



SCHOOL DISTRICT U-46 ELL DEPARTMENT

Proposal to Adopt
Dual Language
Honors Spanish Language
Arts II Curriculum
Framework and
Instructional Resources

*Artes del Lenguaje en
Español (ALE) II Honores*



BOE Presentation
May 6, 2019

Presenters:

Dr. Annette Acevedo, ELL Program Director
Dr. Joshua Carpenter, Assistant Superintendent for Teaching and Learning
Juan Fernández, World Language Teacher
Zindya Guerrero, ELL/DL Instructional Coach
Mario Pestaña, Coordinator of ELL Initiatives
Sylvia Rodríguez, Coordinator of ELL Initiatives



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This proposal is for adoption of an Honors Spanish Language Arts II Curriculum Framework aligned to the Spanish Language Arts (SLA) Common Core State Standards and Spanish Language Development (SLD) Standards. This curriculum is in response to the **ISBE Compliance- Full-time TBE Placement Criteria as well as School District U-46's Board of Education 80:20 Dual Language Policy** adopted in July 2014, which includes dual language programming from preschool through 12th grade.



Dual Language ALE II Honores Curriculum Framework COMMITTEE MEMBERS

Dr. Annette Acevedo	ESC	ELL Director
María Chamorro	ESC	ELL/DL Instructional Coach
Dr. Jesús Díaz Peña	Ellis Middle School	ELL/DL Lead Teacher
Juan Fernández	Elgin High School	World Language Teacher
Stacy Frazer	Streamwood High School	ALE I Honores Teacher
Zindya Guerrero	ESC	ELL/DL Instructional Coach
Patricia Makishima	ESC	Coordinator of ELL Initiatives
Dr. Julio Martínez Sierra	Elgin High School	ELL SPED Teacher
Arleen Muñiz	Larkin High School	ALE I Honores Teacher
Pedro Pérez Llorente	Bartlett/South Elgin HS	ELL Divisional
Mario Pestaña	ESC	Coordinator of ELL Initiatives
Sylvia Rodríguez	ESC	Coordinator of ELL Initiatives
Verónica Ryan	ESC	Coordinator for Secondary Literacy & Libraries
Saúl Vázquez	South Elgin High School	World Language Teacher





U.S. Department of Education

TITLE VI OF THE CIVIL RIGHTS ACT OF 1964

Prohibits discrimination based on race, color, or national origin

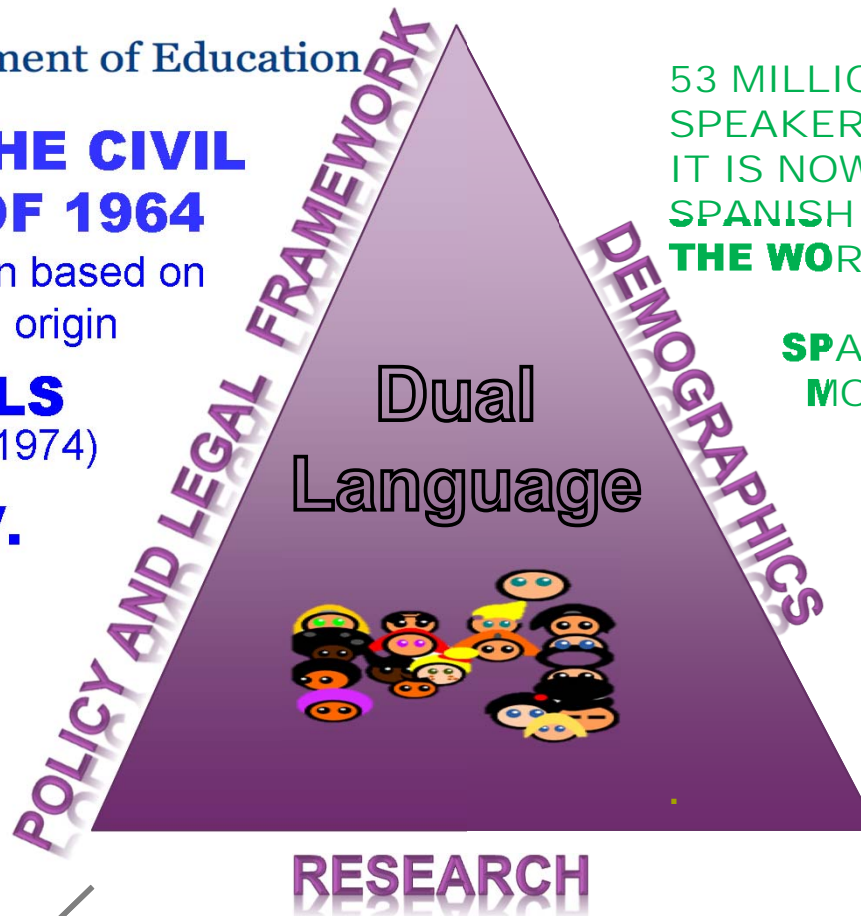
LAU V. NICHOLS
(U.S. Supreme Court 1974)

