



Curriculum Proposal for Board of Education Curriculum Committee

Guidelines for Curriculum Proposal

Please provide clear, concise, and thorough statements for each of the following that apply.

- A. Current Curricular Description
- B. Standards for Learning
- C. Expected Student Learning Outcomes
- D. Time Requirements
- E. Personnel Requirements
- F. Facilities/Equipment Requirements
- G. Teaching Strategies and/or Methodologies
- H. Material/Textbook Needs
- I. Costs
- J. Schedules
- K. Evaluation Procedures
- L. Follow-up
- M. Other Staff Affected

Building Administrator: Bobbi Jo Stoner

Date: 12/30/2025

Dept./Gr. Level Chair: Deb Kuch

Date: 12/30/2025

Other Staff Affected: Joanna Lanka; Colleen Richardson

CURRICULUM PROPOSAL FORM

Proposal must be submitted to the Director of Curriculum & Instructional Technology

2 weeks prior to presentation before the Board of Education Committee

Proposal / Course Title: **Advanced Placement Spanish Language and Culture (for launch in 2027-28 school year)**

Staff Member Requesting: Deb Kuch / Bobbi Jo Stoner

Department/Grade Level: Spanish / Gr. 11-12

THIS IS A PROPOSAL FOR (*italicize all that apply*):

New Course Course Content Change Instructional Methods Change Textbook Review or Change Other

Number of Classes: 1 year-long class, 3 semesters

Total Number Students: max 31

Total Number of Teachers: 1

Requirements (facilities, materials, textbooks, anticipated costs, equipment):

Meet College Board's Authorization Requirements- GLHS must go through AP Course Audit process

GLCS needs to identify teacher for course- teacher must submit a syllabus to College Board

GLCS to send teacher to AP Summer Institute in Summer 2027

Current Curricular Description

Currently, our K–12 Spanish program culminates at Spanish 3, after which students must pursue dual enrollment or virtual AP options to continue advanced study. Offering AP Spanish Language and Culture within our district provides a capstone experience that allows students to continue their language development with our own teachers, fostering continuity and stronger relationships. This course emphasizes interpersonal, interpretive, and presentational communication, including listening, speaking, reading, and writing, as well as cultural comparisons and real-world topics. By providing this college-level course in-district, we can raise the rigor of our Spanish program, improve student outcomes, and strengthen our vertical progression from K–12, ensuring our students are fully prepared for advanced language study and global communication.

AP Spanish Language and Culture Curriculum Guide Description:

AP Spanish Language and Culture

Grade Level: 11–12 | *Prerequisite:* Spanish 3 | *Effective:* 2027–28 School Year *Credit:* 1.5 *Homework Rating:* High

Coming Fall 2027 – challenge yourself with college-level Spanish! This rigorous course is designed for students who have excelled in Spanish 3 and are ready to advance their skills in listening, speaking, reading, and writing. Through interpersonal, interpretive, and presentational communication, you'll explore vibrant Spanish-speaking cultures, real-world topics, and authentic materials. By May, you'll be prepared to take the AP Spanish Language and Culture exam, providing an exciting opportunity to demonstrate mastery, earn college credit, and continue developing advanced language proficiency.

B. Standards for Learning

Standards are assessed across three modes of communication:

- Interpersonal – two-way communication (conversations, email exchanges, discussions)
- Interpretive – comprehension of spoken and written language (articles, speeches, videos, literature)

- Presentational – one-way communication (essays, presentations, reports, multimedia projects)

Students should demonstrate cultural understanding in all modes.

Assessments emphasize authenticity, rigor, and real-world application, mirroring college-level expectations.

C. Expected Student Learning Outcomes:

Communication

- Engage in interpersonal communication in real-world contexts.
- Interpret authentic written and spoken Spanish (articles, podcasts, videos).
- Produce presentational communication for academic and real-world audiences.
- Demonstrate accuracy and appropriateness in grammar, vocabulary, and register.

Cultures

- Compare and contrast cultural practices, perspectives, and products of Spanish-speaking communities with their own.
- Analyze cultural contexts to interpret meaning in texts and communication.
- Recognize historical and contemporary influences on Spanish-speaking societies.

Connections

- Integrate knowledge from other disciplines (history, science, literature, art) through Spanish.
- Apply Spanish to solve real-world problems or complete interdisciplinary projects.

Comparisons

- Compare Spanish and English structures to understand language as a system.
- Examine cultural similarities and differences to gain insights into worldview.

Communities

- Use Spanish beyond the classroom in community and digital settings.
- Engage in global communication and demonstrate awareness of Spanish-speaking communities worldwide.

D. Time Requirements:

one block per day for the duration of three trimesters

E. Personnel Requirements

- Instruction will be provided by a highly qualified GLHS Spanish teacher.
- Completion of a College Board–approved AP Summer Institute or equivalent AP training is required.
- The instructor will align instruction to the AP Course and Exam Description (CED).
- The instructor will develop a content map for the AP Spanish Language and Culture course, per GL PLC expectations.
- The instructor will engage in ongoing professional learning, with an expectation of continuous improvement in student outcomes on the AP Spanish examination over time.

F. Facilities and Equipment Requirements

n/a

G. Teaching strategies and methodologies:

- *Communicative Practice*: Structured interpersonal and presentational activities, including debates, role-plays, interviews, and oral presentations to develop real-world communication skills.
- *Project- and Task-Based Learning*: Student projects and meaningful tasks integrating listening, reading, writing, and speaking aligned with AP expectations.
- *Authentic Materials & Interpretive Skills*: Analysis of podcasts, films, music, newspapers, literature, and online media to strengthen comprehension and critical thinking.
- *Integrated Performance Assessments*: Use of AP-style assessments combining reading, writing, speaking, and listening to prepare students for the exam.

- *Cultural Competency & Comparative Analysis*: Exploration of practices, perspectives, and products of Spanish-speaking cultures through discussions, debates, and research projects.
- *Formative Feedback & Technology Integration*: Frequent informal assessments, AP-aligned rubrics, and digital tools (e.g., AP Classroom, Flipgrid, Quizlet) to monitor progress and support skill development.

H. Materials and Textbook needs:

- AP Spanish Language and Culture Course and Exam Description (CED) – Free from College Board
- AP Classroom – Free online platform with practice questions and assignment tools once the course is registered with College Board
- Textbook and Supplementary Materials to be determined by instructor estimated to be approximately **\$4000** for a classroom set

I. Costs

- Summer curriculum work hours for Summer 2026 and Summer 2027 (20 hours curriculum work per summer, total 40 hours)
- AP Summer Institute cost approx \$1075

J. Schedules

Yearlong course

K. Evaluation Procedures

Student performance will be evaluated through AP-aligned formative and summative assessments reflecting college-level rigor. Formative assessments will provide ongoing feedback across interpersonal, interpretive, and presentational communication skills. Summative assessments will include AP-style performance tasks and examinations. Students will earn a letter grade based on demonstrated mastery of course objectives and preparedness for the AP Spanish Language and Culture exam.

L. Follow up

AP examination results will be reviewed annually, with ongoing instructional adjustments made to support continuous improvement in both student participation in the course and the number of students earning a qualifying score on the AP examination.

M. Other staff affected

K–12 Spanish Department within Gull Lake Community Schools:

Implementation of AP Spanish Language and Culture will involve collaboration to maintain vertical and horizontal alignment of the district's K–12 Spanish instructional program.