Biliteracy into Middle School:
Bridging Dual Language and
Advanced Placement

Secondary Spanish Dual Immersion Symposium

September 29, 2017

http://bit.ly/LAUSDCABE

Los Angeles Unified School District
Multilingual & Multicultural Education Department

Mara Bommarito, Director
Norma España, Specialist
Dual Language/Bilingual Programs Office

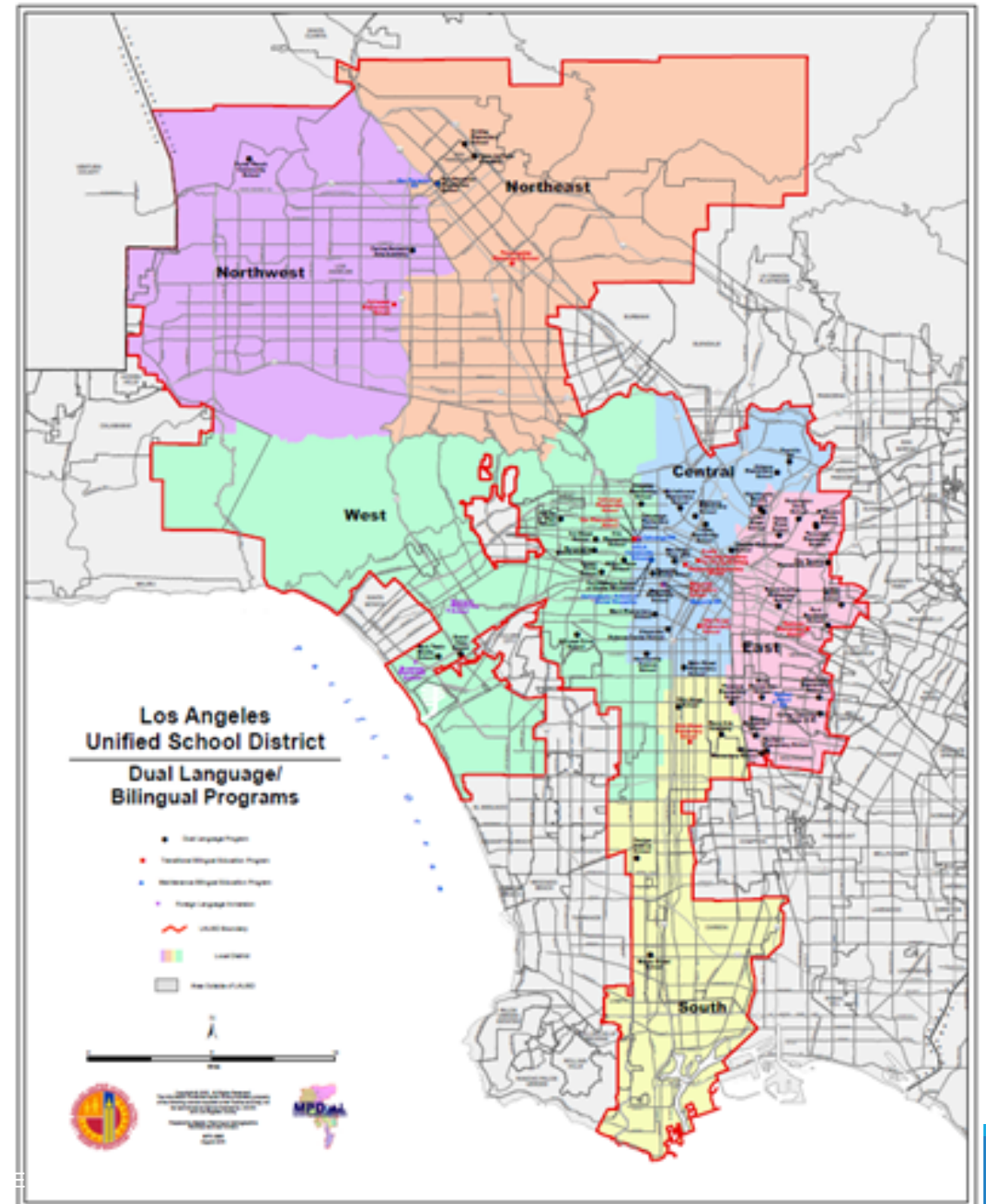# Introductions

2017-2018

LAUSD K-12 Fingertip Facts	
Schools	>900
Student Enrollment	> 640,000
Languages Spoken	94
Boundary Spread	720 square miles
Dual Language/Bilingual Programs	101
Students in Dual Language/ Bilingual Programs	> 14,000

Los Angeles Unified School District Dual Language/ Bilingual Programs

101 Dual Language/Bilingual/Foreign Language Immersion Programs 2017-2018

LD NW: 4 programs
(Spanish & Korean)

LD W: 20 programs
(Spanish, Korean, Mandarin & French)
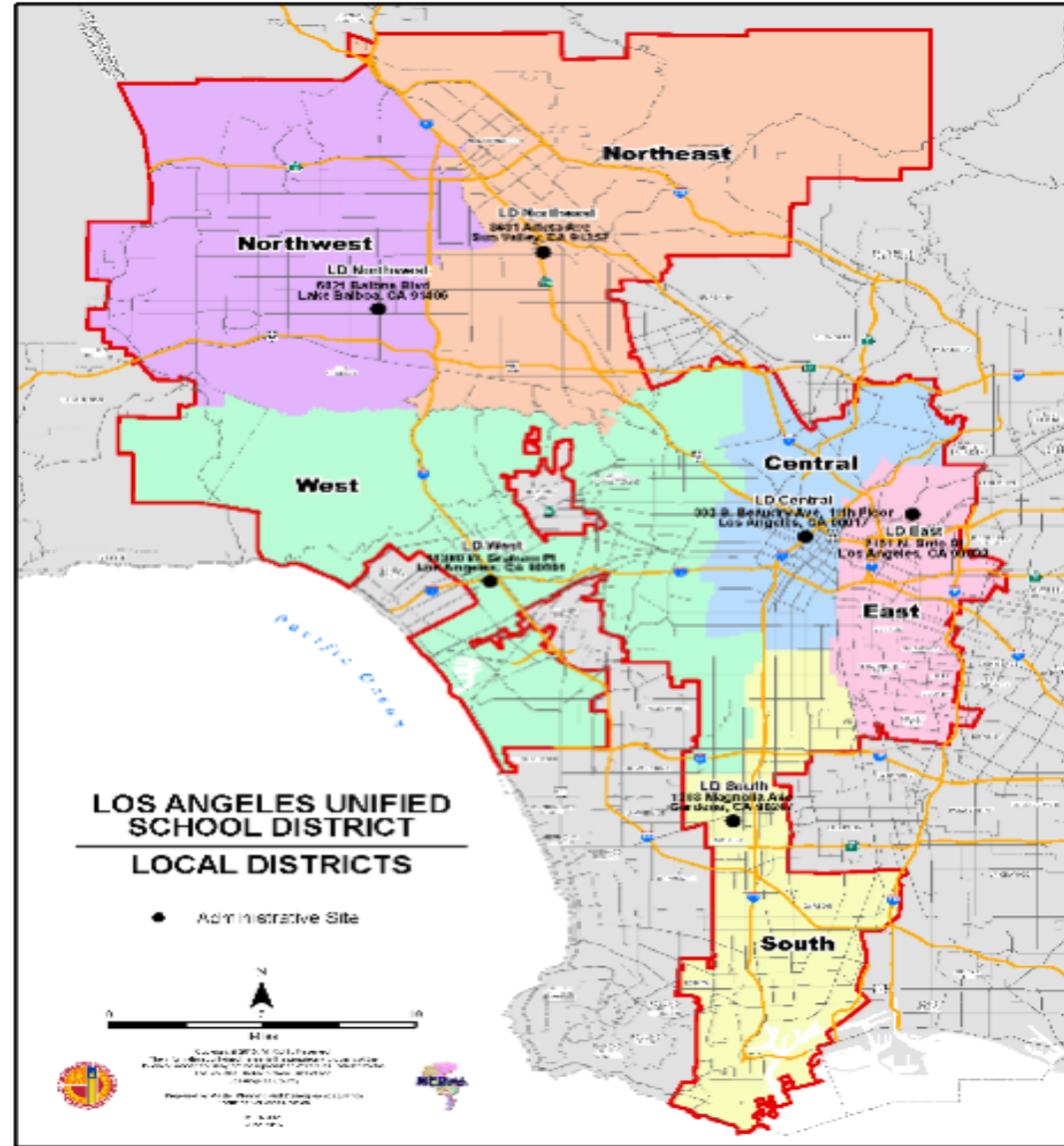
LD NE: 8 programs
(Spanish & Armenian)

