

Anchorage School District Curriculum Change Proposal

I. Recommendation (Proposed Curriculum Change)

The Anchorage School District World Languages Program recommends the addition of a new course, “Advanced Placement Spanish Literature.” This course will prepare students for the Advanced Placement Spanish Literature Exam. There are two College Board Advanced Placement Exams for Spanish: Language and Literature. The District currently offers only the “Advanced Placement Spanish Language Course. “

II. Rationale (Identify the Need for Change)

What is the reason for this proposal?

There is an increase in the numbers of students enrolled in high school Spanish courses, especially in the advanced levels. Native speakers of Spanish, language immersion students and strong middle school elective programs are contributing to the increase in numbers at the advanced levels. More challenging courses are needed to meet the needs of these students and prepare them for the rigor of post-secondary education

Students enrolled in this course will complete college-level Spanish literature work. The quality and quantity of work required in this course will meet post-secondary level expectations, and will challenge the students’ scholastic ability beyond the normal high school experience. The “AP Spanish Literature Course” meets the demands of higher-level language classes. This is a course that a native speaker will take to develop his/her first language in a comprehensive and meaningful way. Additionally, this course will meet the needs of the students who have been in the Chugiak and Government Hill elementary language immersion programs. Finally, the students who begin Spanish in the middle school two year will also be able to accrue college credit while in high school, not only with “AP Spanish Language,” but also with this offering of “AP Spanish Literature. “

How does this proposal differ from existing courses?

This is a new course. Of the two College Board AP Spanish Exams (Language and Literature), the District currently only offers students the “AP Spanish Language Course.”

How does this proposal address the School Board Goal(s)?

The “Advanced Placement Spanish Literature Course” emphasizes student achievement, demanding curriculum and diversity.

How does this course meet the reading, writing and math state performance standards?

Students enrolled in this course will meet these reading and writing performance standards:

Reading (Ages 15-18)

apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text; (E.B.1)

summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics of information; (E.B.3)

read and follow multi-step directions to complete complex tasks: (E.C.2)

analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience; (E.B.2)

express and support assertions, with evidence from the text or experience, about the effectiveness of a text; (E.D.4)

analyze the effects of cultural and historical influences on texts; (E.E.1)

Writing (Ages 15-18)

write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion; (E.A.1)

demonstrate understanding of elements of discourse (purpose, speaker, audience, for) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments; (E.A.4)

cite sources of information using a standard method of documentation. (E.D.3)

III. Course Description (Describe the following)

Course Objectives

The Course Objectives are aligned with the Alaska State Content Standards for World Languages:

- Students will understand spoken Spanish in interviews, explanations, narratives, lectures.

Alaska State Content Standards for World Languages

A. A student should be able to communicate in two or more languages, one of which is English.

A.1. understand written and oral communication in two or more languages.

- Students will read excerpts from long novels, short novels, short stories, essays, drama, and poetry. Students will read a variety of works from each author as homework and actively participate in weekly discussions of the readings in class. Students will recognize not frequently used rhetorical devices and their function, various historical periods and different literary movements in given poetic texts.

Alaska State Content Standards for World Languages

B. A student should expand the student's knowledge of peoples and cultures through language study.

B.3. learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior.

- Students will converse daily, discuss literature, develop argument, support, and debate. Students will practice the usage of a higher register of Spanish (including critical and literary language.)

Alaska State Content Standards for World Languages

C. A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

C.1. interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, pen pals, and travel.

- Students will write with analytical rather than descriptive content. Students will compare and evaluate different points of view; give a descriptive summary of place and climate; determine voice and protagonist; outline the chronological sequence of each work; and draw conclusions and analyze based on relevant details.

Alaska State Content Standards for World Languages

- A. A student should be able to communicate in two or more languages, one of which is English.
 - A.2. write and speak understandably in two or more languages
- B. A student should expand the student’s knowledge of peoples and cultures through language study.
 - B.4. improve the student’s understanding of the student’s language and culture through experiences with other languages and cultures.

