







# SCHOOL DISTRICT U-46 ELL DEPARTMENT

Proposal to Adopt  
9<sup>th</sup> Grade Dual Language  
Honors Spanish Language  
Arts I Curriculum  
Framework and  
Instructional Resources

*Artes del Lenguaje en  
Español I Honores*



Board of Education Presentation  
April 23, 2018

**Presenters:**

**Dr. Joshua Carpenter, Assistant Superintendent for Teaching and Learning**

**Dr. Annette Acevedo, ELL Director**

**Patricia Makishima, Coordinator of ELL Initiatives**

**Arleen Muñiz, Larkin High School ELL Teacher**

**Pedro Pérez Llorente, Gifted Specialist**

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This proposal is for adoption of a Honors Spanish Language Arts I 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 12<sup>th</sup> grade.



# 9<sup>th</sup> Grade Dual Language Honors Spanish Language Arts I Curriculum Framework COMMITTEE MEMBERS



Dr. Annette Acevedo	ESC	ELL Director
Radwan Abordan	Abbott Middle School	ELL Lead Teacher
Celia Banks	ESC	Bilingual Coordinator of Literacy K-6
María Chamorro	ESC	ELL Instructional Coach
Elena D'Onofrio	Elgin High School	High School ELL Teacher
Zindya Guerrero	ESC	ELL/DL Coach
Jackie Jonhson	ESC	Coordinator for Secondary Literacy & Libraries
Patricia Makishima	ESC	Coordinator of ELL Initiatives
Dr. Julio Martínez Sierra	Elgin High School	ELL SPED Teacher
Arleen Muñiz	Larkin High School	High School ELL Teacher
Irene Osorio	Larkin High School	Former ELL Divisional
Emmanuel Pérez	Tefft Middle School	Middle School DL Teacher
Pedro Pérez Llorente	ESC	Gifted Specialist
Mario Pestaña	ESC	Coordinator of ELL Initiatives
Sylvia Rodríguez	ESC	Coordinator of ELL Initiatives
Saúl Vázquez	South Elgin High School	World Language Teacher



U.S. Department of Education

POLICY AND LEGAL FRAMEWORK

DEMOGRAPHICS

# 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

(5<sup>th</sup> Cir. 1981)

ISBE 23 ILLINOIS ADMINISTRATIVE CODE 228

SUBTITLE A  
SUBCHAPTER f

DL BOE  
POLICY



## Dual Language



## RESEARCH

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

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  
54% LATINO  
51% SPANISH AS A HOME LANGUAGE  
*2017-2018 Infinite Campus*



# U-46 Strategic Plan



**Thematic Category:**  
Student Achievement

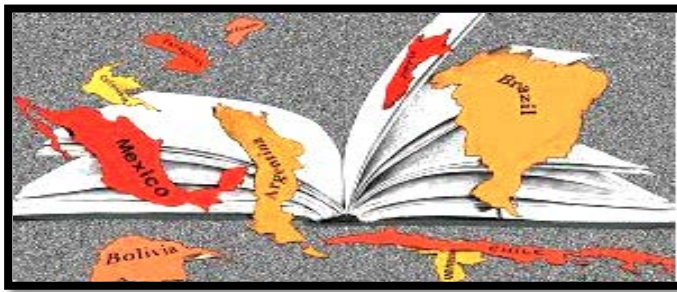
**Aspiration:**

We will educate the whole student by providing an enriched, high quality experience that empowers all graduates to be competitive members of the global society.





# -COURSE-



## 9<sup>th</sup> GRADE DUAL LANGUAGE HONORS SPANISH LANGUAGE ARTS (SLA) I ARTES DEL LENGUAJE EN ESPAÑOL (ALE) I HONORES

Ninth grade Honors SLA I / ALE / Honores focuses on a variety of literature and informational sources, composition, grammar concepts, vocabulary study, communication, and research skills through the themes of *Advocacy and Leadership*. Some key goals are to recognize a problem, create awareness, impact an audience, and improve society. In this Spanish literacy course, dual language students will explore and analyze the strategic use of digital media and literature, not only to develop, but also to apply effective communication skills and become digital citizens. Students also will analyze how authors use media to make a difference in society and apply the learned skills as a means to impact the world around them.