LD C: 30 programs
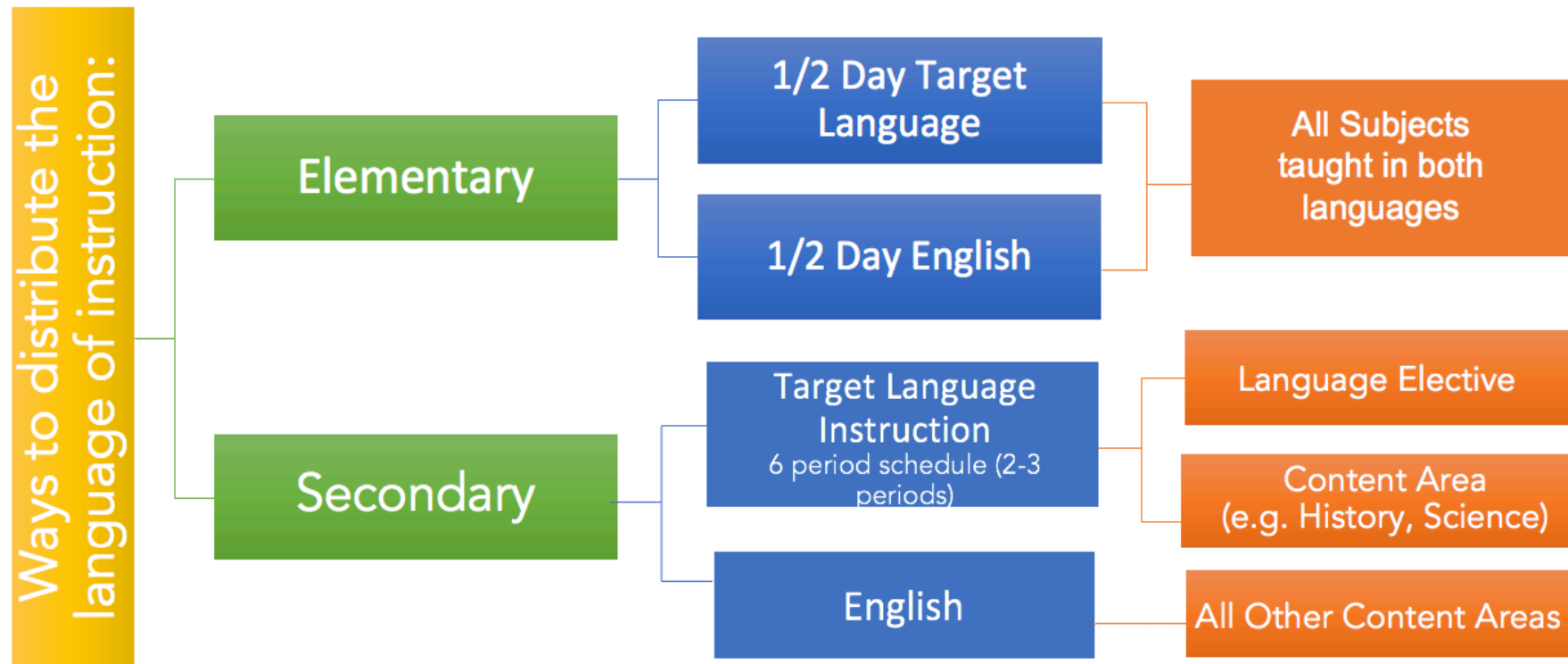*(Spanish, Korean & Mandarin)*

LD E: 25 programs
(Spanish, Mandarin & Arabic)

LD S: 14 programs
(Spanish & Korean)

LAUSD Multilingual Instructional Program Pathways

	Dual Language Program (DLP) (Two-Way Bilingual Immersion)	Maintenance Bilingual Education (MBE) Program	Transitional Bilingual Education (TBE) Program	Foreign Language (One-Way) Immersion Program (FLI)
Program Goals	Bilingualism and Biliteracy	Bilingualism and Biliteracy	English	Bilingualism and biliteracy
Grade-Level Span	K-12	K-5	K-3	K-12
Number of Programs/ Languages Offered	Total: 78 •Spanish-62 *(49 Elem; 13 Secondary)* •Korean-9 *(6 Elem; 3 Secondary)* •Mandarin-4 *(2 Elem; 2 Secondary)* •*Arabic (1 Elem)* •*Armenian (2 Elem)*	Total: 7 •Spanish *(6 Elem)* •Korean *(1 Elem)*	Total: 9 •Spanish *(8 Elem)* •Korean *(1 Elem)*	Total: 7 •Spanish *(3 Elem)* •Mandarin-3 *(2 Elem; 1 Secondary)* •French *(1 Elem)*
Designed for	· **English learners** · **English proficient students**	· **English learners**	· **English learners**	• **English proficient students**
Amount of Time in Target Language*	Elementary: 50%-90% of daily instruction Secondary: 2-3 periods out of a 6-period day	50%-70% of daily instruction	Begins with 70% primary language, by 3rd grade almost all instruction is in English	Elementary: 50%-90% of daily instruction Secondary: 2-3 periods out of a 6-period day
Content Taught in Target Language	· Academic subjects · Language · Culture	· Academic subjects · Language · Culture	· Academic subjects · Language · Culture	• Academic subjects • Language • Culture

How is language of instruction distributed?

Ways to distribute the language of instruction:

Elementary
- 1/2 Day Target Language
- 1/2 Day English

→ All Subjects taught in both languages

Secondary
- Target Language Instruction — 6 period schedule (2-3 periods)
  - Language Elective
  - Content Area (e.g. History, Science)
- English
  - All Other Content Areas

LAUSD Instructional Program Options for English Learners in Secondary Schools

Dual Language Program

Who is this program designed for?
English learners
English proficient students

What is the instructional program design?
Students learn CA content standards in two languages

What are the goals?
Bilingualism and biliteracy
Academic Proficiency

Dual Language Program

Secondary English Learner Newcomer Program

Who is this program designed for?
English learners who have been in U.S. schools less than 2 years and just beginning to learn English

What is the instructional program design?
Students acquire English and learn about the cultures of the school community and the United States

What are the goals?
English Academic Proficiency

Secondary English Learner Newcomer Program

Accelerated Learning Program for Long Term English Learners

Who is this program designed for?
English learners who have not reclassified after 5 years of instruction

What is the instructional program design?
Students learn in English in an accelerated program designed to help them reclassify

What are the goals?
English Academic Proficiency

Accelerated Learning Program for Long Term English Learners

Structured English Immersion Program

Who is this program designed for?
English learners

What is the instructional program design?
Students learn CA content standards in English

What are the goals?
English Academic Proficiency

Structured English Immersion Program

Mainstream English Program

Who is this program designed for?
English proficient students
English learners with reasonable fluency

What is the instructional program design?
Students learn CA content standards in English

What are the goals?
Academic Proficiency

Mainstream English Program

For additional information, please speak with the English Learner Programs coordinator or the designee at your child's school.

