AP Spanish Essential Standards

**PRELIMINARY UNIT**

**Grammar**

1. I know how to use written accents and am familiar with common spelling errors in Spanish

**Expectations**

1. I know what is expected of me in Spanish class. I know how to transition from one activity to another.
2. I understand this is an elective class and by continuing with it **I commit** to maximize my use of Spanish by giving 100% effort to use the Spanish I know and learn throughout the year.
3. I know what is expected of me for my homework and how class grades are factored.
4. I know I need to bring a 3 ring binder to class with lined paper to be able to keep track of Profe Gutke’s handouts, take notes and write in my daily journal. I also know I am responsible for bringing a separate notebook to take quizzes with and leave in the classroom to be graded by Profe Gutke
5. I know the names of my classmates.
6. I am fully aware of what is in the disclosure document, I and my parents have signed and returned it, and if needed, I have asked any questions for clarification.
7. I know the layout of the AP test
8. I can carry out a phone conversation in Spanish
9. I have my language learning packet, it is organized in a three ring binder and I know what helpful documents it contains to guide me in the language learning progress.

**Specific cultural items:**

1. I know various Hispanic music artists and can name who they are.
2. I know multiple interesting facts and cultural aspects about Perú and can name at least 10 things I learned.
3. I can name all of the Spanish speaking countries and their capitals and recognize their respective flags.
4. I can recognize the flags of and name many nationalities in Spanish

**Unit 1:**

 **I can talk about the following theme and its respective subcategories**

Theme 1 Families and Communities *Las familias y las comunidades*

 Educational Communities *Las comunidades educativas*

 Social Networking *Las redes sociales*

 Human Geography *La geografía humana*

 Traditions and Values *Las tradiciones y valores*

 Family Structure *La estructura de la familia*

**Grammar**

1. **Irregular Preterits:** a) u-stem: tener, poder, poner, saber, estar b) i-stem: venir, querer, hacer c) j-stem: decir, traer, conducir, traducir, producir.
2. **Preterit of dar.**
3. **The preterit of hay** (haber) is hubo (there was-there were).
4. **Verbs that change meaning in the preterit:** a) **conocer** in present: to know, to be acquainted with but in preterit means to meet b) **saber** in present: to know information; to know how to do something but in past means to find out, to learn c) **poder** in present: to be able; can, but in preterit means to manage; to succeed (could and did) d) **querer** in present: to want; to love, but in preterit means to try.

**The Imperfect tense:** a) there are no stem changes in the imperfect b) the imperfect form of **hay** is **había** (there was; there were; there used to be) c) **ir, ser** and **ver** are the only verbs that are irregular in the imperfect.

1. **Uses of the Imperfect:** a) habitual or repeated actions b) events or actions that were in progress c) physical characteristics d) mental or emotional states e) telling time f) age.
2. **The Preterit and the Imperfect: compare and contrast: Use the preterit** a) to express actions that are viewed by the speaker as completed: Carlos tuvo un accidente b) to express the beginning or end of a past action: La película comenzó a las diez. Ayer terminé el proyecto para la clase de química c) to narrate a series of past actions or events: El policía me paró, me pidió la liciencia y me dió una boleta (ticket). **Use the Imperfect** a) to describe an ongoing past action with no reference to its beginning or end: Manuel esperaba a Claudia. El doctor se preocupaba por sus pacientes b) to express habitual past actions or events: cuando era chico miraba la tele todos los días. De niño Carlos jugaba al futbol con sus hermanos c) to describe physical and emotional states or characteristics: Julia se sentía mal y le dolía mucho la cabeza. Esteban era alto, rubio y tenía ojos verdes.
3. **The preterit and the imperfect** often appear in the same sentence. In such cases the **imperfect** describes what ***was happening,*** while the **preterit** describes the action that **‘interrupted’ the ongoing activity: Miraba** la tele cuando **sonó** el teléfono. Fey **leía** un libro cuando **llegó** Raquel.

