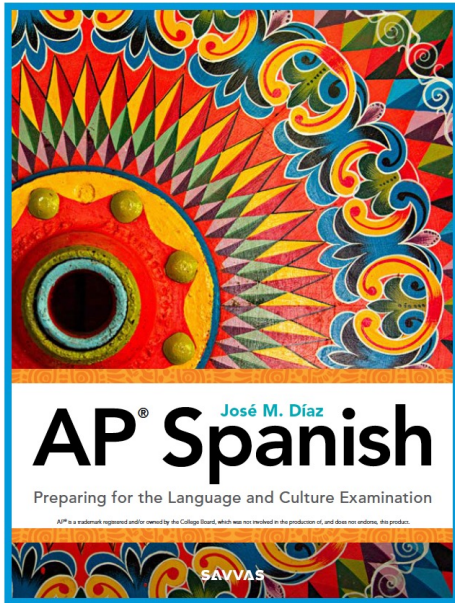


AP Spanish © 2024 Program Overview



Program Components

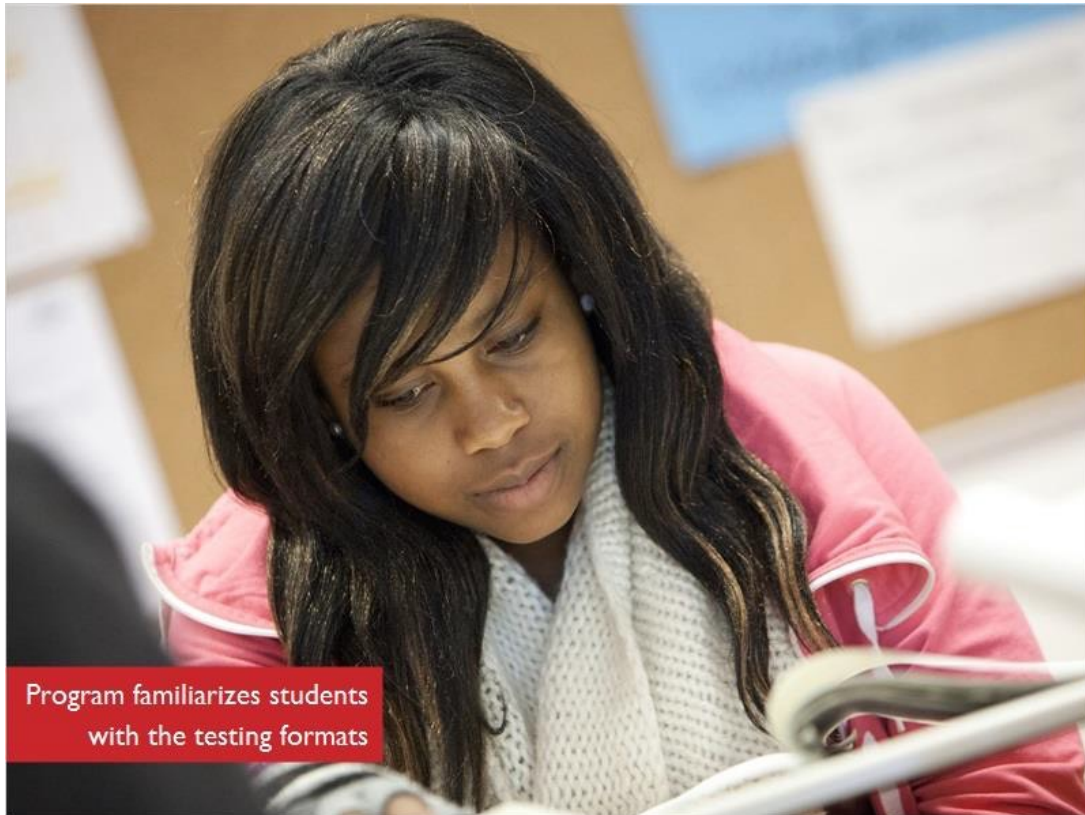
Program Organization

Digital Course on Savvas Realize™

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In this tutorial, we will explore the *AP®* Spanish: Preparing for the Language and Culture Examination* program components, organization, and digital course on Savvas Realize™.

Program Overview



AP® Spanish: Preparing for the Language and Culture Examination, Fifth Edition, is designed for students at the upper levels of Spanish and specifically for those students who wish to take the Advanced Placement Language and Culture Examination in Spanish. It is also a complement for any advanced course in Spanish.