Opciones de Programas Académicos de LAUSD para Aprendices de Inglés en las Escuelas Secundarias

Programa de Lenguaje Dual

¿Para quién esta diseñado este programa?
Aprendices de inglés
Estudiantes con competencia en inglés

¿Cuál es el diseño de este programa académico?
Los estudiantes aprenden los estándares para las áreas de contenido de California en dos idiomas

¿Cuáles son las metas?
Bilingüismo y lectoescritura en dos idiomas
Competencia académica

Programa de Lenguaje Dual

Programa de Secundaria para Aprendices de Inglés Recién Llegados

¿Para quién esta diseñado este programa?
Aprendices de inglés que han asistido a la escuela en Estados Unidos por menos de dos años y que apenas empiezan a aprender inglés

¿Cuál es el diseño de este programa académico?
Los estudiantes adquieren el idioma inglés y aprenden sobre las culturas de la comunidad escolar y de los Estados Unidos

¿Cuáles son las metas?
Inglés Competencia académica

Programa de Secundaria para Aprendices de Inglés Recién Llegados

Programa de Aprendizaje Acelerado para aprendices de inglés de largo plazo

¿Para quién esta diseñado este programa?
Aprendices de inglés que no se han reclasificado después de 5 años de instrucción

¿Cuál es el diseño de este programa académico?
Los estudiantes aprenden en inglés en un programa acelerado diseñado para ayudarles a reclasificarse

¿Cuáles son las metas?
Inglés Competencia académica

Programa de Aprendizaje Acelerado para aprendices de inglés de largo plazo

Programa de Instrucción Estructurada en Inglés

¿Para quién esta diseñado este programa?
Aprendices de inglés

¿Cuál es el diseño de este programa académico?
Los estudiantes aprenden los estándares para las áreas de contenido de California en inglés

¿Cuáles son las metas?
Inglés Competencia académica

Programa de Instrucción Estructurada en Inglés

Programa General de Inglés

¿Para quién esta diseñado este programa?
Estudiantes con competencia en inglés
Aprendices de inglés con fluidez razonable en inglés

¿Cuál es el diseño de este programa académico?
Los estudiantes aprenden los estándares para las áreas de contenido de California en inglés

¿Cuáles son las metas?
Competencia académica

Programa General de Inglés

Para obtener información adicional, por favor hable con el coordinador de los programas para Aprendices de inglés o con la persona designada en la escuela de su hijo.

Background on Proposition 58

California voters approved Proposition 58 in November 2016

Gives school districts and parents more control over establishing multilingual/biliteracy programs

Effective July 1, 2017

Why Proposition 58?

- California is home to thousands of multilingual businesses that must communicate daily with associates around the world.
- California employers across all sectors, both public and private are actively recruiting multilingual employees because of their ability to forge stronger bonds with customers, clients and business partners.
- Multilingual skills are necessary for our country's national security and essential to conducting diplomacy and international programs.

Prop 58

Proposition 58

Program Expansion and Proposition 58

- Board Resolutions
- Working with Local District or Area Superintendents to create pathways
- Working with Human Resources in securing qualified bilingual authorized or single subject credentialed teachers
- Dual Language Committee and Proposition 58 Stakeholder Focus ' Groups:
  - Parents
  - Administrators
  - Teachers
  - External Experts and Institutes of Higher Learning

Goals of Dual Language Education Programs

Bilingualism and Biliteracy

Academic Proficiency

Cultural Competence

Dual Language/Bilingual Programs
and
World Languages and Cultures
Collaboration

World Languages Courses 6-12

L.A. Unified's Strategic Plan
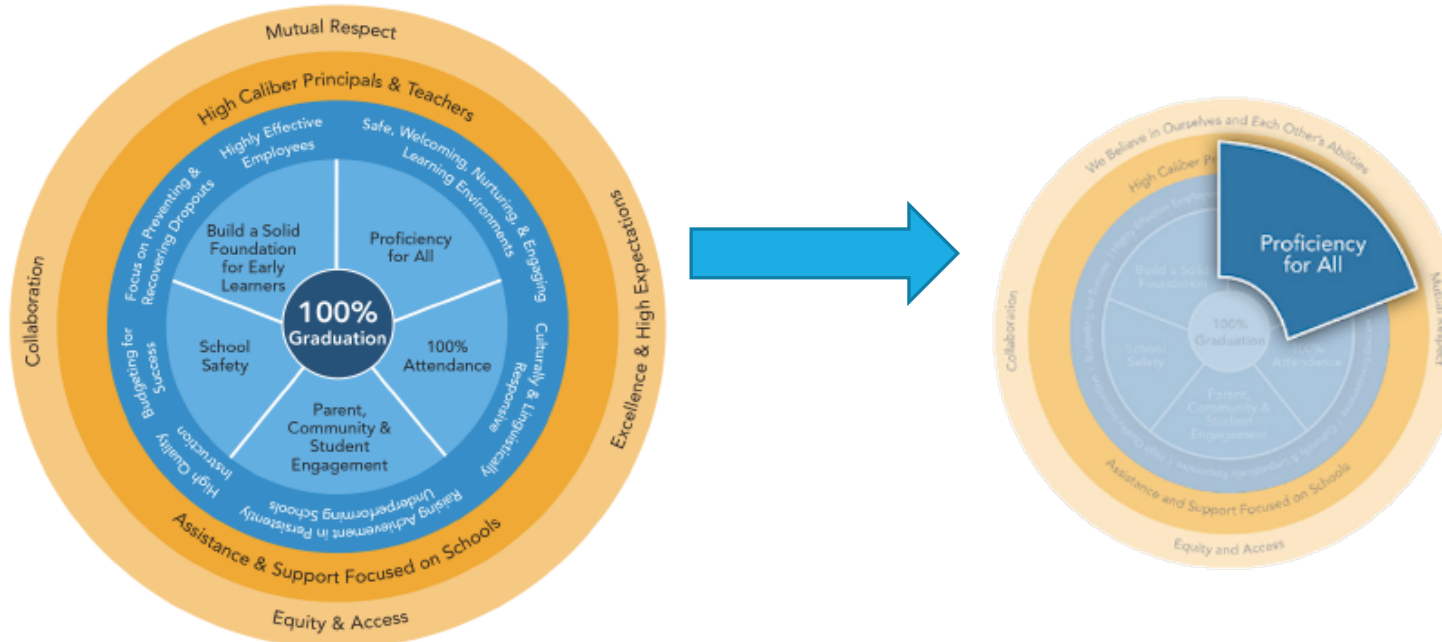
THE DISTRICT COMMITS TO...

- Having quality arts instruction accessible to every child in 100% of schools by 2018-19 (e.g. music, theater, dance, visual arts, and film/media) school year.
- Increasing the number of bilingual bi-literate high school graduates by 60% by 2018-19 school year.

LAUSD Pathway to Biliteracy Awards

▶ Awarded to students completing elementary (5th or 6th grade) and middle school (8th grade) for high achievement in English and in another language.

▶ Students receive a certificate and honor medallion

▶ Motivate students to attain the California Seal of Biliteracy in high school.

LAUSD Seal of Biliteracy
# &
CDE Seal of Biliteracy

For Graduating HS Seniors:

▸ Recognizes both excellence in English and in another language

▸ Seal on diploma (LAUSD and/or CDE)

▸ Honor cord (LAUSD only)

▸ Notation on student's transcript (Both CDE & LAUSD)