CASTAÑEDA V. PICKARD

(5th Cir. 1981)

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228
SUBTITLE A
SUBCHAPTER f

DL BOE
POLICY



53 MILLION NATIVE SPANISH SPEAKERS IN THE UNITED STATES. IT IS NOW THE SECOND LARGEST SPANISH SPEAKING COUNTRY IN **THE WORLD**.

SPANISH IS THE SECOND MOST SPOKEN LANGUAGE IN THE WORLD.

Instituto Cervantes

SCHOOL DISTRICT U-46
55% LATINO
52% SPANISH AS A HOME LANGUAGE

Source: *Infinite Campus* February 20, 2019

Dual language has been found to be the only method of second language acquisition to facilitate the full closure of the achievement gap between ELs and English speakers in primary and secondary education. Strictly structured and well-implemented dual language instruction across all subjects of the curriculum provides all students the opportunity to develop a deep academic proficiency in two languages, which will give them the tools to become highly-sought-after bilingual professionals in today's more globalized world. **THOMAS & COLLIER 2012** National Council for Languages and International Studies

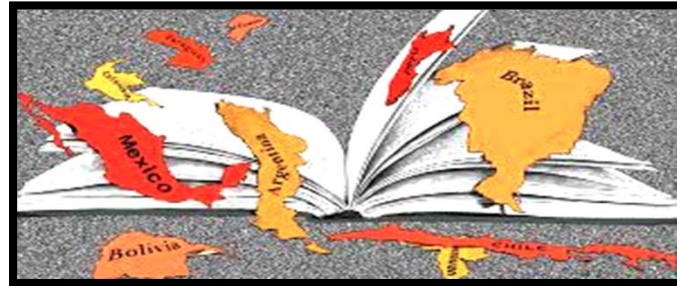


Aligned to the

U146 STRATEGIC PLAN



-COURSE-

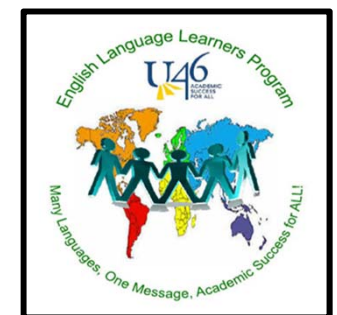


DUAL LANGUAGE

ARTES DEL LENGUAJE EN ESPAÑOL (ALE) II HONORES **HONORS SPANISH LANGUAGE ARTS (SLA) II**

ALE II Honores focuses on the personal and historical elements that influence literature and other works of art. In this Spanish literary course, students will explore various genres and literary movements considering the historical contexts in which they appeared. Additionally, students will gain knowledge and understanding about the personal and cultural motivations behind worldwide recognized literary creations. The students will recognize the relevance of the course by being able to make connections between classic and contemporary literature, while correlating the various themes with current events. Moreover, the course will offer the students the opportunity to learn about the socio-cultural features of a given epoch and how they are reflected in authors' lives and their works of art. By the end of this course, the students will apply what they have learned to their personal lives, works, and perspectives.

Spanish Language Arts (SLA) is vertically aligned with School District U-46's ELL Standards-Based 6th Grade Thematic Units, 7th and 8th Grade Curriculum Frameworks, 9th Grade Honors SLA I, and complements the English Language Arts (ELA) Curriculum Framework.