Each unit in this new edition focuses on themes, language skills and testing formats utilized in the Advanced Placement Spanish Language and Culture Examination. The exercises have been updated not only to review and reinforce students' knowledge, but also to sharpen all language skills. Students become familiar with the actual directions from the test as well as the different types of exercises that appear in it and practice their responses to sample questions that increase in difficulty within each section.

Sufficient practice is provided so that when students take the test, they can do it with ease and confidence.

Program Components



AP Spanish provides both a print text and digital resources on Savvas Realize for students and teachers.

The digital course on Savvas Realize provides access to practice tests where students can receive immediate feedback. Teachers have instant access to these test results to help inform their instructional strategy and ensure critical content is reviewed in a timely manner.

On Savvas Realize, students can submit voice recordings digitally using the Speak and Record feature. This feature allows students to record and rerecord until they are satisfied with their effort and ready to submit the recording to the teacher.

In addition, the digital course on Savvas Realize provides

- embedded and downloadable audio files;
- practice exercises with auto-scoring and the Speak and Record feature that you can assign to your students; and
- content that you can customize to meet your instructional needs.

The program follows the testing formats on the AP Spanish Language and Culture Examination. These formats include Section I: Multiple Choice and Section II: Free Response. We will take a closer look at these sections a little later.

Getting Started

AP Spanish 2024 NA Realize

[← Back to Program](#)
Getting Started with AP Spanish ↗

[Getting Started with AP Spanish](#)

Program Resources

- Section I: Multiple Choice >
- Section II: Free Response >

[Open in New Window ▶](#)

Getting Started with AP Spanish

Discover suggestions for implementing this program into your classroom with self-paced training courses, professional development videos, information about the program, and more.

Categories: [How to Use this Program](#)

How to Use this Program

[🔗 Google Classroom Integration](#)

[🔗 Learn about Using Savvas Realize Platform](#)

[🔗 Check System Requirements](#)

[🔗 Find Help](#)

[🔗 Contact Tech Support](#)

Parents Resources

[🔗 Savvas Realize Parent User Guide](#)

[🔗 Savvas Realize Help for Students & Parents](#)

[🎥 Savvas How-To Videos for Students & Parents](#)




[🔗 Login Resources for Students & Parents](#)

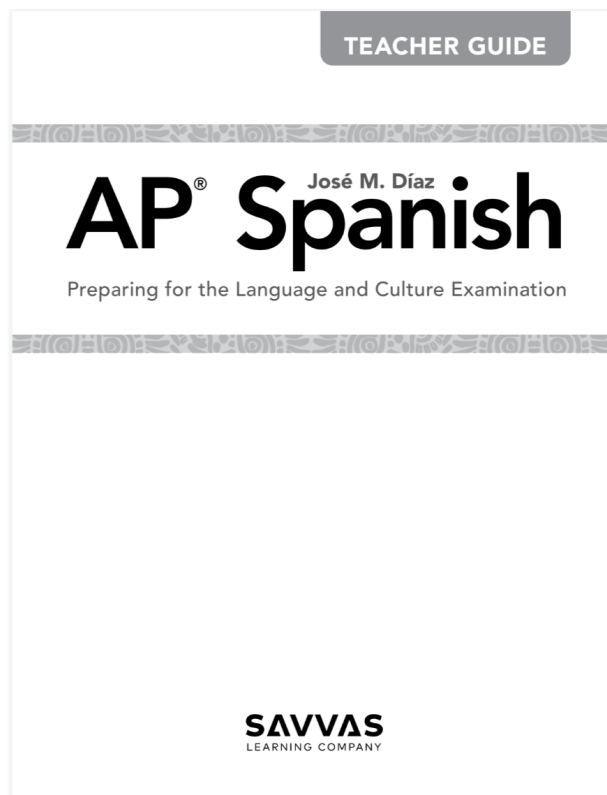
[📄 Learning At Home 7 Tips for Parents](#)

The "Getting Started with AP Spanish" page offers student, parent and teacher support for using Savvas Realize.