LAUSD Seal Biliteracy & California Seal of Biliteracy

Class of 2017

3112

Graduating seniors received California Seal of Biliteracy

CDE 3112
LAUSD 3257

LAUSD   CDE
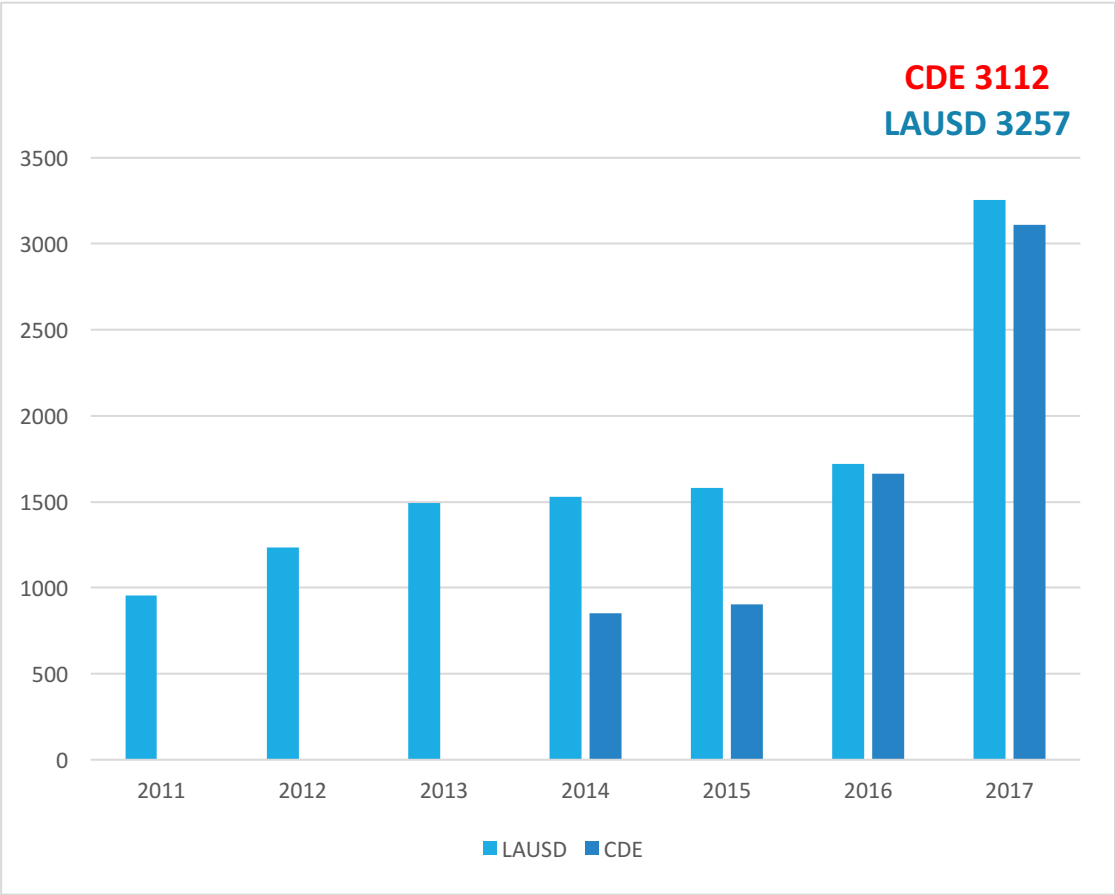
Biliteracy Awards

Jina Kim
World Languages and
Cultures Office

jxk5501@lausd.net

(213) 241-4517

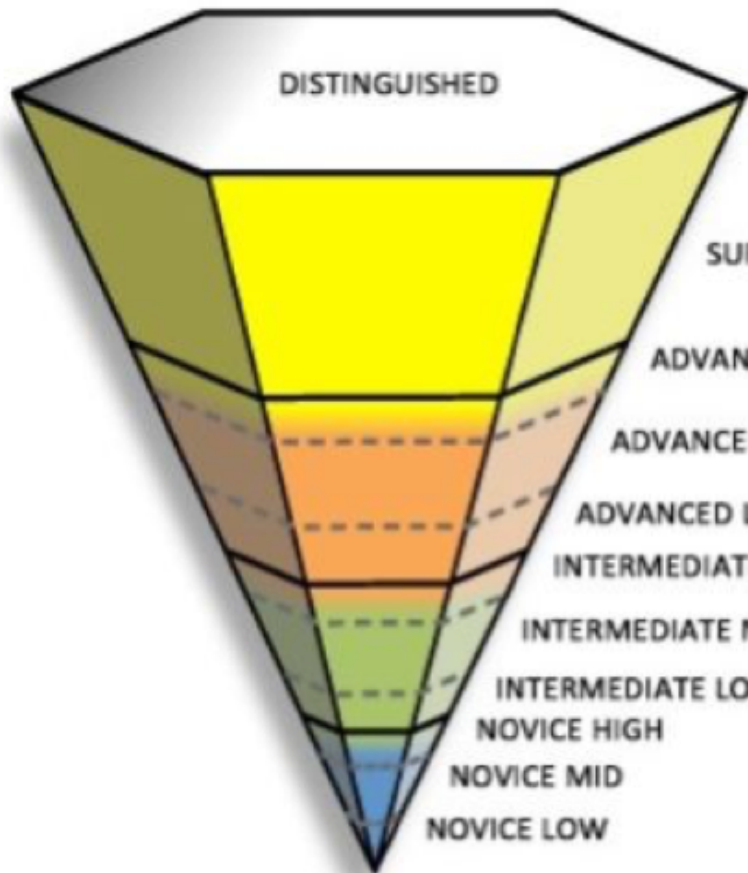**LAUSD website in Offices under World Languages & Cultures**

TARGET LANGUAGE LEARNING

TIME AS A CRITICAL COMPONENT FOR DEVELOPING LANGUAGE PERFORMANCE
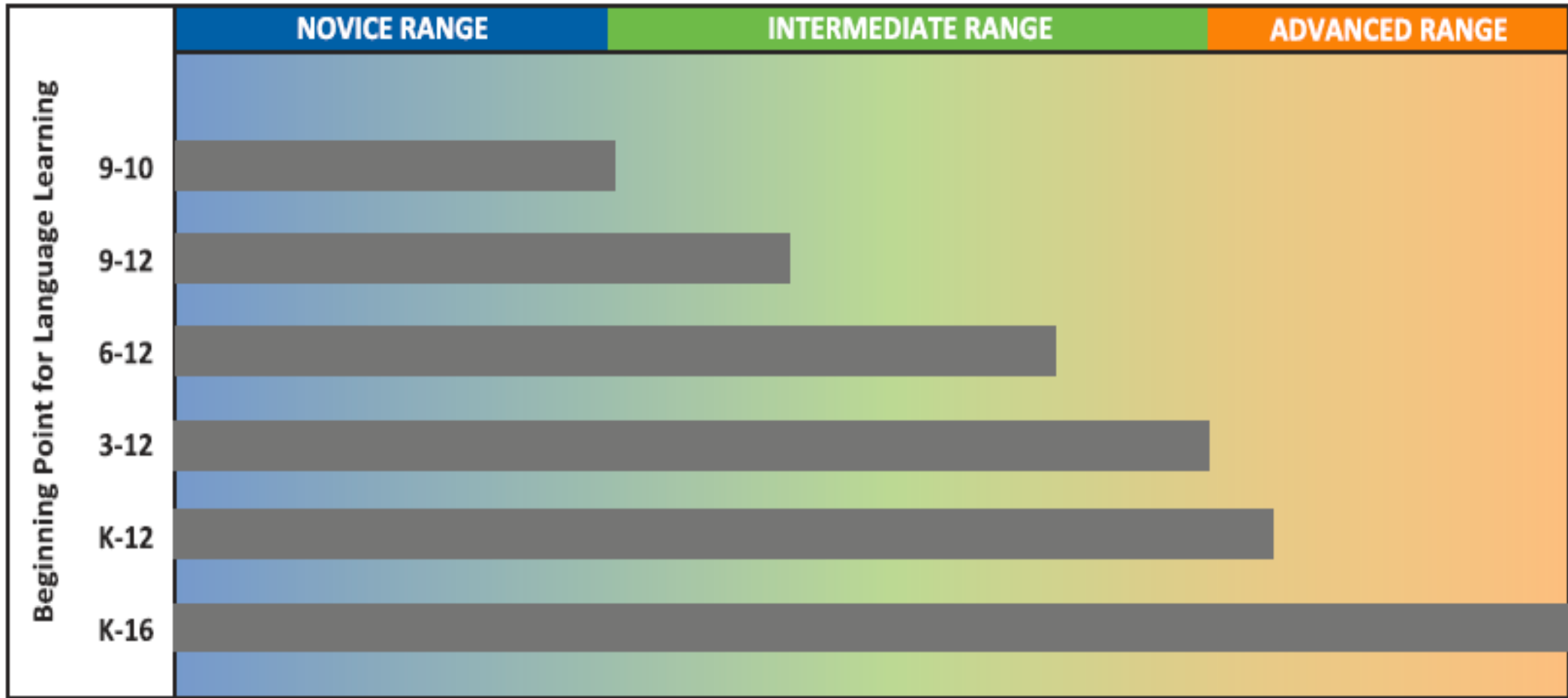
Source: ACTFL (American Council on the Teaching of Foreign Languages)

CONNECTIONS FROM ELEMENTARY PROGRAMS TO HIGH SCHOOL AP

DISTINGUISHED

SUPERIOR
- *College educated in the native country*
- *Educated language learners with extended professional and/or educational experience in the target language environment*

ADVANCED HIGH

ADVANCED MID
ADVANCED LOW

LAUSD Proficiency Target for 12th Grade Advanced Low to Advanced Mid

INTERMEDIATE HIGH
INTERMEDIATE MID

AP Spanish Language and Culture Intermediate Mid to Intermediate High

INTERMEDIATE LOW
NOVICE HIGH
NOVICE MID
NOVICE LOW

LAUSD Proficiency Target for 8th Grade Intermediate Mid

ACTFL

Guiding Principles for Dual Language Education

- Grounded in evidence from research and best practices
- Seven Strands:
    1. Assessment and Accountability,
    2. Curriculum
    3. Instruction
    4. Staff Quality and Professional Development
    5. Program Structure
    6. Family and Community
    7. Support and Resources
- Based on the Framework of Best Practices for New Mexico Dual Language Programs
- Developed by [Dual Language Education of New Mexico](#) and were adapted by a national panel of dual language experts and reviewers.