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



# ISBE ILLINOIS SEAL OF BILITERACY

## HONORS SLA I / ALE / HONORES

### ❑ 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 Questions



**Dual  
Language  
9<sup>th</sup> Grade  
Honors  
SLA I /  
ALE I  
Honores**

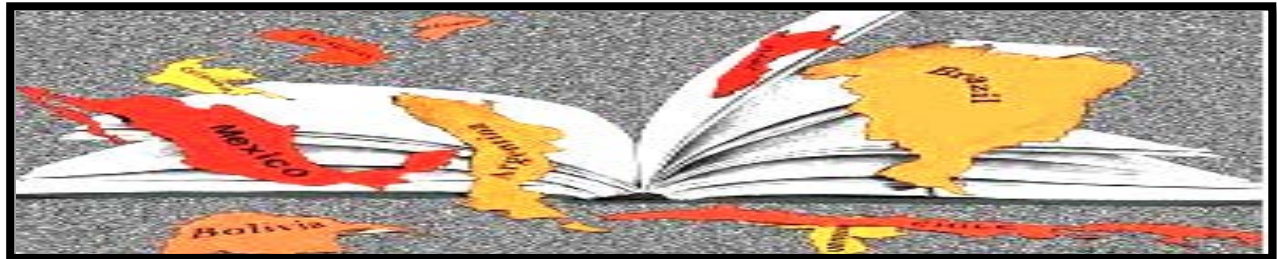
THEME  
ADVOCACY AND  
LEADERSHIP

The study of how and why experts **advocate** and **lead** to motivate and promote positive changes enables us to understand the importance of their work and encourages us to **lead** and **advocate** for meaningful causes.

OVERARCHING ESSENTIAL  
QUESTIONS

*How and why does the awareness of global, community, and personal challenges motivate people to become involved with specific causes and work towards solutions?*

*How and why does my awareness of global and community challenges motivate me to develop an effective plan for solving real problems?*



# An Overview of the Framework



**Distrito Escolar U-46**  
**Programa de Lenguaje Dual noveno grado**  
**Marco del desarrollo de las Artes del Lenguaje en Español**



**Tema central:**

Defensa, abogacía y liderazgo

Unidad temática 1 (9 semanas)  
Enfoque receptivo

**Marco temático de las Artes del Lenguaje en español:**

¿Cómo y por qué el conocimiento de los desafíos globales, comunitarios y personales motiva a los individuos a implicarse en las causas y a solucionarlas?

Instrucción Estandarizada	Lectura – Textos Literarios/Informativos	Escritura y producción de textos	Comprensión auditiva y expresión oral
<p><b>Estándares Estatales Comunes para las Artes del Lenguaje en Español – Estándares de Contenido y Expectativas de Grado</b>                      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).</p>	<p><b>9.LL.9 Textos literarios:</b>                      Analiza cómo el autor utiliza las fuentes y las transforma dentro de una obra específica.</p> <p><b>9.LI.9 Textos informativos:</b> Analiza documentos históricos importantes y con significación literaria, y cómo estos atienden temas y conceptos relacionados.</p> <p><b>9.L.10</b> Analiza y comprende las características que predominaban en el tiempo y espacio en que se escribió un texto y/u obra; analiza cómo un texto informativo y/u obra puede contribuir a la realidad individual y colectiva.</p>	<p><b>9.E.2a</b> Analiza información para establecer una idea principal sobre un tema o asunto.</p> <p><b>9.E.10</b> Obtiene evidencia de textos literarios e informativos para apoyar el análisis, la reflexión y la investigación.</p>	<p><b>9.AO.2</b> Integra múltiples fuentes de información presentadas a través de diversos medios y formatos (por ejemplo: visual, cualitativa, cuantitativa, oral) y evalúa la credibilidad y exactitud de cada fuente.</p> <p><b>9.AO.3</b> Evalúa el punto de vista, el razonamiento, el uso de evidencia y la retórica del hablante al identificar razonamientos erróneos o evidencia exagerada o distorsionada.</p>
<b>Dominio de la lengua</b>			
<p><b>9.L.V.4a</b> Utiliza el contexto (por ejemplo: significado general de una oración dentro de un párrafo; la posición de una palabra dentro de la oración) como clave para entender el significado de una palabra o frase.</p> <p><b>9.L.V.4c</b> Consulta material de referencia general y especializado (por ejemplo: diccionarios, glosarios, catálogos y tesauros), tanto digital como impreso, para encontrar la pronunciación o grafía y determinar o aclarar el significado preciso de una palabra o frase.</p> <p><b>9.L.V.6</b> Adquiere y utiliza con exactitud palabras y frases académicas y de dominio específico apropiadas para el nivel del grado; recopila conocimiento sobre el vocabulario al considerar una palabra o frase importante para la comprensión o expresión.</p>			