Course Description

Advanced Placement Spanish Literature

Grade Level: 10-12 Two Semesters

Prerequisites: Spanish III or other upper level course; native speaker

Students in this course will complete university-level coursework in Spanish literature. Students will read literary texts of all genres and critically analyze works for form and content. Students will comprehend lectures delivered in Spanish and participate actively in discussions on literary topics. Students in this course will prepare for the Advanced Placement Spanish Literature Exam.

Course Location

This course proposal originated at Service High School, which has offered a separate class for “AP Spanish Language” for the past 3 years. Students who have already completed “AP Spanish Language” requested to continue their study of Spanish with the “AP Spanish Literature Course.” Additional high schools which will offer these courses are those with language immersion students (Chugiak and West) and growing numbers of native speakers of Spanish (all high schools.)

Course Content

This course is designed to prepare the students to take the AP Spanish Literature Exam that is presented in the following format:

3)	Section/Item Type	# Items	% Final Score	Time
	Section I Multiple Choice	55 items	40%	65 min.
	Reading Analysis	55 items	40%	65 min.
	Section II Free Response	3 prompts	60 %	115 min.
	Essay #1 Poetry Analysis	1 prompt	20 %	35 min.

	1	Analysis of poem not from the required reading list, but may be by an author on the required reading list.		
Essay #2	Thematic Analysis	1 prompt	20%	35 min.
	1	Analysis of specified works from the required list, OR		
	2	Comparison of two specified authors from the required reading list		
Essay #3	Text Analysis	1 prompt	20%	35 min.
	1	Analysis of text excerpt from a work on the required reading list, OR		
	2	Analysis of critical commentary about a work from required reading		

The following authors and different literary periods are the vehicle for achieving the “AP Spanish Literature Course” objectives and are listed below according to literary period:

Medieval & Golden-Age

Autores anónimos, BVC: Ficha de obra & BVC: Texto específico.*

“Romance de la pérdida de Alhama” (“Ay de mi Alhama”)

“Romance del Conde Arnaldos” (Versión de 26 versos)

Lazarillo de Tormes: Tratados 1,2,3,7.

Cervantes Saavedra, Miguel de

BVC: Ficha de autor

Web de Cervantes: Obras completas

El ingenioso hidalgo, don Quijote de la Mancha: Primera parte, capítulos

I,II,III,IV,V y VIII

BVC: Ficha de obra

Cruz, Sor Juana Inés de la

BVC: Ficha de autor

Sor Juana Inés de la Cruz en La BitBiblioteca

The Sor Juana Inés de la Cruz Project (SJICP)

“En perseguirme, Mundo, ¿qué interesas? (Quéjase de la suerte Su aversión a los vicios, justifica su divertimento a las Musas): insinúa su aversión a los vicios, y justifica su divertimento a las Musas)

(SJICP): Texto

“Hombres necios que acusáis” (Sátira folosófica: Arguye de inconsecuentes el gusto a la censura de los hombres que en las mujeres acusan lo que causan)

BitBiblioteca Texto

BVC: Grabación sonora

Coloquio Famous Hispanics: Texto

SJICP: Texto

Góngora y Argote, Luis de

BVC: Ficha de autor

Soneto CLXVI (“Mientras por competir con tu cabello”)