Programming Challenges for Dual Language Programs in Middle and High School?

- Middle schools do not usually offer languages as an elective

- Students getting placed in Spanish 1 or 2

- Higher level language courses in high school go to juniors and seniors getting ready to meet graduation requirements

MIDDLE SCHOOL BRIDGE TO AP LANGUAGE AND CULTURE

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LOS ANGELES UNIFIED SCHOOL DISTRICT
POLICY BULLETIN

LOS ANGELES UNIFIED SCHOOL DISTRICT

OFFICE OF CURRICULUM, INSTRUCTION, AND SCHOOL SUPPORT

ATTACHMENT B

NON A-G COURSE DESCRIPTION

New Course Title: Spanish Language and Culture for Intermediate Speakers

Rationale for Establishing New Course:
This course is intended for Spanish-speaking students at higher levels of proficiency to expand and maintain their Spanish language skills while learning about Spanish speaking cultures. The course provides students at the novice-high/intermediate low proficiency level (per ACTFL proficiency descriptors) who have been enrolled in a Spanish dual language or bilingual program in elementary school, the opportunity to continue expanding their Spanish language arts skills and continue learning about Spanish-speaking cultures.

Course Description:
This course emphasizes further development of speaking, reading, writing, and listening skills in Spanish, while augmenting cultural studies through readings of modern Latino writers. Writing skills are strengthened through portfolio projects based on themes common to people of the Latino culture (art, freedom, heroism, feelings, and emotions, etc.). A variety of authentic Spanish literature will also be studied during this course. The course addresses the California World Language Content Standards and vision that "every student will develop global competency in order to compete and cooperate in the twenty-first century and beyond." (World Language Content Standards, 2009). This course is designed to bridge Spanish language instruction from elementary to middle school for students at more advanced levels of proficiency in order to begin preparing them for Spanish Advanced Placement courses and exams as they continue through middle school and high school.

Proposed Textbook: Advanced Spanish Curso de Introduccion: Nuevas Vistas
Author(s): Alvarado, Velasco, and Maricochi
Publisher: Holt/ Houghton Mifflin Harcourt

Supplemental texts/materials:
- Yabisi Español 6, Santillana
- Spanish literature and culture books

Performance Standards:
Students will grow in the ability to communicate in the Spanish language and become increasingly proficient as they move through the Language Learning Continuum and reach ACTFL (American Council on the Teaching of Foreign Languages) performance outcomes. These performance outcomes provide information on how and how well the intermediate to advanced language learner is able to be understood and to understand the Spanish language based on the following:
- Language Control (Accuracy of the language learner's language)
- Vocabulary (How extensive and applicable the language learner's vocabulary is)
- Communication Strategies (How the language learner maintains communication and makes meaning)
- Cultural Awareness (How the language learner's cultural knowledge is reflected in their language use)

Instructional Units:
Semester 1:
Units 1-3
1. ¡Asi Somos!
2. ¡La Niñez!
3. El mundo en que vivimos

Semester 2
Units 4-6
4. El misterio y la fantasia
5. El amor
6. El poder de la palabra

Suggested Pacing Plan (Time Line):
This is a year-long course divided into two semesters

Semester 1
Unit 1   4 weeks
Literature/Culture – 2 weeks
Unit 2   4 weeks
Literature/Culture – 2 weeks
Unit 3   4 weeks
Literature/Culture – 2 weeks

Semester 2
Unit 4   4 weeks
Literature/Culture – 2 weeks
Unit 5   4 weeks
Literature/Culture – 2 weeks
Unit 6   4 weeks
Literature/Culture – 2 weeks

BUL-3697.3   Page 4 of 13   December 8, 2014

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Middle School Spanish Dual Language Program (DLP)
Recommended Course of Study

DLP and FLI students should take a target language elective. English Learners must take the appropriate ELD course(s)

Students should also take one or two content areas taught in the target language

Grade	Language Classification	Spanish Language Arts or ELD	English Language Arts or ELD	Math	Social Science	Science	Physical Education	Zero or 7th Period	8th Per. (Block Schedule)
6	EO/FEP	Spanish Language and Culture Intermediate A/B Fall: 256009 Spring: 256010 Textbook: Holt Nuevas Vistas, Advanced Spanish - Curso de Introducción	English 6 A/B	CC Math 6 A/B	WHG: Anc Civ A/B	Sci/Hlth 6 A/B	Intro P.E. A/B		
6	LEP	ELD (Levels 1 & 2)	ELD						
		ELD (Levels 3 or 4)	English						
		Adv ELD or L&L (LTEL)	English						
7	EO/FEP	Spanish for Spanish Speakers 1 A/B Fall: 256031 Spring: 256032 Textbook: Holt Nuevas Vistas, Advanced Spanish - Curso 1	English 7 A/B	CC Math 7 A/B	WHG: Med/Mod A/B	Science Health JH	Beg P.E. A/B		
7	LEP	ELD (Levels 1 & 2)	ELD						
		ELD (Levels 3 or 4)	English						
		Adv ELD or L&L (LTEL)	English						
8	EO/FEP	Spanish for Spanish Speakers 2 A/B Fall: 256033 Spring: 256034 Textbook: Holt Nuevas Vistas, Advanced Spanish - Curso 2	English 8 A/B	CC Math 8 A/B	US Hist G&C A/B	Science 8A/B	Int P.E. A/B		
8	LEP	ELD (Levels 1 & 2)	ELD						
		ELD (Levels 3 or 4)	English						
		Adv ELD or L&L (LTEL)	English						

Updated Feb. 28, 2017

For more information on programming English Learners in ELD MS courses, please refer to MEM-6046.4 *Placement, Scheduling and Staffing of English Learners in Middle School and High School in 2016-2017*

LAUSD HIGH SCHOOL GRADUATION REQUIREMENTS

Students can complete the 2-year Languages Other than English Requirement (LOTE) in middle school