# An Overview of the Framework



School District U-46  
9th Grade Dual Language Program  
Spanish Language Arts Framework



Theme:

Advocacy and Leadership

Theme

Thematic Unit 1 (9 weeks)  
Receptive

Spanish Language Arts Thematic Framework:

How and why does the awareness of global, community, and personal challenges motivate people to become involved with specific causes and work towards solutions?

Overarching Essential Question

Standards-Based Instruction	Reading – Literary/Informational	Writing	Speaking & Listening
<b>Instructional Focus Standards - Spanish Language Arts CCSS:</b> The CCSS for SLA reflect the rigor of the SLA standards required by the Illinois State Board of Education (ISBE)	9.LL.9 <b>Reading Literature:</b> Analyze how an author draws on and transforms source material in a specific work. 9.LI.9 <b>Informational text:</b> Analyze documents of historical and literary significance, and how they address themes and related concepts. 9.L.10 Analyze and comprehend the characteristics that predominate in time and space in which the text or literary work was written; analyze how an informational text or literary work can contribute to the individual and collective reality.	9.E.2a Analyze information to establish a main idea about a theme or case. 9.E.10 Draw evidence from literary or informational texts to support analysis, reflection, and research.	9.AO.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 9.AO.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	<b>Language/Conventions</b>		
	9.L.V.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 9.L.V.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 9.L.V.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Focus Standards

SLD-Spanish Language Development Standards

Ongoing Standards

**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 area of Language Arts.

**SLD Standard 4 The language of Science**  
Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of Science.

**SLD Standard 5 The language of Social Studies**  
Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Please click [HERE](#) for *The Spanish Language Development Standards*.

**SBG 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.
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# An Overview of the Framework

