de la celebración de los quince años. El artículo original fue publicado el 6 de octubre de 2003 en España por Protocolo.org.

Celebrar la fiesta de los quince años

Línea

El gran día de la quinceañera no sólo incluye un estupendo vestido, un peinado elegante y otros cuantos complementos más. Es un día de fiesta para compartir con sus familiares y amigos. Cada país puede tener su particular celebración, pero vamos a dar las pautas más generales y comunes a este tipo de celebración.

En algunos países, ese día de fiesta comienza con una misa o acto religioso similar. Es una ceremonia de agradecimiento. La fiesta de los quince años es un evento religioso y social que en cada país o región puede tener más importancia una cosa que la otra. Actualmente, va perdiendo importancia la parte religiosa de la fiesta.

La celebración

Lo más habitual es alquilar los servicios de algún local de hostelería, como el salón de un hotel, un local acondicionado para fiestas o convites e incluso se puede hacer en el propio jardín de casa, en su finca o hacienda. Cualquiera que sea el lugar elegido debe estar bien adornado para la fiesta.

El organizador debe contar con una lista de invitados o bien saber el número aproximado de los mismos, para poder disponer una cantidad suficiente de comida y bebida para no quedarse corto, que haya suficiente cantidad para todos. El buffet es el tipo de servicio más habitual, pero cada familia puede elegir el que considere más oportuno en función de sus propios gustos y del presupuesto con el que cuenten.

La quinceañera, por regla general, llega del brazo de su padre, o en su defecto de su padrino, y hace su entrada como una auténtica princesa.

La fiesta se suele abrir con un vals o un tema melódico similar, que baila con su padre. Si ha entrado de la mano de su pareja, lo baila con su pareja y luego le cede este honor al padre de la quinceañera. Como decimos en cada país o región puede haber una costumbre diferente. Poco a poco se van incorporando los demás invitados al baile y la fiesta se pone en marcha.

Es costumbre, en algunos lugares, hacer un brindis, y en algunos casos, dar un pequeño discursito o decir al menos unas palabras de agradecimiento para los invitados que han asistido a la celebración.

Otra costumbre, que hay en algunos países o regiones, es el reparto de las velas de la torta de la quinceañera. Toma las velas de la torta y las reparte entre las personas más importantes de su vida, generalmente las entrega a sus padres, hermanos, abuelos, algunos familiares y los amigos más íntimos.

Torta de los quince años

Cuando la celebración va por su mitad, suele ser un buen momento para cortar la gran torta —pastel—. La quinceañera hará los honores de cortarla.

La torta suele tener un tamaño considerable para que todos los invitados puedan degustar un buen pedazo. La decoración suele ser muy elegante y llamativa. Es uno de los elementos principales de la celebración de la fiesta de los quince años, una gran torta.

La fiesta se suele prolongar hasta muy tarde, y los más jóvenes disfrutan del baile, con música muy variada. Los temas pueden ser una selección de los favoritos de la quinceañera.

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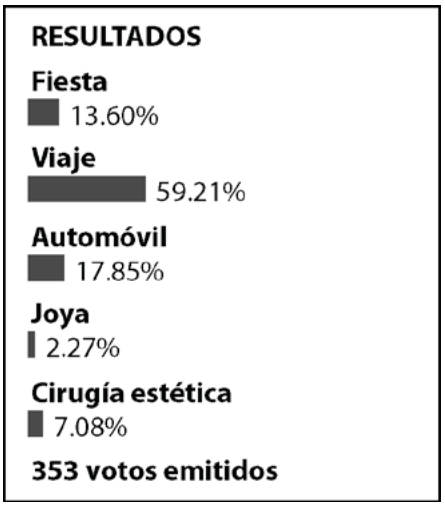
Fuente número 2

Introducción

Este texto trata de lo que volverían a hacer algunas personas si cumplieran nuevamente quince años. El gráfico original fue publicado el 31 de agosto de 2006 en Inglaterra por BBCMundo.com.

¿Que elegiría si pudiera volver a celebrar los quince?



Resultados sin valor estadístico

Fuente número 3

Tienes 30 segundos para leer la introducción.

Introducción

Esta grabación trata del valor de la fiesta de los quince años. La entrevista original fue publicada el 31 de agosto de 2006 en Inglaterra por BBCMundo.com. La grabación dura aproximadamente tres minutos.

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Targeted Learning Objectives:

- The student plans and produces written presentational communications.
- The student produces persuasive essays.
- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates comprehension of content from written and print resources.
- The student uses reference tools, acknowledges sources, and cites them appropriately.

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Interpersonal Speaking: Conversation

(.mp3 / 4.5 MB / 4 min. 57 sec.)

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response. You should participate in the conversation as fully and appropriately as possible.	Vas a participar en una conversación. Primero, vas a tener 1 minuto para leer la introducción y el esquema de la conversación. Después, comenzará la conversación, siguiendo el esquema. Cada vez que te corresponda participar en la conversación, vas a tener 20 segundos para grabar tu respuesta. Debes participar de la manera más completa y apropiada posible.

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Tema curricular: La belleza y la estética

Tienes 1 minuto para leer la introducción.

Introducción

Esta es una conversación con Mariana, una compañera de clase. Vas a participar en esta conversación porque ella está organizando un desfile de moda como proyecto final en la clase de arte y diseño.

Mariana	• Te saluda y te pide tu opinión.
Tú	• Salúdala y dale una respuesta.
Mariana	• Te da más detalles.
Tú	• Responde afirmativamente y explícale cómo.
Mariana	• Continúa la conversación y te hace otra propuesta.
Tú	• Responde negativamente y explica por qué.
Mariana	• Reacciona a tu respuesta y continúa la conversación.
Tú	• Contéstale con detalles.
Mariana	• Continúa la conversación y te hace una pregunta.
Tú	• Propón alguna opción y despídete.

Targeted Learning Objectives:

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in oral interactions.
- The student initiates and sustains interaction through the use of various verbal and non-verbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.

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Presentational Speaking: Cultural Comparison

(.mp3 / 6.8 MB / 7 min. 26 sec.)

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation. In your presentation, compare your own community to an area of the Spanish-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Spanish-speaking world. You should also organize your presentation clearly.	Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación. En tu presentación, compara tu propia comunidad con una región del mundo hispanohablante que te sea familiar. Debes demostrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

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Tema curricular: Las identidades personales y públicas

Tema de la presentación:

¿Cómo han afectado los héroes nacionales la vida de las personas en tu comunidad?

Compara tus observaciones acerca de las comunidades en las que has vivido con tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

Targeted Learning Objectives:

- The student plans and produces spoken presentational communications.
- The student expounds on familiar topics and those requiring research.
- The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).

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