- through validation
- Students do not receive numerical credits; however, they can earn additional credits in high school as their elective options will open up for them
- A third year of the same language is recommended for UC entrance requirements
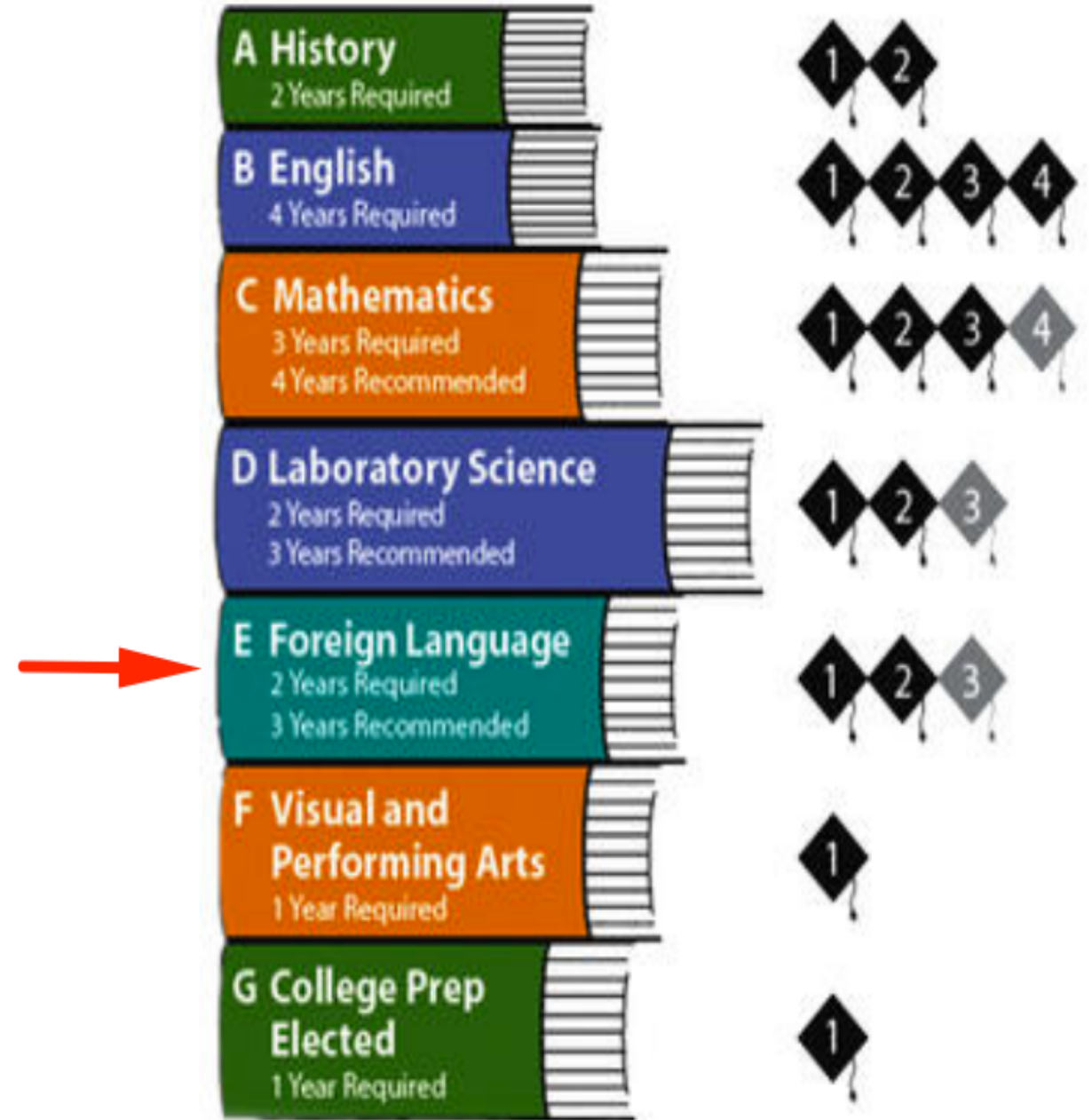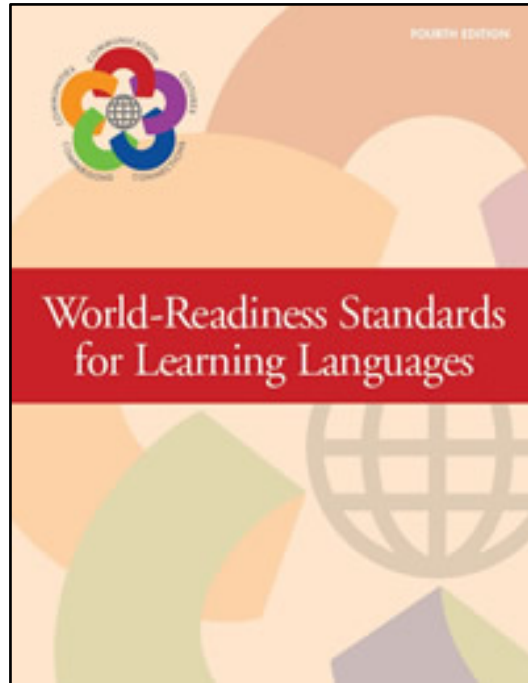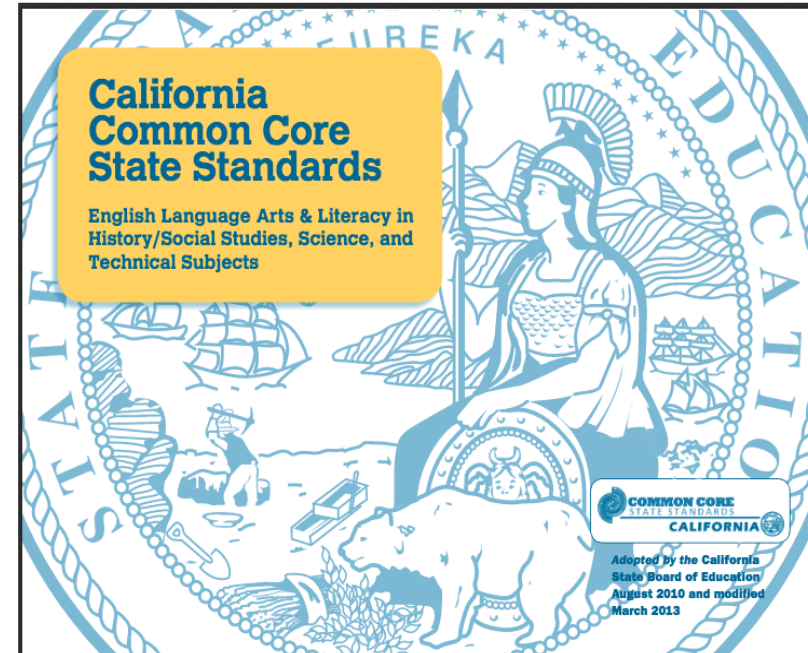
MIDDLE SCHOOL AND ADVANCED PLACEMENT (AP) EXAMS

Language courses in middle school can prepare students to take AP courses or to pass the AP exams when they reach high school
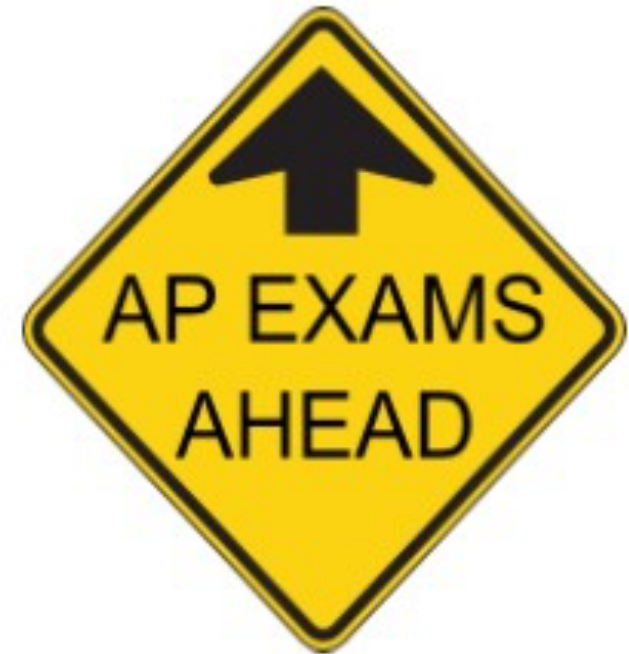
LANGUAGE ELECTIVE STANDARDS

ACTFL
World Readiness Standards for Learning Languages
(National)