<p><b>Topical Essential Questions</b> <i>Using evidence and in the role of: a reader and writer/author or a researcher explain:</i></p>	<ol style="list-style-type: none"> <li>How do those who advocate for and defend causes <b>utilize</b> and <b>integrate</b> sources of information and experiences for the processes they follow in their works?</li> <li>How do experts <b>utilize</b> language arts to solve real problems?</li> <li>How do experts <b>interpret</b> and <b>evaluate</b> different sources of information?</li> </ol>	
<p><b>Enduring Understandings</b></p>	<p>Students, as readers and writers, will understand that:</p> <ol style="list-style-type: none"> <li>authors utilize their expertise and experiences, determine reliable sources, analyze information and integrate it to effect change in their work.</li> <li>experts develop a variety of communication tools, e.g., conferences, publications, legal initiatives, etc., to promote changes in our world.</li> <li>experts analyze the origin of sources, their validity, relevance, complexity, authorship, reliability, format, and timeliness to determine what selections they will integrate in their projects, works, and initiatives.</li> </ol>	
<p><b>Assessments</b></p>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>Diagnostic assessment which includes language and content</li> <li>Name/list the steps for initiating the research process (9.LI.9, 9.LL.9)</li> <li>Identify and recognize characteristics of time and space in a literary work or informational text (9.LI.9, 9.LL.9, 9.L.10)</li> <li>Paraphrase and discuss the author's purpose (9.AO.3)</li> <li>Annotate literary works or informational texts (9.E.2a, 9.E.10)</li> <li>Explain and justify how the author uses his/her sources (9.AO.2)</li> <li>Identify the challenge/problem discussed in a text (9.LI.9, 9.LL.9)</li> <li>Determine a work's impact (9.L.10)</li> <li>Analyze the reliability information sources (9.L.10)</li> <li>Utilize the context to determine the meaning of phrase and/or words (9.L.V.4a)</li> <li>Utilize general and expert reference materials to determine the meaning of phrases and/or words (9.L.V.4c)</li> <li>Compare and contrast different work processes from a variety of specialists and/or authors (9.LI.9, 9.LL.9, 9.L.V.6)</li> <li>Utilize the reader's and writer's notebook to demonstrate analysis and individual and collaborative reflection (9.E.2a, 9.E.10, 9.L.V.6)</li> </ul>	<p><b>Summative</b></p> <ul style="list-style-type: none"> <li>Critically analyze the process experts or authors use in their work (9.LI.9, 9.LL.9, 9.L.10, 9.E.10)</li> <li>Create an informational product using any format which explains how an expert defends his/her position with credible and relevant sources (9.LI.9, 9.LL.9, 9.E.2a, 9.E.10)</li> <li>Analyze a work's social impact (9.LI.9, 9.LL.9, 9.L.10, 9.E.10)</li> </ul> <p><i>* Additional summative assessments will be developed by the Spanish Language Arts Department per dual language site.</i></p>
<p><b>Learning Targets</b></p>	<p>I can analyze authors' texts. (9.LI.9, 9.LL.9)            I can recognize relevant and accurate evidence used by an author. (9.LI.9, 9.LL.9)            I can evaluate whether the sources that used by an author are accurate, reliable and/or relevant. (9.LI.9, 9.LL.9, 9.L.10)            I can find the challenge/problem in an informational text or literary work. (9.LI.9, 9.LL.9)            I can annotate literary works and informational texts. (9.E.2a, 9.E.10)            I can discuss the author's purpose. (9.AO.2, 9.AO.3)            I can comprehend and share how experts/specialists develop their projects or how authors develop their literary works. (9.AO.3, 9.E.2a, 9.E.10, 9.L.4a, 9.LL.9, 9.LI.9, 9.L.10)            I can identify the problem and relate it to the process of the development of a task. (9.LI.9, 9.LL.9, 9.L.10)            I can compare and contrast different processes. (9.LI.9, 9.LL.9, 9.L.10)            I can recognize a literary work's or informational text's impact at a social or individual level. (9.L.10)            I can identify the bias in a text, source, or literary work. (9.LI.9, 9.LL.9)            I can identify how bias and facts from a text, source, or literary work are related/connected. (9.L.10)            I can create a product that explains an author's position when defending his/her work. (9.E.2a, 9.E.10)            I can utilize academic terms and relevant vocabulary. (9.L.V.6)            I can identify the author's point of view in a text. (9.LI.9, 9.LL.9)            I can participate in academic conversations to share ideas and different arguments. (9.AO.2)            I can incorporate transition words to connect ideas and compare and contrast. (9.E.2a)            I can determine the meaning of words and phrases as they are used in the context. (9.L.V.4a)            I can determine the meaning of words and phrases utilizing reference materials. (9.L.V.4c)</p>	

Topical Essential Questions & Depth Of Knowledge

Enduring Understandings

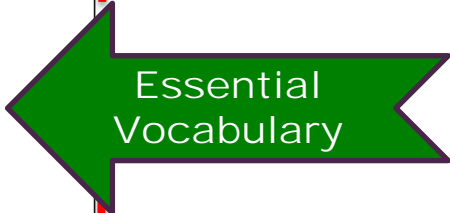
Formative and Summative Assessments

Learning Targets

# Essential Vocabulary

## Common Terms Across Content Areas and Language Arts Specific

Tier 2		Tier 3	
Specialist	Impact	Critical analysis	Primary source
Expert	Challenge	Defense	Secondary source
Analyze	Recognize	Cultural theme	False statement
Compare and contrast	Tendency	Historical theme	Veracity
Process	Interpret	Recurring them	Implication
Central idea	Relevance	Conflicting evidence	Supporting evidence
Justify	Identify	Author's bias	Textual element/visual
Credibility	Reliable	Fallacious reasoning	Discrepancy
Activist	Position	False statement	Fallacious reasoning
	Activism	Motivation	Reference materials
		Logical fallacy	Author's purpose