Teacher's Guide

AP Spanish 2024 NA Realize

<p>Table of Contents</p> <ul style="list-style-type: none"> Getting Started with AP Spanish Program Resources Section I: Multiple Choice Section II: Free Response 	<p>Program Resources</p> <p style="text-align: right;">Assign All</p> <p style="text-align: right;">Select multiple Items <input type="checkbox"/> Off</p> <ul style="list-style-type: none">  Printable Teacher Guide 🔒 ⋮  Printable Student Edition Preface Assign ⋮  Printable Student Edition Appendix Assign ⋮
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To the Teacher	v
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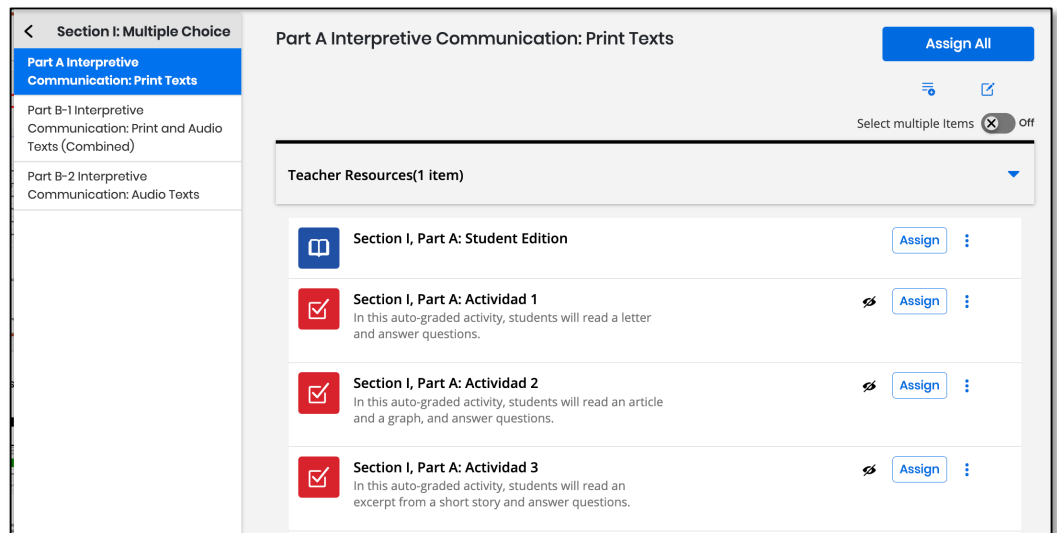
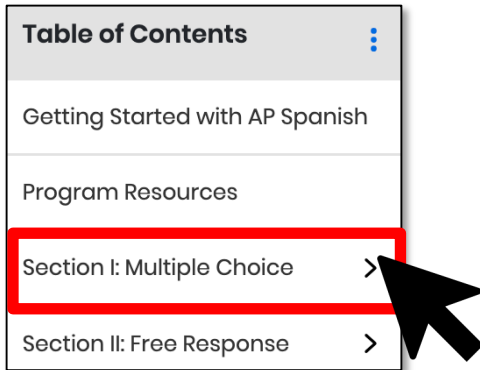
The Teacher's Guide provides access to PDFs containing audio scripts and answer keys for all AP Spanish activities, subdivided by sections.

Downloadable Audio

The screenshot shows a digital learning interface. On the left is a navigation menu with 'Section I: Multiple Choice' expanded, showing 'Part B-1 Interpretive Communication: Print and Audio Texts (Combined)' selected. The main content area is titled 'Part B-1 Interpretive Communication: Print and Audio Texts (Combined)' and includes an 'Assign All' button, a 'Select multiple Items' toggle set to 'Off', and a 'Teacher Resources(2 items)' section highlighted with a red box. This section contains two items: 'Section I, Part B-1: Teacher Edition' and 'Section I, Part B-1: Downloadable Audio', each with a lock icon and a menu icon.

You can download available audio files by clicking the **Downloadable Audio** link under Teacher Resources in each section that includes a listening activity.

Section I: Multiple Choice



You can access the Section I: Multiple Choice activities from the Table of Contents.

You can assign these activities to your students or customize the activities with your own content. The online versions are auto-scored, and the results are recorded for immediate feedback.

Let's explore the types of activities in this section.

Part A

Instrucciones
Fuente

Tema curricular: Las identidades personales y públicas

Introducción
Este texto trata de las condiciones en el frente durante la Guerra Civil Española. La carta original fue escrita en catalán, el idioma que se habla en Cataluña, en 1938.

	Sra. Rosa Campanyá Calle Jaume Piquet no 26 Sarriá, Barcelona
1 de agosto de 1938	
Línea	Querida Rosa:
(5)	<p>No he podido escribirte antes pues hemos pasado dos días trasladándonos de un puesto a otro, y al llegar a este puesto aún no habían organizado el correo. Pero ahora todo está arreglado y te escribo rápidamente porque me imagino lo preocupada que debes estar. Te tengo que decir, sin embargo, que no tienes que sufrir porque estoy perfectamente y en este lugar estoy completamente seguro.</p> <p>A pesar de que no me falta nada, estar lejos de ti y de nuestro hijito me deja un vacío tan grande</p>

1)
¿Cuál es el propósito principal de la carta?