BVC: Ficha de obra

BVC: Texto específico

Juan Manuel, Infante de Castilla

BVC: Ficha de autor

- Conde Lucanor*: Exemplo XXXV.^o (“Lo que sucedió a un mozo que casó con una mujer muy fuerte y muy brava”)
BVC: Ficha de obra
BVC: Texto específico
- Núñez Cabeza de Vaca, Álvar
BVC: Ficha de autor
Naufragios: Capítulos XII, XX, XXI y XXII
BVC: Ficha de obra
- Quevedo y Villegas, Franciso de
BVC: Ficha de autor
Heráclito cristiano: Salmo XVII (“Miré los muros de la patria mía”)
BVC: Ficha de obra
BVC: Texto específico
- Téllez, Gabriel (Tirso de Molina)
BVC: Ficha de obra
El burlador de Sevilla y confidado de piedra
BVC: Ficha de obra
- Vega, Garcilaso de la
BVC: Ficha de autor
 Soneto XXIII (“En tanto que de rosa y de azucena”)
BVC: Ficha de obra
- 19th Century
- Alas, Leopolda (Clarín=
BVC: Ficha de autor
AS: Leopoldo Alas “Clarín”
 “Adiós, Cordera”
- Béquer, Gustavo Adolfo
BVC: Ficha de autor
 Rima, IV (“No digáis que agotado su tesoro”)
BVC: Ficha de obra
BVC: Grabación sonora
BVC: Texto específico
 Rima, XI (“Yo soy ardiente, yo soy morena”)
BVC: Texto específico
 Rima, LIII (“Volverán las oscuras golondrinas”)
BVC: Texto específico
- Darío, Rubén (Félix Rubén García Sarmiento)
BVC: Ficha de autor
Cantos de vida y esperanza: Otros poemas, XLI (“Lo fatal”)
BVC: Texto específico
- Espronceda, José de
 “Canción del pirata”
BitBlioteca: Texto
- Heredia, José María
BVC: Ficha de autor

“En una tempestad”
BVC: Ficha de obra
BVC: Texto específico

Larra, Mariano José de
BVC: Ficha de autor
“Vuelve Ud. mañana”
BVC: Ficha de obra
BVC: Texto específico

Martí, José
BVC: Ficha de autor
José Martí en La Bitblioteca
“Dos patrias” (Dos patrias tengo yo: Cuba y la noche“)
Versos sencillos, I (“Yo soy un hombre sincero”)
BVC: Ficha de obra
BVC: Texto específico
Poesi.as: Texto

Palma, Ricardo
BVC: Ficha de autor
“El alacrán de fray Gómez”

Pardo Bazán, Emilia
“Las medias rojas”

20th Century

Allende, Isabel
“Dos palabras”

Borges, Jorge Luis
Jorge Luis Borges en La BitBlioteca
“El sur”
“La muerte y la brújula”

Burgos, Julia de
“A Julia de Burgos”

Castellanos, Rosario
“Kinsey Report”
“Autorretrato”

Cortázar, Julio
Julio Cortázar en La Bitblioteca
“Continuidad de los parques”
Educar.org. Texto
Literatura argentina contemporánea: Texto
“La noche boca arriba”

Fuentes, Carlos
“Chac Mool”

García Lorca, Federico
Federico García Lorca en La BitBlioteca
La casa de Bernarda Alba
Página cultural: Texto

- Dos romances del *Romance gitano*
BitBiblioteca: Texto
Librodot.com: Ficheros
Página cultural: Texto
- García Márquez, Gabriel
Gabrial García Márquez en La Bitblioteca
Tres cuento, elegidos de la lista siguiente: “La prodigiosa tarde de Baltazar”,
“Un día de éstos”, “La siesta del martes”, “Un señor muy viejo con uas alas enormes”,
“El ahogado más hermos del mundo”, “La vuida de Montiel”.
- Guillén, Nicolás
BVC: Ficha de autor
“Balada de los dos abuelos”
BVC: Ficha de autor
BVC: Grabación sonora
“Sensemayá”
- Machado, Antonio
“He andado muchos caminos”
“La primavera besaba”
“Caminante, son tus huellas”
- Martín Gaité, Carmen
“Las ataduras”
- Neruda, Pablo (Ricardo Neftalí Reyes Basoalto)
Sitio oficial de Pablo Neruda (PN)
“Oda a la alcachofa”
AS: Texto
Residencia en la Tierra 2, “Walking around”
PN: Texto
Veinte poemas de amor y una canción desesperada, Poema 15 (“Me gustas cuando callas porque estás como ausente”)
BitBiblioteca: Texto
PN: Grabación sonora
PN: Texto
- Quiroga, Horacio
Horacio Quiroga en La BitBiblioteca
“El hijo”
BitBiblioteca: Texto
- Rulfo, Juan
“No oyes ladrar los perros”
- Storni, Alfonsina
Alfonsina Storni en La BitBiblioteca
“Peso ancestral”
“Tú me quieres blanca”
- Ulibarrí, Sabine R.