ISBE ILLINOIS SEAL OF BILITERACY

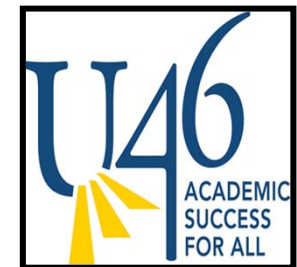


ALE II HONORES / HONORS SLA II

❑ SPANISH LANGUAGE ARTS- ISBE COMPLIANCE- FULL-TIME TBE PLACEMENT CRITERIA

The intentional and strategic use of the academic language of Spanish within the framework of Language Arts provides a deep understanding of the linguistic features of Spanish on a broader spectrum. This is conducive to increasing the number of dual language students who will be college and career ready, bilingual, biliterate and with increased opportunities for obtaining the **ILLINOIS SEAL OF BILITERACY**.

In addition, newcomer and ESL level 1 and 2 students will have the opportunity to participate in a program that addresses their language proficiency levels.



-Learning Outcomes-

■ READING INFORMATIONAL AND LITERATURE:

- Text complexity
- Comprehension

■ WRITING:

- Text types
- Responding to reading
- Research

■ SPEAKING AND LISTENING:

- Communication
- Collaboration

■ LANGUAGE:

- Conventions
- Grammar
- Vocabulary

Common Core Language Arts Demands

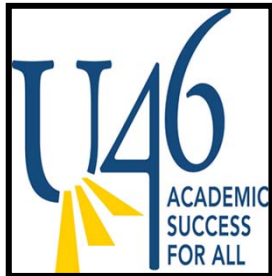
- Multi-modal
- Multi-genre
- Authentic Text
- Technology
- Performance Based
- Staircase of Complexity
- Authentic Learning Tasks
- Assessments
- Text level



Key Components

Key Features

Theme and Overarching Essential Topics



Dual Language *ALE II Honores*

THEME

Literary/Artistic
Voices Through
Time

*The study of
personal and
historical elements
that influence
literature and other
works of art.*

OVERARCHING ESSENTIAL TOPICS

From Oracy to Writing

*Literature as the Conveyer of
Language and Meaning*

*The Convergence of Historical
and Personal Events in the
Production of Avant-
garde/Modern Literature and Art*

*Towards a World of Subjectivity
and Relativism*



An Overview of the Framework



Distrito Escolar U-46
Programa de Lenguaje Dual ALE II Honores
Marco del desarrollo de las Artes del Lenguaje en Español



Tema central:			
Voces literarias/artísticas en el tiempo			
Unidad Temática 1 (9 semanas)			
Marco temático de las Artes del Lenguaje en español:			
El paso de la oralidad a la escritura.			
Instrucción Estandarizada	Lectura – Textos Literarios/Informativos	Escritura y producción de textos	Comprensión auditiva y expresión oral
Estándares Estatales Comunes para las Artes del Lenguaje en Español – Estándares de Contenido y Expectativas de Grado Los Estándares Comunes Estatales de español en esta unidad reflejan el rigor de los estándares de las artes del lenguaje de español requeridos por la Junta Educativa del Estado de Illinois (ISBE, por sus siglas en inglés).	11.LL.1 Utiliza adecuadamente estrategias como comparar, contrastar, analizar, valorar para derivar significado de diversos textos y medios; cita información sólida y extensa para apoyar los resúmenes e interpretaciones de un texto; determinar de qué partes del texto hay incertidumbre para elaborar juicios a base de lo leído. 11.LL.2 Identifica las ideas centrales o temas y analiza su desarrollo en el transcurso de la obra, cómo interactúan y añaden a la complejidad de la trama, según se evalúan los patrones de organización, repetición de ideas y sintaxis que afectan el contenido del texto. 11.LL.3 Identifica y analiza cómo las interacciones entre los elementos literarios y el punto de vista influyen en el desarrollo de la trama, la complejidad de los personajes (motivaciones, interacciones, arquetipos) o temas universales. 11.LL.10 Evalúa las influencias filosóficas, políticas, sociales, religiosas y éticas en textos literarios de diversos periodos y apoya, con evidencia del texto, la forma en que el contenido representa una postura del autor o de un personaje.	11.E.4 Produce un texto claro y coherente en el que el desarrollo, la organización y el estilo sean apropiados para la tarea, propósito y audiencia.	11.AO.1d. Trabaja con los compañeros para promover discusiones y poner en práctica la toma de decisiones de manera civil y democrática; establece metas claras y fechas límite y dispone roles individuales, según sea necesario. 11.AO.4a Demuestra aprendizaje de los valores al analizar la conducta ética, los valores y las virtudes humanas.
	Dominio de la lengua 11.L.CL.3 Utiliza conocimiento de la gramática y ortografía del español al escuchar, hablar, leer y escribir. 11.L.V.4a Utiliza el contexto (por ejemplo: significado general de una oración dentro de un párrafo; la posición de una palabra dentro de una oración) como clave para entender el significado de una palabra o frase.		