**Unit 2**

**I can talk about the following theme and its respective subcategories**

Theme 2: Contemporary Life *La vida contemporánea*

 Education and Careers *La educación y las carreras profesionales*

  Entertainment and Fun *El entretenimiento y la diversión*

  Traveling and Leisure Time *El viaje y el ocio*

  Personal Relationships *Las relaciones personales*

  Life Styles *Estilos de vida*

 Social Customs and Values Las tradiciones y los valores sociales

 **(La dama del alba)**

**Grammar:**

1. **Familiar Commands:** a) Affirmative and negative **tú** commands b) Irregular affirmative and negative **tú** commands.
2. **Por** and **Para: Por** is used to indicate: a) motion or general location b) duration of an action c) reason or motive of an action d) object of a search e) means by which something is done f) exchange or substitution g) unit of measure. **Para** is used to indicate: a) destination b) deadline or a specific time in the future c) purpose or goal d) the recipient of something e) comparison with others or an opinion g) in the employ of.
3. **Reciprocal Reflexives:** Only the plural forms of the reflexive pronouns **(nos, os, se)** are used to express reciprocal actions because the action must involve more than one person.
4. **The Present subjunctive:** expresses the speaker’s attitudes towards events, as well as actions or states the speaker views as uncertain or hypothetical. a) **–ar** verbs: caminar: camin**e/es/e/emos/en. –er/ir** verbs: comer: com**a/as/a/amos/an.** b) irregular verbs do not follow that rule: hacer: haga, decir; diga, ir: vaya, saber; sepa etc.
5. **These impersonal expressions are followed by subjunctive:** Es bueno que…Es importante que…Es mejor que…Es necesario que…Es malo que…Es urgente que…
6. **Subjunctive with verbs of will and influence:** aconsejar, desear, importar, insistir, mandar, necesitar, pedir, preferir, prohibir, querer, recomendar, rogar, sugerir: Te aconsejo que **estudies** todos los días. A tus padres les importa que **tengas** buenas notas. El profesor nos prohibe que **usemos** el celular en la clase. El doctor le sugiere a Carlos que **tome** la medicina siempre.

**Specific cultural items:**

1. I know multiple interesting facts and cultural aspects about Mexico and can name at least 10 things I learned.
2. I know various Hispanic music artists and can name who they are.

**Unit 3**

 **I can talk about the following theme and its respective subcategories**

Theme 3: Beauty and Aesthetics (la belleza y la estética)

  Definitions of Beauty *Definiciones de la belleza*

  Fashion and Design *La moda y el diseño*

  Language and Literature *El lenguaje y la literatura*

  Fine art and Drama *Las artes visuales y escénicas*

  Architecture *La arquitectura (las catedrales y el alhambra)*

**Grammar:**

1. **Relative pronouns:** used to combine two sentences or clauses that share a common element, such as a noun or pronoun: **que** (that-which-who), **quien(es)** (who-whom-that), **lo que** (that which-what). a) Mis padres me regalaron **una camisa**. **La camisa** es muy bonita: La camisa **que** me regalaron mis padres es muy bonita. b) **Sara** es muy inteligente. **Sara** estudia español: Sara, **quien** estudia español es muy inteligente. c) Carlos le dijo a Javier **que** Elena tiene novio: **Lo que** le dijo Carlos a Javier es verdad.
2. **Formal commands:** are used with people you address as **usted** or **ustedes:** Coma la fruta. Hable con Cristina. Haga la tarea. Saque la basura. Estén listos a las 4. Sean amables con Claudio.
3. **The subjunctive with verbs of emotion.**
4. **Common verbs and expressions of emotion:** alegrarse, esperar, gustar, molestar, sentir, sorprender, temer, tener miedo, es extraño, es una lástima, es ridículo, es terrible, es triste, ojalá.
5. **The subjunctive with doubt, disbelief, and denial.**
6. **Expressions of doubt, disbelief, or denial:** dudar, negar, no creer, no estar seguro/a de, no es cierto, no es seguro, no es verdad, es imposible, es improbable, (no) es posible, (no) es probable.

**Specific cultural items:**

1. I know multiple interesting facts and cultural aspects about Spain and can name at least 10 things I learned.
2. I know various Hispanic music artists and can name who they are.

**Unit 4**

**I can talk about the following theme and its respective subcategories**

Tema 4 Personal and Public Identity *Las identidades personales y públicas*

  Alienation and Assimilation *La enajenación y la asimilación*

  Self Esteem *La autoestima*

 National and Ethnic Identity *La identidad nacional y la identidad étnica*

  Personal Interests *Los intereses personales*

  Personal Beliefs *La creencias personales*

  Heroes and Historical People *Los héroes y los personajes históricos*

**Grammar**

1. **The subjunctive with conjunctions.**
2. **Conjunctions that require the subjunctive:** a menos que, antes (de) que, con tal (de) que, en caso (de) que, para que, sin que.
3. The **infinitive** is used after the prepositions **antes de, para, sin** when there is no change of subject, the subjunctive is used when there is.: Te llamamos esta noche **antes de salir**. Te llamamos esta noche **antes de que salgas.** Compré este libro **para leer.** Compré este libro **para que lo leas.**
4. **Conjuctions such as:** cuando, después de que, en cuanto, hasta que, tan pronto como, requiere subjunctive if the main clause expresses a future action or command: Vamos a comer cuando **salgamos** del cine, but the indicative is used in the subordinate clause if the verb in the main clause expresses an action that habitually happens, or that happened in the past: Cuando **salimos** del cine siempre vamos a comer.

**Specific cultural items:**

1. I know multiple interesting facts and cultural aspects about Spain and can name at least 10 things I learned.
2. I know various Hispanic music artists and can name who they are.