“Mi caballo mago“
Unamuno y Jugo, Miguel de
Miguel de Unamuno y Jugo en La BitBiblioteca
San Manuel Bueno, mártir
Vodanovic, Sergio, *El delantal blanco*

*All of the underlined above-mentioned sites are available on the Internet. The La BitBiblioteca, PN: Texto, and PN: Grabación Sonora are sites which offer audio and text resources.

During the first quarter the students become familiar with poetry and the terminology used to complete literary analysis. Second quarter brings in plays and shorts stories, with one completed novel to be read outside of class and discussed in class. In the third quarter the students will be taking practice tests with continued reading from the required list of poems, short stories and sections of novels. As time allows, another complete work will be done. Literary analysis will continue throughout the year..

Required readings for this course will include representative works by each author, among them at least one full-length work in addition to a selection of shorter pieces. Students will read both completed works and excerpts. As time allows, poems, which are indicated in parenthesis, will be included, this being essential to establish a broad selection of texts in order to develop analytic skills. Films and videos of many works are available and will be used prudently to enhance the understanding of the authors and their works, but will not substitute the actually reading of a text.

Each of four communication skills are emphasized for the duration of this course. Specific examples of student work for listening, oral expression, writing and reading are described below.

The listening comprehension section on the AP Spanish Literature Exam contains a lecture of about 10 minutes on a literary topic, and a series of reading passages. The questions on both the lecture and the reading passages are

printed in the examination booklet. In order to prepare for this section, students will take notes as they listen to practice lectures and reading passages. They will also listen to each other in group discussion; excerpt readings done by the teacher; and individual presentations. Each listening exercise is followed by a brief comprehension quiz, which will include true and false, multiple choice, and free-response sections.

Students listen to teacher-approved selections from the available material on video (see bibliography). Students are accountable for listening, so they might have 10 true/false questions to answer following the selection. They will be encouraged to take notes and may use their notes for the evaluation. It is suggested that the students listen twice to shorter segments at the beginning of the year and gradually grow accustomed to longer passages and to hearing them only once.

Students will also hear taped passages from the tape series that accompanies the text. The teacher highlights the use of idiomatic expressions in the context of the listening passages and encourages the students to use them in their summaries or writing assignments. Students are made accountable for taking notes on peer presentations by incorporating the information in their tests.

The use of Spanish (oral expression) is required at all times in the classroom. In order to maintain and build students' language skills, the following activities are incorporated into the curriculum:

- 1) Free response, gap-paired activities, and oral presentations: The *Conversaciones creadoras* textbook has a numbers of activities related to the content areas that provide speaking opportunities for the students. They practice in pairs, then several pairs (on a rotating basis), and finally they share their topics with the entire class. Students prepare the picture series in pairs also. There are

many picture series available in the Spanish AP Guides (Longman Publishing Co.) for the AP course as well as form AP Exams.

2) Interviews and role play: after having read a short story or section from a literary work, in small groups students prepare specific questions to particular characters presented in the work. As one group responds as the characters might, the other groups take turn posing their questions. The responsibilities are rotated so that all students have the opportunity to role play the part of the characters, as well as act as the interviewer.

3) On-line readings of specific authors and portions of their works offer the opportunity to students to hear the literary work out loud in native speech while they read along.

Students will write a full-length essay at least every other week. They are given one test or quiz per week, which includes AP-sample questions and/or essays. They are also expected to complete the questionnaire, which accompanies each reading and other handouts based on the works.

The following literary terminology will be introduced, studied and mastered throughout the school year: alliteration, allegory, anaphora, antithesis, apostrophe, asyndeton, epitaph, hyperbole, metaphor, onomatopoeia, paradox, periphrasis, personification, simile, symbolism, synthesis, as well as others. To ensure that students have meaningful practice opportunities incorporating the structures reviewed, each week they are required to write a half-page or one-page topic related to a content area emphasizing the literary figures that have been reviewed.

The Course Curriculum and Expectations for Student Performance are aligned with the local and national World Languages Standards:

COMMUNICATION: to communicate in languages other than English

Standard 1.1 Interpersonal: *Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.*

At the Pre-advanced performance level:

- Students discuss, debate, analyze and support their opinions about stories, novels, poetry or other texts.