A. Informar a su familia de su recuperación

B. Responder a la correspondencia de su esposa

C. Darle noticias a su familia desde el frente

D. Averiguar la razón de la preocupación de su esposa

Part A – Interpretive Communication: Print Texts

Part A focuses on the interpretive communication aspects of the print and receptive skills of reading. The activity directions, sources (or “fuentes”), and question formats are similar to those found within the College Board’s AP Spanish exam framework and are aligned directly with how students will see them on the exam. Each fuente is followed by a series of comprehension questions for students to complete.

Part B-1

Instrucciones
Fuente 1
Fuente 2

Section I, Part B-1, Actividad 1

Directions: You have 1 minute to read the directions for this activity.

You will listen to an audio selection. The audio selection is accompanied by a reading selection. You will have a designated amount of time to read it.

For the audio selection, first you will have a designated amount of time to read the introduction as well as to skim the questions that you will be asked. The selection will be played twice. As you listen to the selection, you may take notes. Your notes will not be scored.

After listening to the selection the first time, you will have 1 minute to begin answering the questions; after listening to the 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.

Instrucciones: Tienes 1 minuto para leer las instrucciones de esta actividad.

Vas a escuchar una grabación. La grabación va acompañada de una lectura. Vas a tener un tiempo determinado para leerla.

Para la grabación, primero vas a tener un tiempo determinado para leer la introducción y revisar las preguntas. Vas a escuchar la grabación dos veces. Mientras

1)
Según la tabla, ¿para quién es el artículo más regalado por los mexicanos, en Navidad?

- A. Para los padres
- B. Para sí mismos
- C. Para la pareja
- D. Para los hijos

Part B-1 – Interpretive Communication: Print and Audio Texts (Combined)

Part B-1 focuses on the interpretive communication aspects of the print and audio texts as well as the receptive skills of reading and listening. There are 22 different listening with reading selections available. Within these selections, students listen to one or more audio files that may be accompanied by a reading selection.

Part B-2

Instrucciones
Fuente


ACTIVIDAD 1
Tema curricular: La ciencia y la tecnología

[Exam Simulation Full Audio](#)

Primero tienes 1 minuto para leer la introducción y prever las preguntas.

Introducción
 Esta grabación trata del océano Pacífico. La presentación original proviene de GEOenciclopedia.com. La grabación dura aproximadamente tres minutos.

FUENTE: Audio Source Only (Not for use with Exam Simulation.)



1)
 ¿Cuál es el propósito principal de la presentación?


- A. Enfatizar el decaimiento del océano Pacífico
- B. Dar una visión general del océano Pacífico
- C. Resaltar el interés por el estudio del océano Pacífico
- D. Explicar los cambios climáticos en el océano Pacífico

Part B-2 – Interpretive Communication: Audio Texts


Part B-2 focuses on the receptive skill of listening. There are 25 different listening selections available. Within these selections, students are given a designated amount of time to read the preview before listening to the activities. Each selection is played twice. After listening to the selection the first time, students have one minute to begin answering the question. After the second time, students have 15 seconds to finish answering the question.


Section II: Free Response


Table of Contents
Getting Started with AP Spanish
Program Resources
Section I: Multiple Choice
Section II: Free Response





Teacher Resources(1 item)

 **Section II, Part C: Downloadable Audio** Assign

 **Section II, Part C: Student Edition** Assign

 **Section II, Part C: Actividad 1**
In this teacher-graded activity, students will write a response to an email. Assign

 **Section II, Part C: Actividad 2**
In this teacher-graded activity, students will write a response to an email. Assign

 **Section II, Part C: Actividad 3**
In this teacher-graded activity, students will write a response to an email. Assign

You can access the Section II: Free Response activities from the Table of Contents.

These activities focus on interpersonal and presentational speaking and writing performance-based tasks.

Take a few minutes to explore the types of activities in this section.

Part C

The screenshot shows a web-based email interface. At the top, there are two tabs: "Instrucciones" and "Mensaje". The "Mensaje" tab is active. On the right side, there is a rich text editor toolbar with icons for bold (B), italic (I), underline (U), bulleted list, numbered list, undo, redo, and a symbol selector (Ω) labeled "extendedText:symbols".