An Overview of the Framework



School District U-46
Dual Language Program
Honors Spanish Language Arts II Framework



Theme: Literary/Artistic Voices Through Time				
Thematic Unit 1 (9 weeks)				
Spanish Language Arts Thematic Framework: From Oracy to Writing				
Standards-Based Instruction	Reading – Literary/Informational		Writing	Speaking & Listening
Instructional Focus Standards - Spanish Language Arts CCSS: The CCSS for SLA reflect the rigor of the SLA standards required by the Illinois State Board of Education (ISBE)	11.LL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 11.LL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 11.LL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 11.LL.10 Evaluate the philosophical, political, social, religious, and ethical influences in literary texts from different periods, and support, with evidence from the text, how the content represents an author's or character's position.		11.E.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	11.AO.1d. Work with peers to promote discussions and practice decision-making in a civil and democratic way, set clear goals and timelines, and lay out individual roles as needed. 11.AO.4a Demonstrate learning of values by analyzing ethical conduct, values, and human virtues.
	Language/Conventions 11.L.CL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and to comprehend more fully when reading or listening. 11.L.V.4a Use context (e.g., general meaning of a sentence within a paragraph; a word's position in a sentence) as key to understanding meaning of a word or sentence.			
The Spanish Language Development (SLD) strands were written by the WIDA Consortium to reflect authentic Spanish language development within a U.S. context.	SLD Standard 1 Social and Instructional Language Emergent bilinguals communicate for Social and Instructional purposes within the school setting. SLD Standard 2 The language of Language Arts Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content of Language Arts. SLD Standard 5 The language of Social Studies Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content of Social Studies. Please click HERE for <i>The Spanish Language Development Standards</i> .			
SBLA Standards	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Transfer Goals	<i>Students will be able to independently use their learning to:</i> Read and respond appropriately to different literary genres (fiction, nonfiction, technical, etc.) according to the task, purpose and audience. Produce efficient and effective writings according to the purpose and audience. Analyze, interpret, and evaluate different forms of communication (literary, artistic, etc.). Evaluate a literary or artistic work to determine its value.			