Essential Vocabulary

Please click [here](#) for a comprehensive list of 9<sup>th</sup> - 10<sup>th</sup> grade specific Tier 3 academic vocabulary in Spanish and English.




Distrito Escolar 646  
 Programa de Lengua Dual  
 MARCO DEL DESARROLLO DE LAS ARTES DEL LENGUAJE EN ESPAÑOL (A.L.E.)  
 NIVEL BÁSICO  
**RECURSO DE REFERENCIA PARA EL MAESTRO/A**  
Traducción por la CESE (por su propia cuenta, basada en el libro de: Valencia & Torres (2015). Traducción por M. Torres (2016). Modificado por la CESE, febrero de 2016).

ENGLISH	ESPAÑOL
READING	LECTURA
QUESTIONING, INFERENCE, AND INTERPRETATION	PROBLEMATIZO; INTERROGANDO, INFERENCIA E INTERPRETACIÓN
<b>THEMES AND CENTRAL IDEAS</b> central idea detail main idea main message main purpose overall meaning overall message overall purpose	<b>TEMAS E IDEAS CENTRALES</b> idea central detalle idea principal mensaje principal propósito principal significado global mensaje global propósito global
<b>STORY ELEMENTS</b> character conflict setting plot point of view narrator narrator's perspective narrator's voice narrator's tone narrator's attitude narrator's bias narrator's purpose narrator's point of view narrator's perspective narrator's voice narrator's tone narrator's attitude narrator's bias narrator's purpose	<b>ELEMENTOS DE LA HISTORIA/CUENTO</b> personaje conflicto escenario trama punto de vista narrador perspectiva del narrador voz del narrador tono del narrador actitud del narrador sesgo del narrador propósito del narrador
<b>CONNECTIONS</b> compare contrast relate connect link associate relate connect link associate	<b>CONEXIONES</b> comparar contrastar relacionar conectar vincular asociar




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 NIVEL BÁSICO  
**RECURSO DE REFERENCIA PARA EL MAESTRO/A, VOCABULARIO NIVEL 3**  
Traducción por la CESE (por su propia cuenta, basada en el libro de: Valencia & Torres (2015). Traducción por M. Torres (2016). Modificado por la CESE, febrero de 2016).

ENGLISH	ESPAÑOL
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<b>WORD FAMILY AND USE</b> compare contrast relate connect link associate relate connect link associate	<b>MANEJO Y USO DE LA LENGUA</b> comparar contrastar relacionar conectar vincular asociar



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



#### Resources

An array of Spanish speaking countries, including Latin America, Spain, and the United States representing the different literary genres, such as: poetry, biography, narrative, legend, fable, nonfiction, fiction, etc.