Standard 1.2 *Interpretational: Students understand and interpret written and spoken language on a variety of topics.*

At the pre-advanced performance level:

- Students infer meaning from context in oral and written communication
- Student express understanding of main ideas, significant details, nuances in written and spoken language.

Standard 1.3 *Presentational: Student present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

At the pre-advanced performance level:

- Students perform scenes, interpret poems or present excerpts from topics related to other disciplines.
- Student select and analyze art and literature from the target culture.
- Students summarize an article or documentary intended for native speakers.

CULTURE: to gain knowledge and understanding of other cultures

Standard 2.1 *Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.*

At the pre-advanced performance level:

- Students comprehend and use more complex cultural practices, customs and phrases

Standard 2.2 *Students demonstrate an understanding of the relationships between the products and perspectives of the cultures studied.*

At the pre-advanced performance level:

- Students discuss and analyze various literary genres and fine arts.

CONNECTIONS: to connect with other disciplines and acquire information.

Standard 3.1 *Students reinforce and further their knowledge of other disciplines through the target language.*

At the pre-advanced performance level:

Students present interdisciplinary reports in the target language.

Standard 3.2 *Students acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.*

At the pre-advanced performance level:

- Students use authentic sources from the target culture to prepare presentations.

COMPARISONS: to develop insight into the nature of language and culture.

Standard 4.1 *Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.*

At the pre-advanced performance level:

- Students recognize how grammatical structure influences meaning in different languages

COMMUNITY: to participate in multilingual communities at home and around the world.

Standard 5.2 *Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment...*

At the pre-advanced performance level:

- Students derive personal enjoyment from songs, literature and artwork. This enjoyment is intrinsically motivated.

IV. Assessment

There will be poetry analysis, thematic analysis and text analysis done by the students. The rubrics are written according to the AP format, which are presented in multiple-choice, free-response, and essay writing formats. Here are the two rubrics that are to be used to assess students' writing.

Scoring guidelines for literary analysis

- 9 Demonstrates superiority in a very well developed essay that analyzes the development of theme, makes appropriate references to the literary device and language use. The essay clearly demonstrates insight and analytic ability and may show originality. Reader has no doubt that the student possesses a superior understanding of the material.
- 7-8 A well-developed essay that analyzes the development of them, making appropriate references to literary device and language use. Textual analysis outweighs description and paraphrasing. The reader may have to make some inferences because the essay is not always sufficiently explicit. May contain some errors, but these do not undermine the overall quality of the essay. In order to merit a 7, the essay must include some treatment of literary devices and language.
- 5-6 Suggests competence with basic understanding of the question and literary piece, but without always being well focused. Description and paraphrasing outweigh textual analysis and erroneous statements may intrude. A good essay on the development of theme without addressing literary devices and language may fall in this category.
- 3-4 Suggest lack of competence with a limited understanding of the literature of the question. Poorly organized, focus wanders, and comments are sketchy. Irrelevant comments may predominate and may contain major errors. The essay may be so general as to suggest that the student has not understood the question or the literature.
- 1-2 Demonstrate lack of competence with chaotic, confused and incorrect essay. Reader is left with the certainty that the student has not understood the question or the literature.
- 0 Response is on task but so brief or so poorly written as to be meaningless. Written in English. Blank page or response is completely off-task (obscenity, nonsense writing, drawings, letter to reader, etc.).

Rubric for evaluation of students' writing skills:

- 9 DEMONSTRATES EXCELLENCE IN WRITTEN EXPRESSION
Control of complex syntax and good use of verbs, although a few errors may occur. Use of rich, precise, idiomatic vocabulary; ease of expression, very good command of conventions of the written language (orthography, sentence structure, paragraphing and punctuation).
- 7-8 DEMONSTRATES VERY GOOD COMMAND IN WRITTEN EXPRESSION
Evidence of complex syntax and appropriate use of verbs, although more than a few grammatical errors may occur and very good control of elementary structures. Considerable breadth of vocabulary. Conventions of the written language generally correct.
- 4-5-6 DEMONSTRATES A BASIC TO GOOD COMPETENCE IN WRITTEN EXPRESSION
Control of elementary structures and common verb tenses; frequent errors may occur in complex structures. Vocabulary-appropriate but limited, occasional second language interference. May have frequent errors in orthography and other conventions of the written language.
- 2-3 SUGGESTS LACK OF COMPETENCE IN WRITTEN EXPRESSION
Numerous grammatical errors even in elementary structures; there may be an occasional redeeming feature, such as correct advanced structure. Limited vocabulary; significant second language interference, pervasive errors of orthography may be present.
- 0-1 DEMONSTRATES LACK OF COMPETENCE IN WRITTEN EXPRESSION
Constant grammatical errors impede communication with insufficient vocabulary; frequent second language interference. Severe problems with orthography may interfere with written communication.

V. Suggested Materials/Textbooks/Equipment

REQUIRED TEXTS

The current College Board AP Spanish Literature Released Exam Guide which includes multiple choice questions and answer key, free-response questions, scoring guidelines, and sample student responses with commentary, and tapes.
The College Board Teacher's Guide to the AP Course in Spanish Literature.
Selected readings and exercises from current Spanish literary and grammar texts.
The current College Board AP Spanish Literature Free-Response Guide with Multiple-Choice Section (with tape).

Teacher Resource Materials:

Bell-Villada, Gene H. Borges and his Fiction: A Guide to His Mind and Art. Chapel Hill: University Of North Carolina Press, 1981.

Virgillo, Carmelo, L. Teresa Valdivieso, and Edward H. Friedman. Aproximaciones al estudio de la literatura hispánica. 3rd ed. New York; McGraw Hill, 1994.

Anthologies:

Antología poética, 1981.

Bretz, Mary Lee, Trisha Dvorak, and Carl Kirschner. Pasajes: Cultura. 3rd. ed. New York: McGraw-Hill, Inc., 1992.

Copeland R., Kite and L. Sandstedt. Civilización y cultura. New York: Holt, Reinhart and Winston, Inc., 1981.

Díaz, José M., and Stephen J. Collins. Abriendo paso: Lectura. Boston: Heinle & Heinle, 1995.

José L. Martí y Angel Rubio-Moroto, Longman Publishing Co., Obra escogida, which include the following short stories: “El río”, “La conciencia”, “La rama seca”, “El maestro”, “Muy contento”, and “No tocar”.

Springer, Alice, and Dorothy Rudy. Guía para el estudio de la literatura española: Advanced Placement. N.p.: 1993.

Novels, Plays, and Short Stories:

Borges, Jorge Luis. El Aleph and Ficciones.

Lorca, Federico García Lorca. Romancero gitano; Bodas de Sangre; Yerma; and La casa de Bernarda Alba.

Márquez, Gabriel García. La hojarasca; El otoño del patriarca; Cuentos from: Los funerales de la Mamá Grande.

Matute, Ana, Fiesta del noroeste.

Unamuno, Miguel de. Niebla.

VI. Budget

As noted above, there are many materials which are readily available and accessible to students and teachers on the Internet. The Service High School Spanish teacher is also trained by College Board for AP Literature and has collected numerous anthologies and teacher resources.

VII Implementation Timeline

The “Advanced Placement Spanish Literature Course” is proposed FY 2002-03.

VIII. Other (Any Additional Information)

Anchorage School District
Growth in Student Enrollment for High School Spanish Electives

	<u>1979-80</u>	<u>1990-91</u>	<u>2000-01</u>	<u>2001-02</u>
Spanish I	538	750	1289	1258
Spanish II	232	525	1001	981
Spanish III	62	201	439	480
Spanish IV/V	35	22	186	145
AP Spanish Language			50	64
Spanish for Fluent Speaker			25	67

Increase in numbers of students electing to take Spanish electives reflects:

- more students in strong middle school two-year elective programs
- growing Hispanic population
- immersion program students transitioning to high school
- national trend-high interest in Spanish, the second language of the US

Increase in enrollment also indicates need for more advanced courses to:

- encourage more native speakers of Spanish to enroll in AP courses
- provide challenging, rigorous courses for incoming middle school students, immersion students and others who begin language study at an earlier age