The main content area displays an email with the following text:

Tema curricular: Las identidades personales y públicas

Introducción
Este mensaje electrónico es de María Eugenia Montes, Directora del Centro Latino. Has recibido este mensaje electrónico porque te inscribiste en una lista para trabajar como voluntario(a) en el Centro Latino.

The email header shows:

De: María Eugenia Montes
Asunto: Voluntariado en el Centro Latino

Estimado(a) futuro(a) voluntario(a):

Gracias por haber mostrado interés en formar parte del grupo de voluntarios del Centro Latino. Somos una organización no lucrativa y dependemos de personas como usted para respaldar nuestros esfuerzos. Uno de los servicios principales que ofrecemos a través de los voluntarios es la enseñanza del inglés como segundo idioma. También ofrecemos entrenamiento laboral, traducción de documentos y apoyo para la integración social y cultural de la comunidad estadounidense.

Part C – Interpersonal Writing: E-mail Reply

Part C addresses interpersonal communication by asking students to respond to an e-mail. There are 25 e-mail prompts available. In these activities, students reply to an e-mail, and include a greeting and closing, answer questions, and ask for additional details.

Part D

Instrucciones
Fuente 1
Fuente 2
Fuente 3

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: ¿Es beneficioso que los abuelos cuiden a sus nietos?

Fuente número 1

Introducción
Este texto trata de la relación entre los abuelos y los nietos. El artículo original apareció en la revista digital *Guía Infantil*.

Los abuelos y los niños: un encuentro enriquecedor

Línea El nacimiento de un bebé transforma completamente el día a día de un hogar. A los compromisos y responsabilidades ya existentes, se suman otras muy distintas: la de educar al pequeño de la casa, y acompañar su desarrollo y

(5)

1)

B *I* U ☰ ☷ ← → Ω extendedText:symbols

Part D – Presentational Writing: Persuasive Essay

Part D includes 13 persuasive essay prompts for students. Each prompt is based on three sources that present different viewpoints of the topic and include both print and audio material. Students have six minutes to read the essay topic and related material. Afterwards, the student hears the audio material twice. The student then has 40 minutes to write the essay. Students can complete these activities online, but they will not be auto-graded. The teacher will need to grade the student responses.

Part E

Instrucciones
Actividad






ACTIVIDAD 1
Tema curricular: La vida contemporánea


Tienes 1 minuto para leer la introducción.

Introducción
Esta es una conversación con tu amiga Lucía, quien quiere hacer trabajo voluntario en Costa Rica este verano. Vas a participar en una conversación con ella porque quiere compartir una noticia contigo.

Recording Instructions
When you're ready to begin, press the record button (at the bottom of the screen), then press the play button for the first prompt. When you have finished answering all of the prompts, press the record button again to stop recording.

Instrucciones de grabación
Cuando estés listo para comenzar, oprime el botón para grabar (en la parte inferior de la pantalla), luego oprime el botón de inicio para escuchar la primera indicación. Cuando hayas terminado de responder a todas las indicaciones, oprime el botón de grabación nuevamente para detener la grabación.

1. Lucía: Te saluda y te habla sobre su día.

 Tú: Salúdala y pídele detalles.
2. Lucía: Explica la situación.

 Tú: Reacciona y dale tu opinión.
3. Lucía: Te da más información.

 Tú: Dale tu opinión.
4. Lucía: Te da más información.

 Tú: Propón una posible solución.
5. Lucía: Continúa la conversación.

 Tú: Anímalas y despídetes.



Part E – Interpersonal Speaking: Conversation

Part E addresses interpersonal speaking by providing 20 conversation prompts. First, students have one minute to read a preview of the conversation and an outline. Students then have 20 seconds to record their response. This activity provides practice for the College Board’s digital recording expectations and also allows for teacher grading and feedback.

Part F

Instrucciones
Tema

Graba tu presentación.