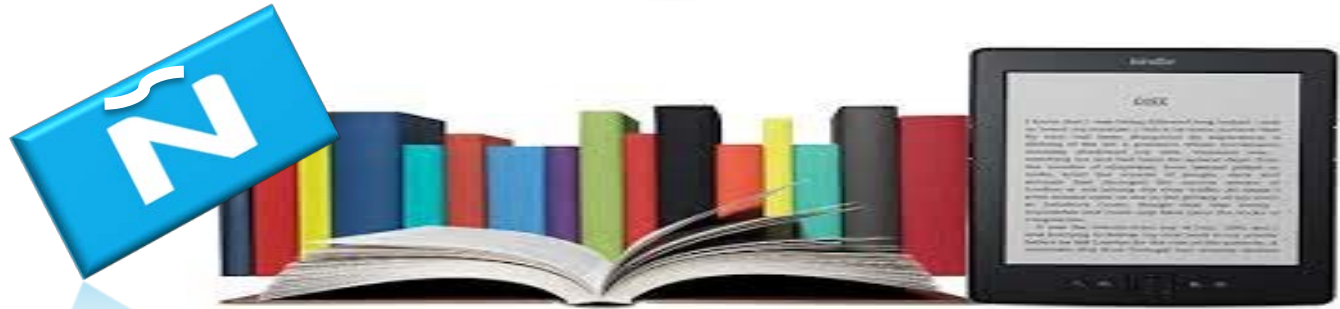
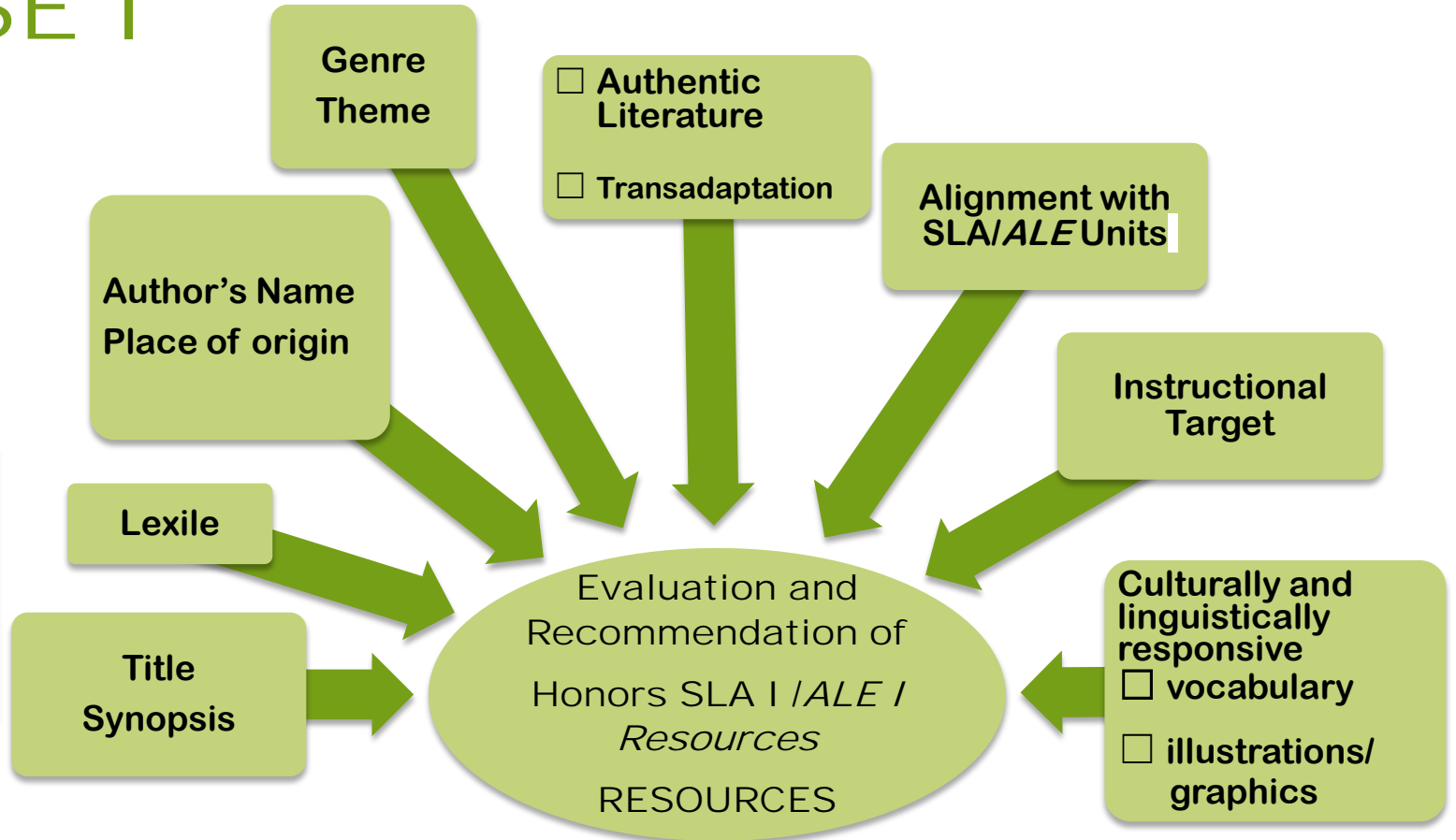
The recommended literature will represent the high expectations of the 9<sup>th</sup> grade Spanish Language Arts curriculum, while simultaneously providing for differentiated instruction based on the class profile, including the students' interest and academic and linguistic skills.