Theme

Overarching Essential Topics

Focus Standards

SLD-Spanish Language Development Standards

Ongoing Standards

Transfer Goals

An Overview of the Framework

Topical Essential Questions <i>Using evidence and in the role of:</i> <input type="checkbox"/> reader and writer/author <input type="checkbox"/> researcher <i>explain:</i>	<ol style="list-style-type: none"> 1. How do readers and writers analyze a text or literary work? 2. How are the early narrations of the Middle Ages transmitted, and how do they evolve? 3. How does the context of the Middle Ages affect the creation of a work? 4. Why is it important to understand the themes of the Middle Ages? 	
Enduring Understandings	<ol style="list-style-type: none"> 1. Readers and writers analyze a literary text or work considering its content, historical context, and author. 2. The early narrations of the Middle Ages were orally transmitted. The minstrels told feats and adventures that reflected the evolution of the geopolitical context of the Middle Ages, and its communities. 3. The context of the Middle Ages affected the creation of works, which are a reflection of the era's culture, social values, religious beliefs, and traditions. 4. It is important to understand the themes of the Middle Ages to comprehend the era's mindset, the reasons why people created and told their stories, and why many themes remain current nowadays. 	
Assessments	Formative <ul style="list-style-type: none"> • Analyze a work's historical context (11.LL.1, 11.LL.10, 11.AO.1d, 11.L.CL.3) • Recognize and identify the required elements of analysis in a work or short text, considering the work's historical context and/or author (11.LL.1, 11.LL.2, 11.LL.3, 11.LL.10, 11.L.CL.3) • Connect the characteristics of a work written in the Middle Ages with a present-day work (e.g., using texts from Honors SLA I among others) (11.LL.10, 11.L.CL.3) • Analyze and evaluate the style of a work from the Middle Ages (11.LL.1, 11.LL.10, 11.L.CL.3, 11.AO.4a) • Identify central themes of the work from the Middle Ages (11.LL.2, 11.AO.4a) • Interpret the language characteristic of the era of study (11.L.CL.3, 11.L.V.4, 11.AO.4a) • Recognize and discuss the moral of a work/text from the Middle Ages (11.AO.1d, 11.LL.1, 11.L.CL.3) • Commence a chronological timeline of the influence of the geopolitical context from the different literary movements (11.LL.2, 11.LL.10) 	Summative <ul style="list-style-type: none"> • Write an essay that compares the works of the Middle Ages with present-day works comprised of a similar theme (e.g., movie, canvas/painting, literary text, etc.) (11.LL.10, 11.E.4, 11.L.CL.3, 11.AO.1d) • After researching works from the Middle Ages, create a product (e.g., poem, story, tragedy, etc.) that reflects the themes and/or styles of the Middle Ages using our current context (11.E.4, 11.LL.1, 11.LL.2, 11.LL.3, 11.LL.10, 11.AO.1d, 11.L.CL.3, 11.L.V.4) <p><i>* Additional summative assessments will be developed by the Spanish Language Arts teachers per dual language site.</i></p>
Learning Targets	<p>I can identify the central themes of a work or text from the Middle Ages. (11.LL.2, 11.AO.1d, 11.AO.4a).</p> <p>I can recognize the moral and/or message of a work or text from the Middle Ages. (11.LL.2, 11.AO.1d, 11.AO.4a).</p> <p>I can recognize/interpret the language characteristic of the era using context clues. (11.L.V.4, 11.AO.1d, 11.AO.4a).</p> <p>I can recognize how the author's experiences and the era's historical context influence his/her work. (11.LL.1, 11.LL.2, 11.LL.10, 11.AO.1d, 11.L.CL.3).</p> <p>I can connect themes of the Middle Ages with present-day ones. (11.LL.1, 11.LL.2, 11.AO.1d).</p> <p>I can analyze the interactions of literary elements. (11.LL.1, 11.LL.2, 11.LL.3).</p> <p>I can identify a work's point of view. (11.LL.1, 11.LL.3).</p> <p>I can identify and analyze how the interaction of literary elements and point of view (e.g., an anonymous work, pseudonym) influence a work's development. (11.LL.1, 11.LL.2, 11.LL.3, 11.LL.10).</p> <p>I can correctly incorporate grammar and spelling in my publications. (11.L.CL.3).</p>	

Topical Essential Questions & Depth Of Knowledge

Enduring Understandings

Formative and Summative Assessments

Learning Targets

Construction of knowledge is a unique personal learning process, where each and every person understands and gains meaning of new knowledge based upon their prior knowledge and their personal beliefs and needs.

...a child-centered teaching approach sees every student as a unique “biography” and not as a copy of the same picture.

Rachel M. Simmons (2013)