California Common Core Standards in
Spanish:
https://commoncore-espanol.sdcoe.net/
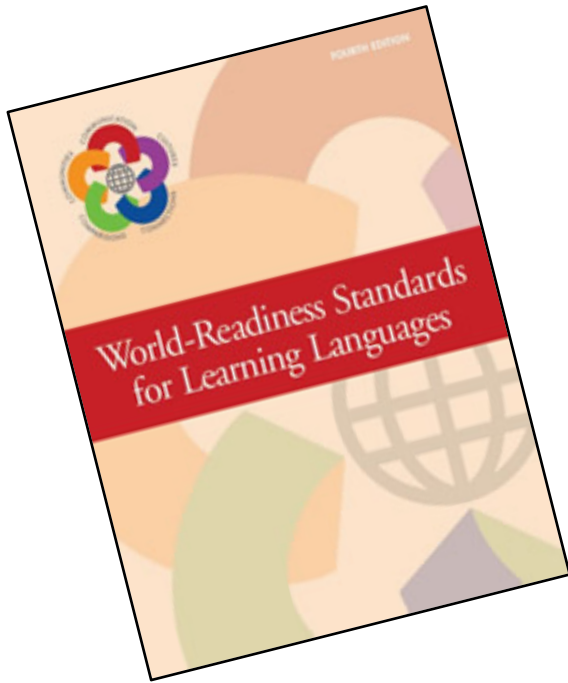
ACTFL
AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

ALIGNMENT OF THE WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES WITH THE COMMON CORE STATE STANDARDS

Performance Expectations

The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the World-Readiness Standards for Learning Languages by the Communication standards (interpersonal, interpretive, and presentational) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of **Communication**, by emphasizing the purpose behind the communication:

> Interpersonal (speaking-listening or writing-reading)
> Interpretive (reading, listening, viewing)
> Presentational (writing, speaking, visually representing)

Language is described in **proficiency levels** that outline three key benchmarks achieved in world language programs given sufficient instruction over time:
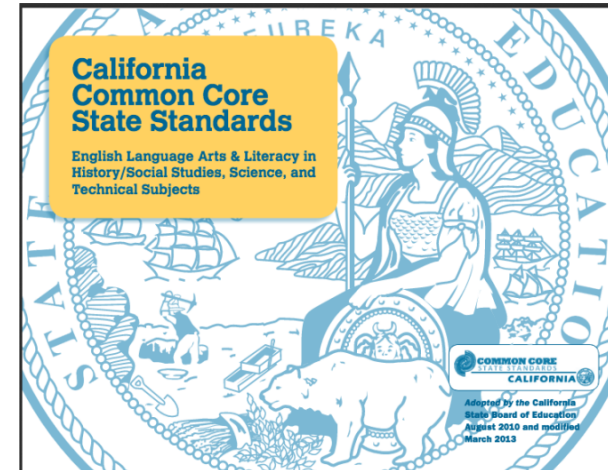
> Novice (the beginning level, regardless of age or grade)
> Intermediate
> Advanced

OTHER CONTENT AREA STANDARDS AND COMMON CORE

HTTP://WWW.CDE.CA.GOV/
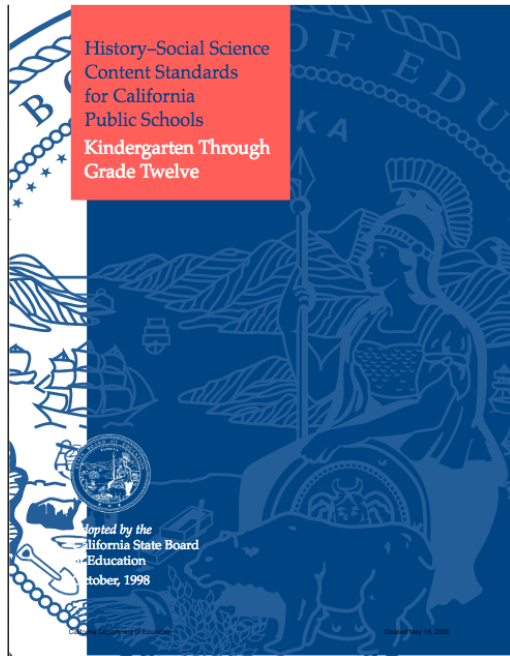
History/Social Studies
Content Standards (1998)
& Framework
(Adopted by State of Education, 2016)

Common Core State Standards

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	**Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	**Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	**Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	**Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	**Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	**Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

The AP exams have been revised to reflect the ACTFL 3 modes of communication and to reflect the Sample Performance Indicators of the standards

The 5 Cs:
- **Communication**
- **Cultures**
- **Connections**
- **Comparisons**
- **Communities**

3 Modes of Communication
- **Interpersonal**
- **Interpretive**
- **Presentational**

11 Standards Total

Let's Match the Themes!

Global Challenges

Personal & Public Identities

Contemporary Life
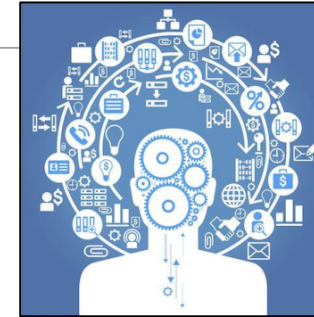
Families & Communities