**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 Honors SLA I / ALE / Honores Learning Resources

## PHASE I



# Evaluation and Recommendation of District Adoption of Honors SLA I / ALE / Honores Learning Resources



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



**Central Theme:**

Advocacy and Leadership

**ALE UNIT 2**

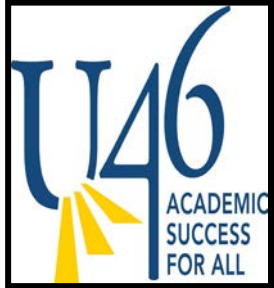
**Spanish Language Arts Thematic Framework:**

How and why does the awareness of global, community, and personal challenges motivate people to become involved with specific causes and work towards solutions?

TITLE	LEXILE	AUTHOR-PLACE OF ORIGIN	LITERATURE	GENRE	RECOMMENDATIONS	TO BE USED FOR:
Emiliano Zapata, un soñador con bigotes		Guillermo Samperio - MEXICO	<input checked="" type="checkbox"/> Authentic Latin American <input type="checkbox"/> Transadaptation	NON FICTION / BIOGRAPHY/ HISTORY	<p><b>Instructional Target :</b></p> <ul style="list-style-type: none"> <li>Analyze viewpoints and cultural experience that are reflected in literary works from a variety of periods.</li> <li>Determine the author's point of view or purpose and analyze how the author uses rhetoric to promote these.</li> <li>Analyze important historical documents with literary significance, and how they address related themes and concepts.</li> </ul> <p><b>Comments:</b> The way the book was written turns out to be very interesting since the author intertwines occurrences of Emiliano Zapata's adult life, as a revolutionary hero, with passages of his adolescent life, which humanizes the work/character and makes it easier to connect with the reader.</p> <p><b>If applicable, this book can also be used for:</b></p> <input checked="" type="checkbox"/> SLA/ALE UNIT 1 <input type="checkbox"/> SLA/ALE UNIT 3 <input type="checkbox"/> SLA/ALE UNIT 4	<input checked="" type="checkbox"/> SLA/ALE <input checked="" type="checkbox"/> Classroom library <input checked="" type="checkbox"/> School library <input type="checkbox"/> Online resource <input type="checkbox"/> Study Sync
GENERAL DESCRIPTION				THEME		
A short story about the life of Emiliano Zapata, who far from having an easy life, began to work at a very young age to support his family. He lived through the misery and injustices, common of many farmworkers. These experiences led him to become one of the most important figures of the Mexican Revolution.				Biography  Mexican Revolution  Leaders	<p><b>Recommended excerpt:</b></p> <input checked="" type="checkbox"/> whole book(s) _____ <input type="checkbox"/> page(s) _____ <input type="checkbox"/> paragraph(s) _____ <input type="checkbox"/> sentence(s) _____ <input type="checkbox"/> chapter(s) _____	<input type="checkbox"/> vocabulary <input type="checkbox"/> illustrations