STUDENT: Readiness-Interest-Learning Style

CURRICULUM: Content-Process-Product

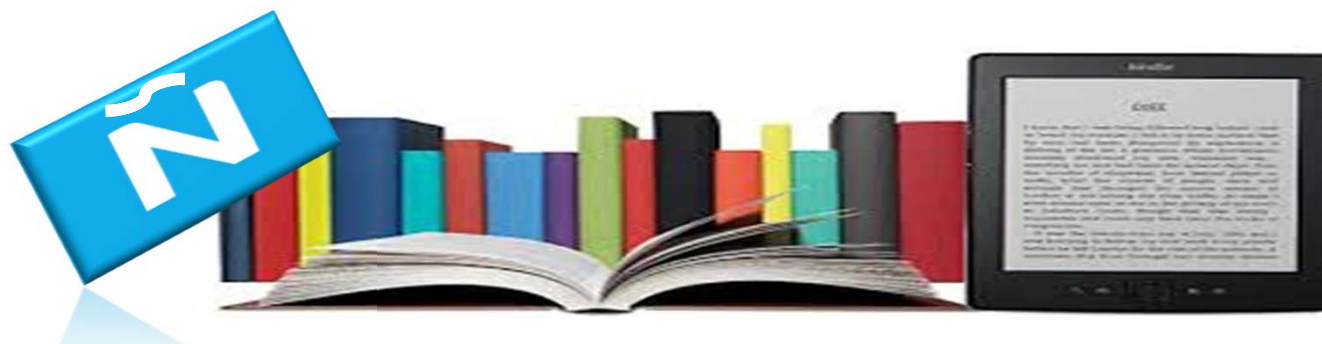
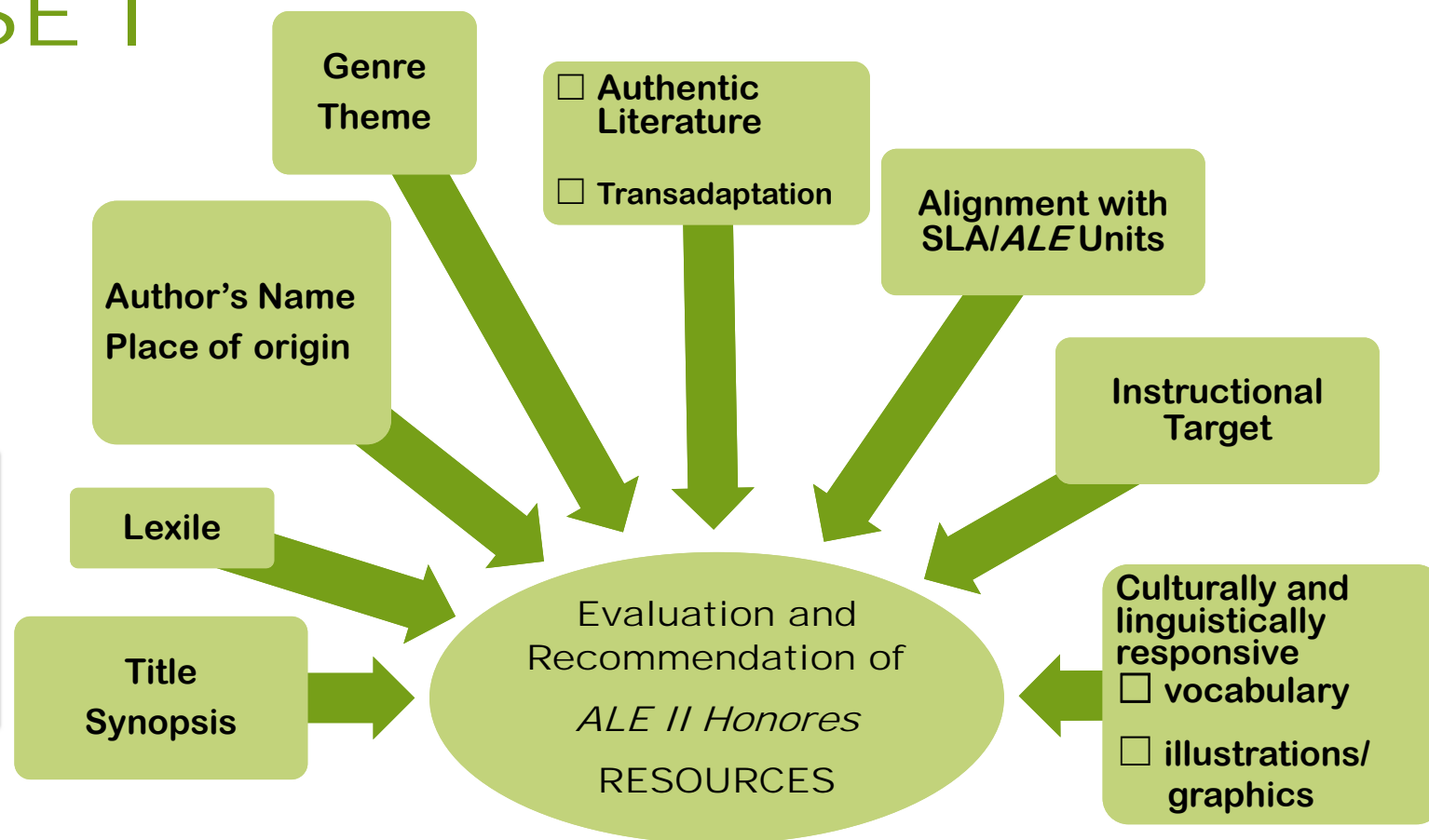
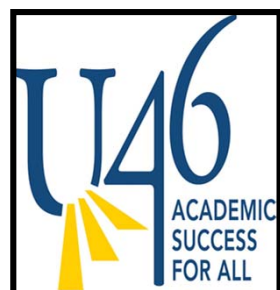


DIFFERENTIATION: Differentiating instruction is doing what's fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn (Retrieved from the presentation "*Differentiated Instruction*" - [HERE](#)) Differentiation strategies refer to instructional approaches that respond to individual student strengths and needs based on student/class profile to maximize student learning and success for all. These strategies are available to support all students at different academic and language developmental stages.