●

ACTIVIDAD 1

Tema curricular: La vida contemporánea

Tema de la presentación:
 ¿Cómo beneficia el trabajo voluntario (por ejemplo, ayudar en un centro comunitario, servir de mentor para niños en la primaria, llevar comida a ancianos en sus casas, etc.) a las personas en una comunidad del mundo hispanohablante que te sea familiar? Compara cómo beneficia el trabajo voluntario en una región del mundo hispanohablante que te sea familiar con el beneficio del trabajo voluntario en tu comunidad o en otra comunidad. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

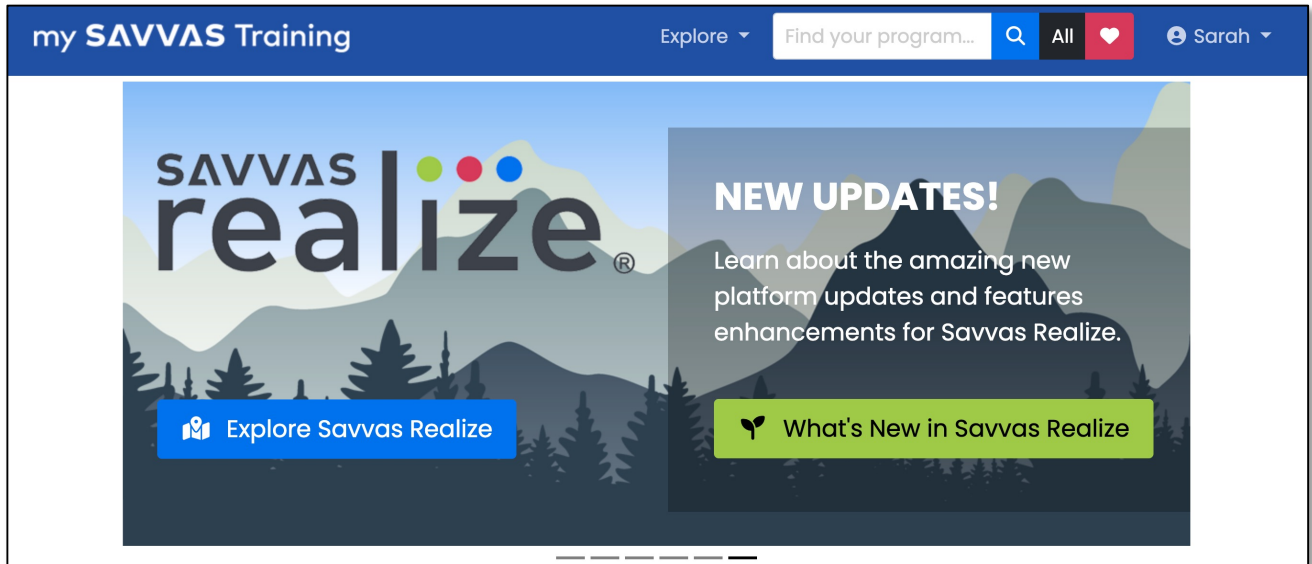
Recording Instructions
 When you're ready to begin your presentation, press the record button. When you have finished your presentation, press the record button again to stop recording.

Instrucciones de grabación
 Cuando estés listo para comenzar tu presentación, oprime el botón para grabar. Cuando termines tu presentación, oprime el botón para detener la grabación.

Part F – Presentational Speaking: Cultural Comparison

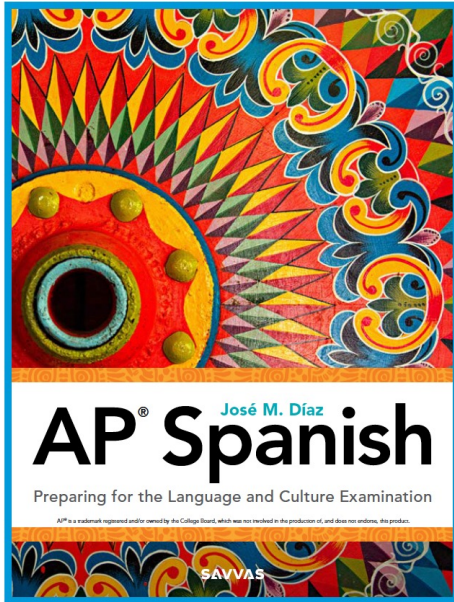
Part F addresses presentational speaking by providing 40 cultural comparison prompts so students can demonstrate their cultural understanding of the Spanish-speaking world. Students have four minutes to read the presentation topic and prepare the presentation. Then, they have two minutes to record their response.

mySavvasTraining



The My Savvas Training website provides access to training resources including guides, tutorials, and webinars for most Savvas products including Realize and LMS integrations.

Closing



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In this tutorial, we reviewed the AP® Spanish: Preparing for the Language and Culture Examination program components, organization, and digital courseware on Savvas Realize™.

For additional support, visit [MySavvasTraining.com](https://www.mysavvas.com).