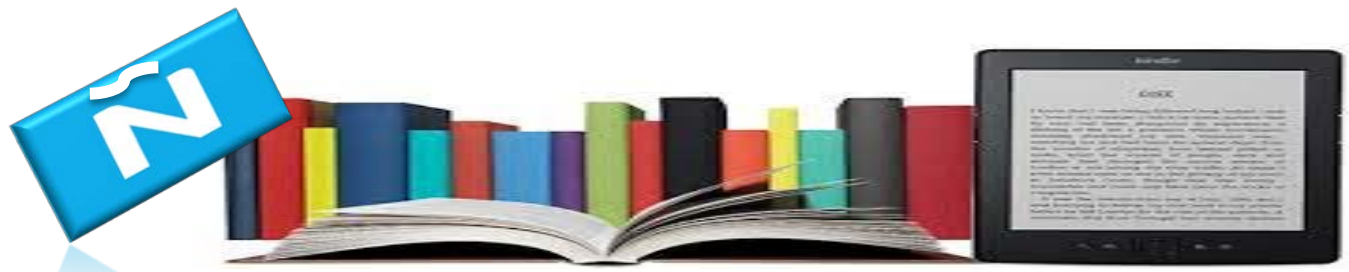





**HONORS SPANISH LANGUAGE ARTS (SLA) I**  
**ARTES DEL LENGUAJE EN ESPAÑOL (ALE) I HONORES**  
EVALUATION AND RECOMMENDATION OF DISTRICT  
ADOPTION OF LEARNING RESOURCES



District adoption of:

- **54 INDIVIDUAL TITLES**- fiction and non-fiction
  - Create a **COHESIVE AND ALIGNED** 9th grade Honors SLA I curriculum in U-46
  - Provide **ALIGNED ACCESS TO TEXT** and **TECHNOLOGY**
  - Support rigorous and relevant instruction that is aligned to **COLLEGE AND CAREER** readiness



<b>ESTIMATED COST ANALYSIS 9<sup>th</sup> GRADE HONORS SLA /ALE / HONORES</b>		<b>Total</b>
 <p>INDIVIDUAL TITLES</p> <ul style="list-style-type: none"> <li>•Essays</li> <li>•Biographies</li> <li>•Chapter Books</li> <li>•Novels</li> <li>•Short Stories</li> </ul>	<p>54 Titles 9<sup>th</sup> Grade Dual Language</p>	\$77,811
 <p>STUDY SYNC</p>	<p>9<sup>th</sup> Grade Dual Language U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years</p>	N/A
 <p>NEWSELA (SPANISH)</p>	<p>9<sup>th</sup> Grade Dual Language U-46 LITERACY OFFICE DISTRICT CONTRACT 7 years ACCESS TO SPANISH ARTICLES IS FREE</p>	N/A
TECHNOLOGY	Technological resources for students	N/A
<b>ESTIMATED TOTAL COST (subject to change)</b>		<b>\$77,811</b>

# PROFESSIONAL DEVELOPMENT PLAN

## Honors Spanish Language Arts (SLA) I / *Artes del Lenguaje en Español (ALE) I* / Honores

### Professional Development

**Professional Development Plan for:** *Artes de Lenguaje en Español (ALE) I Honores 9<sup>o</sup> grado/9<sup>th</sup> grade Honors Spanish Language Arts I (SLA)*

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

**Day 1:** Monday, June 4, 2018 or Monday, August 6, 2018

#### *ALE I Honores/Honors SLA I Framework Overview and Resources*

Enduring Understanding	Outcomes/Activities	Danielson's Framework for Teaching Alignment	Presenters
<ol style="list-style-type: none"> <li>Participants will understand how the <i>ALE/SLA</i> framework was developed using Understanding by Design (UbD) and aligned to the Spanish Language Arts CCSS and Spanish Language Development Standards (SLDS) within the themes of advocacy and leadership.</li> <li>Participants will understand how the resources were selected and how they are aligned to the four standards-based units.</li> <li>Participants will understand how the <i>ALE/SLA</i> framework and the accompanying resources will guide their instruction.</li> </ol>	<ol style="list-style-type: none"> <li>Participants will become familiar with the different components of the <i>ALE/SLA</i> framework, including unpacking the SLA CCSS.</li> <li>Participants will explore and analyze the resources for each unit and the recommended use within the course and classroom.</li> </ol>	1a, 1c-1f, 4a, 4d-4e	-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





# Questions? ¿Preguntas?