**Unit 5: I can talk about the following theme and its respective subcategories**

Tema 5 World Challenges *Los desafíos mundiales*

  Economy *Los temas económicos*

  Population and Demographics *La población y la demografía*

  Social Welfare (Homeboys) *El bienestar social*

 Philosophical Thought and Religion *El pensamiento filosófico y la religión*

**Grammar**

1. **The subjunctive in adjective clauses:** is used when refers to a person, place, thing, or idea that either does not exist or whose existence is uncertain or indefinite. **Indicative:** Necesito **el libro** que **tiene** información sobre Venezuela. **Subjunctive:** Necesito **un libro** que **tenga** información sobre Venezuela.
2. **The indicative is used** when the adjective clause refers to a person, place, thing, or idea that is clearly known, certain, or definite: Quiero ir **al supermercado** que **vende** productos peruanos. Busco **al profesor** que **enseña** chino.
3. **The subjunctive is commonly used in questions** which adjective clauses when the speaker is trying to find out information about which he or she is uncertain. However if the person who responds to the questions knows the information, the indicative is used: ¿Hay **un banco** que **esté** cerca de nuestro hotel? Sí, hay **un banco** que **está** cerca de nuestro hotel/No, no hay **ningún** banco que **esté** cerca de nuestro hotel.
4. **Nosotros/as commands** are generally formed by using the first-person plural form of the present subjunctive: **Crucemos** la calle. **No crucemos** la calle. **Vamos** a la tienda. **No vayamos** a la tienda.
5. **Object pronouns** are always attached to affirmative nosotros commands: **Compremos** el libro. **Comprémoslo. Object pronouns** are placed in front of negative commands: No **lo compremos**.
6. **Past participles used as adjectives:** for regular –ar verbs= **ado: estudiar: estudiado**. For regular –er, -ir verbs=**ido: comer: comido, vivir: vivido.**
7. **Consider the gender and number of the noun:** La **fruta** está com**ida.** Los **libros** son le**ídos.**
8. **Some irregular past participles:** abrir: abierto, decir: dicho, describrr: descrito, descubrir: descubierto, escribir: escrito, hacer: hecho, morir: muerto, poner: puesto, resover: resuelto, romper: roto, ver: visto, volver: vuelto.

**Specific cultural items:**

1. I know multiple interesting facts and cultural aspects about Colombia and can name at least 10 things I learned.
2. I know various Hispanic music artists and can name who they are.

**UNIT 6: I can talk about the following theme and its respective subcategories**

Tema 6: Science and Technology *La ciencia y la tecnología*

 Effects of Technology on Self and Society *Los efectos de la tecnología en el individuo y en la sociedad*

 Health Care and Medicine *El cuidado de la salud y la medicina.*

 Science and Ethics *La ciencia y la ética*

 Access to technology *El acceso a la tecnología*

 Technological innovations *Las innovaciones tecnológicas*

**Grammar**

1. **The present perfect** is used to talk about what someone has done or what has occurred.
2. **The Present perfect:** uses the indicative of **haber:** he, has, ha, hemos, habéis, han.
3. **The past participle does not change** when it is part of the present perfect tense: Hemos **comido** **las** frut**as**. Hemos **comido** **los** chocolat**es**. Carlos ha **abierto** **el** libr**o**. Carlos ha **abierto** **la** ventan**a**.
4. **The word no** and any **object or reflexive pronoun** are placed immediately before **haber**: **No he comido** la cena. Carlos ya **se ha levantado.** Cristrina **no se ha maquillado** todavía.
5. **To form the present perfect of hay,** use the third-person singular of **haber (ha) + habido: Ha habido** muchos problemas. **Ha habido** bastante gente en la fiesta.
6. **The past perfect:** uses the indicative of **haber:** había, habías, había, habíamos, habíais, habían.
7. **The past perfect** is used to talk aboutwhat someone *had done or what had occurred* before another past action, even, or state, and is often used with the word **ya** (already): Cuando llegamos, Carlos **ya había salido. Antes de este año, nunca había estudiado español.** Viajé por Europa muchas veces, pero nunca **había visitado** Rusia.
8. **The Present perfect subjunctive** is formed using the present subjunctive of the auxiliary verb **haber** and a **past participle: haya hablado, hayas hablado, haya hablado, hayamos hablado, hayáis hablado, hayan hablado.**
9. **The present perfect** is used to talk about *what has happened:* Espero que **hayas dormido** bien. Ojalá te **haya ido** bien en el examen.
10. **The action expressed by the present perfect subjunctive** is seen as occurring before the action expressed in the main clause: Me alegro de que ustedes se **hayan reído** tanto esta tarde. Que suerte de que tu **hayas tenido** tiempo para estudiar.

**Specific cultural items:**

1. I know multiple interesting facts and cultural aspects about Venezuela and can name at least 10 things I learned.
2. I know various Hispanic music artists and can name who they are.

**Actividades específicas para la preparación del Examen de AP**