Please click [HERE](#) to access an abridged version of "The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12" by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood as part of Project EXCELL (EXceptional Collaboration for English Language Learning).

Evaluation and Recommendation of District Adoption of *ALE II Honores* Learning Resources

PHASE I



Evaluation and Recommendation of District Adoption of *ALE II Honores* Learning Resources



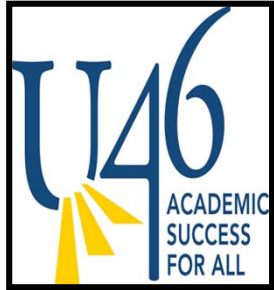
School District U-46
Dual Language Program
FRAMEWORK FOR THE DEVELOPMENT OF SPANISH LANGUAGE ARTS (ALE)
HONORS SLA II
COMPENDIUM OF RESOURCES



Central Theme: Literary/Artistic Voices Through Time						
ALE UNIT 4						
Spanish Language Arts Thematic Framework: Towards a World of Subjectivity and Relativism						
TITLE	LEXILE	AUTHOR-PLACE OF ORIGIN	LITERATURE	GENRE	RECOMMENDATIONS	TO BE USED FOR:
Canto a la vida		Pablo Neruda CHILE	<input checked="" type="checkbox"/> Authentic Latin American <input type="checkbox"/> Transadaptation	POETRY	Instructional Target : <ul style="list-style-type: none"> Interpret the ideas representative of a text in any artistic form, in this case poetry Utilize with precision descriptive words and sentences both orally and in writing Practice appropriate voice modulation, visual contact and diction to engage the audience Compare and contrast poetry from different epochs Comments: This colorful and illustrated book invites students at different language levels to explore poetry. The variety in poems allows for differentiation and can be used with students at different levels (academically and linguistically). If applicable, this book can also be used for: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <input type="checkbox"/> SLA/ALE UNIT 1 <input type="checkbox"/> SLA/ALE UNIT 2 <input type="checkbox"/> SLA/ALE UNIT 3 </div> Recommended excerpt: <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <input type="checkbox"/> whole book(s) _____ <input type="checkbox"/> page(s) _____ <input type="checkbox"/> paragraph(s) _____ <input type="checkbox"/> sentence(s) _____ <input checked="" type="checkbox"/> chapter(s) Based on the student's language levels </div>	<input checked="" type="checkbox"/> SLA/ALE <input checked="" type="checkbox"/> Classroom library <input type="checkbox"/> School library <input type="checkbox"/> Online resource <input type="checkbox"/> Study Sync
GENERAL DESCRIPTION				THEME		
<p><i>"A child who does not play is not a child, but the man who doesn't play has lost forever the child who lived in him and who he will miss terribly."</i> Pablo Neruda.</p> <p>This is an anthology of poems, odes and sonnets by Chilean poet Pablo Neruda. Neruda's production is exceptionally extensive and this selection is specifically made for students who start to learn about the work of one of the world's most celebrated literary figures. In 1971, he won the Nobel Prize.</p>				Surrealism Metaphoric writing Imagery	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;"> <input type="checkbox"/> vocabulary <input type="checkbox"/> illustrations </div>	
Revised by: Committee member: Zindya Guerrero Date: December 23, 2018						

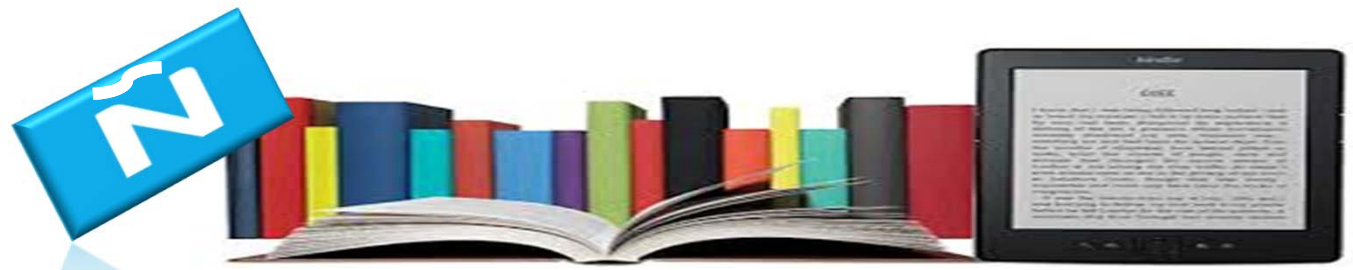
ARTES DEL LENGUAJE EN ESPAÑOL (ALE) II HONORES
HONORS SPANISH LANGUAGE ARTS (SLA) II

