

PETERS TOWNSHIP SCHOOL DISTRICT

CORE BODY OF KNOWLEDGE

AP SPANISH

GRADE 12

For each of the sections that follow, students may be required to analyze, recall, explain, interpret, apply, or evaluate the particular concepts being taught.

UNIT: INTRODUCCIÓN AL EXAMEN NUEVO

- Explain the changes and updates to the new AP Exam.
- Identify the six themes in AP Spanish Language and Culture.
- Explain the three modes of communication that will be assessed throughout the course and on the AP Exam.
- Discuss contexts to consider when understanding the six themes.
- Decide which themes encompass the various contexts to be studied in this course.
- Utilize sophisticated vocabulary to discuss each theme.
- Identify authentic sources that will be of assistance in this course.
- Explain how Spanish will aid in their post-secondary life.

UNIT: LAS FAMILIAS Y LAS COMUNIDADES

- Explain their own family backgrounds, ethnicities, countries of origin and reasons for immigration
- Define the term "family" and explain how that definition can change based on different experiences and cultures.
- Compare and contrast families in the United States with those of the Spanish-speaking world.
- Explain family dynamics, practices, and values in Hispanic cultures based on their histories, traditions, and beliefs.
- Compose an essay on the similarities and differences between families in the United States and those in the Spanish-speaking world.
- Compare lifestyles of Americans with those of Hispanics.
- Draw conclusions about a father-son relationship detailed in a short story.
- Analyze the actions of the characters in the plot of a short story and determine the reasoning behind them.
- Utilize appropriate vocabulary germane to the topic, including problematic items in meaningful contexts.

UNIT: LA CIENCIA Y LA TECNOLOGÍA

- Use vocabulary associated with science and technology when communicating.
- Explain the effects of science and technology on our world.
- Debate important and sometimes controversial issues concerning science and technology.
- Compare science and technology in the United States to other Spanish-speaking countries.
- Synthesize three sources and their own thoughts to write a formal persuasive essay about an aspect of science and/ or technology in the world.
- Analyze a short story and deduce the true identities of main characters by examining their actions and dialogue.
- Explain how the ever-changing world of science and technology impacts their daily lives.

UNIT: LA BELLEZA Y LA ESTÉTICA

- Tell how the concept of beauty has changed throughout time.
- Explain how beauty is relative to the audience and culture that view it.
- Compare and contrast artistic expression in the United States and other Spanish-speaking countries.
- Explain how beauty and self-esteem are interrelated.
- Summarize times in history and in the lives of individuals when the impact of literature was felt.
- Analyze a piece of literature for its intended significance, its personal relevance its reflection of a specific culture and its universality.
- Compare and contrast art forms and genres.
- Compose a formal persuasive essay about beauty.
- Debate the question "What is beauty?" and support their opinions.
- Define vocabulary items.
- Communicate through informal writing (e.g., emails, memos, thank-you notes).
- Develop and generate formal essay writing.
- Communicate through informal speech (e.g., simulated phone conversations).
- Employ appropriate register and structure in order to summarize and contrast in formal, presentational speech.
- Explain meanings derived from listening to and reading authentic language

UNIT: LA VIDA CONTEMPORÁNEA

- Use vocabulary items in meaningful contexts.
- Identify common professions/jobs within various societies.
- Analyze how choice of leisure activities relates to various personal and socio-economic factors.
- Compare and contrast lifestyles in the United States with those of Spanish-speaking countries.
- Synthesize sources to write a formal persuasive essay.
- Create a public announcement as a form of Project Based Learning.
- Investigate forms of relaxation and leisure in Spanish-speaking countries.

- Conjugate verbs in all tenses and moods.
- Summarize understanding acquired through listening to and reading authentic language.

UNIT: LOS DESAFÍOS MUNDIALES

- Explain how beliefs and ideologies are manifested in society.
- Summarize traditional and contemporary expressions of belief.
- Employ vocabulary that enables discussion of worldwide challenges.
- Synthesize information from various sources.
- Investigate the social, political, environmental, and religious issues which face many Spanish-speaking countries.
- Debate the effects of environmental hazards on living things in any given country.
- Demonstrate comprehension after viewing and listening to authentic speech.
- Demonstrate the ability to read authentic text for comprehension.
- Utilize problematic vocabulary items in meaningful contexts.

UNIT: LAS IDENTIDADES PERSONALES Y PÚBLICAS

- Explain how they feel their personal identities have been shaped by different factors such as their ethnicities, religions, first languages, socio-economic statuses, etc.
- Explain their own family backgrounds, ethnicities, countries of origin and reasons for immigration.
- Describe historical patterns of immigration to the U.S. and their motivations.
- Characterize changes in immigration patterns of Hispanics to the U.S.
- Explain the issues concerning present-day immigration.
- Form an opinion on illegal and legal immigration after viewing a documentary on the current debate on immigration.
- Analyze possible solutions to immigration and their ramifications.
- Explain the benefits of bilingualism.
- Summarize research both for and against bilingual education.
- Explain how a “migrant worker” is designated as such.
- Analyze statistics regarding the lives of migrant workers and their families, with particular emphasis on children.
- Summarize the impact of immigration on certain Hispanics in the U.S.
- Explain the role of teachers/coaches/mentors in one’s life.
- Analyze a piece of literature for its intended significance, its personal relevance its reflection of a specific culture and its universality.
- Translate vocabulary items linked to the theme of personal and public identities.
- Communicate through informal writing (e.g., emails, memos, thank-you notes).
- Develop and generate formal essay writing.
- Synthesize various sources on immigration to write a persuasive essay.
- Communicate through informal speech (e.g., simulated phone conversations).
- Employ appropriate register and structure in order to summarize and contrast in formal, presentational speech.

- Explain meanings derived from listening to and reading authentic language.

MATERIALS:

Temas, Vista Higher Learning, 2014

Abriendo Paso, Pearson/ Prentice Hall, 2007

Repaso, Glencoe/McGraw-Hill, 2004

August 2016