EVALUATION AND RECOMMENDATION OF DISTRICT
ADOPTION OF LEARNING RESOURCES



District adoption of:

- **88 INDIVIDUAL TITLES, INCLUDING CLASSROOM LIBRARY BOOKS-** fiction and non-fiction
 - Create a **COHESIVE AND ALIGNED** Honors SLA II curriculum in U-46
 - Provide **ALIGNED ACCESS TO TEXT** and **TECHNOLOGY**
 - Support rigorous and relevant instruction that is aligned to **COLLEGE AND CAREER** readiness





ESTIMATED COST ANALYSIS <i>ALE II HONORES</i>		Total
INDIVIDUAL TITLES, INCLUDING CLASSROOM LIBRARY BOOKS •Essays •Biographies •Chapter Books •Novels •Short Stories	88 Titles (12 classrooms) Dual Language	\$103,085.51
STUDY SYNC	Dual Language U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years	N/A
NEWSELA (SPANISH)	Dual Language U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years ACCESS TO SPANISH ARTICLES IS FREE	N/A
TECHNOLOGY	Technological resources for students	N/A
ESTIMATED TOTAL COST (subject to change)		\$103,085.51

PROFESSIONAL DEVELOPMENT PLAN

Artes del Lenguaje en Español (ALE) II Honores

Professional Development

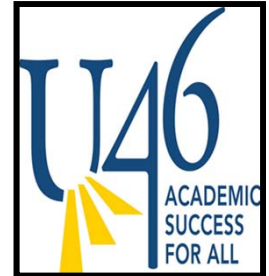
Professional Development Plan for: *Artes de Lenguaje en Español (ALE) II Honores/Honors Spanish Language Arts II (SLA)*

Professional Development Title: *La enseñanza y aprendizaje de Artes de Lenguaje en Español (ALE) II en el salón de lenguaje dual/The teaching and learning of Spanish Language Arts (SLA) II in a dual language classroom*

Day 1: Monday, June 3, 2019 or Monday, July 29, 2019

Introduction to the *ALE II Honores/Honors SLA II Course* (Framework, Resources, etc.)

Enduring Understanding	Outcomes/Activities	Danielson's Framework for Teaching Alignment	Presenters
<ol style="list-style-type: none"> Participants will understand how <i>ALE II Honores/Honors SLA II</i> fits as part of the continuum of the Spanish Language Arts pathway. Participants will understand how the <i>ALE/SLA</i> framework was developed using Understanding by Design (UbD) and how its aligned to the Spanish Language Arts CCSS and Spanish Language Development Standards (SLDS), as well as its connection to AP® Spanish Literature and Culture (themes, historical elements, foreign language standards) within the theme of <i>Literary/Artistic Voices Through Time</i>. Participants will understand how the resources were selected and how they are aligned to the four standards-based units. 	<ol style="list-style-type: none"> Participants will become familiar with the different components of the <i>ALE II Honores/Honors SLA II</i> framework, including unpacking the SLA CCSS. Participants will explore and analyze the resources for each unit and the recommended use within the course and classroom. Participants will explore and analyze <i>ALE II Honores/Honors SLA II</i> historical contexts, personal interests, patterns, themes, and standards to meet the goals of <i>ALE II Honores/Honors SLA II</i> framework. 	1a, 1c-1e, 2b, 3c, 4a, 4d-4f	-ELL Department -Select SLA Curriculum Committee Members



Instructional Practices



WORKSHOP MODEL

- Mini-lesson
- Practice (*Learning by doing*)
- Authentic
- Engagement
- Choice

USE OF TEXT AND TECHNOLOGY

- Multi-genre
- Culturally and Linguistically Responsive
- Multi-modal
- Need to Mark Text
- Excerpts
- Text Complexity
- Online Resources