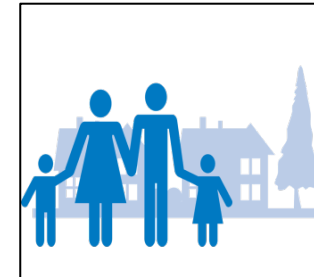**Science & Technology**

Beauty & Aesthetics

AP Themes and Subthemes

Global Challenges

Personal and Public Identities

Science and Technology

Families and Communities

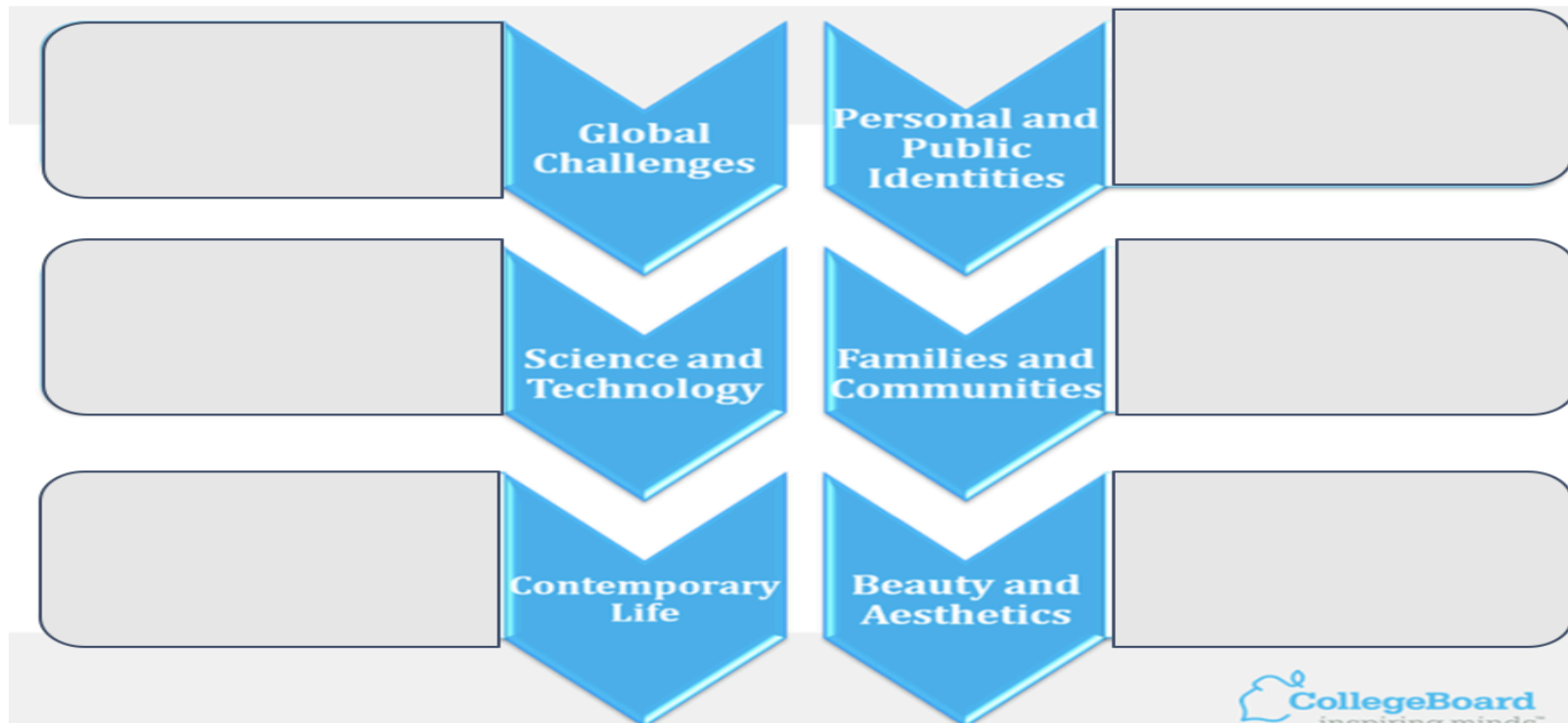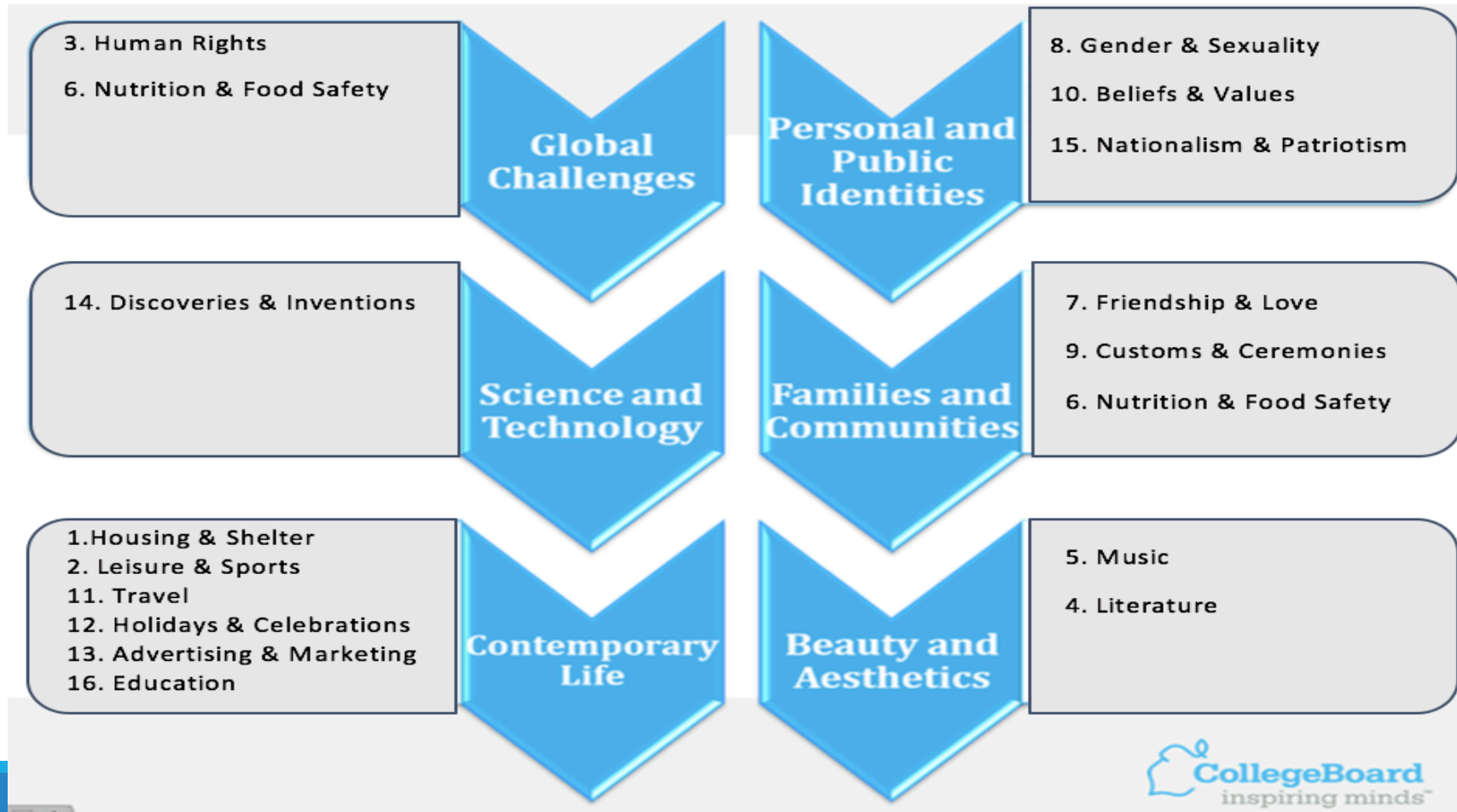Contemporary Life

Beauty and Aesthetics

AP Themes and Subthemes

|			
1. Housing and Shelter	2. Leisure and Sports	3. Human Rights	4. Literature
5. Music	6. Nutrition and Food Safety	7. Friendship and Love	8. Gender and Sexuality
9. Customs and Ceremonies	10. Beliefs and Values	11. Travel	12. Holidays and Celebrations
13. Advertising and Marketing	14. Discoveries and Inventions	15. Nationalism and Patriotism	16. Education

	Global Challenges	Personal and Public Identities	
	Science and Technology	Families and Communities	
	Contemporary Life	Beauty and Aesthetics	

CollegeBoard
inspiring minds

AP Themes and Subthemes

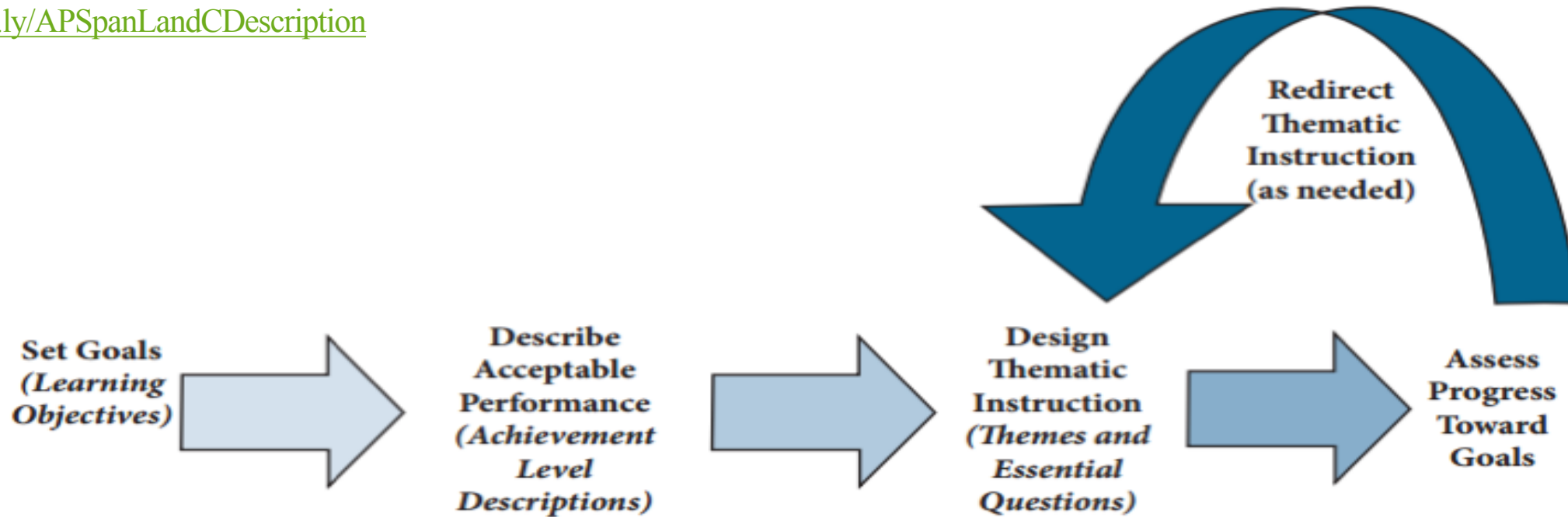| 1. Housing and Shelter	2. Leisure and Sports	3. Human Rights	4. Literature
5. Music	6. Nutrition and Food Safety	7. Friendship and Love	8. Gender and Sexuality
9. Customs and Ceremonies	10. Beliefs and Values	11. Travel	12. Holidays and Celebrations
13. Advertising and Marketing	14. Discoveries and Inventions	15. Nationalism and Patriotism	16. Education

MAKING THE CONNECTION
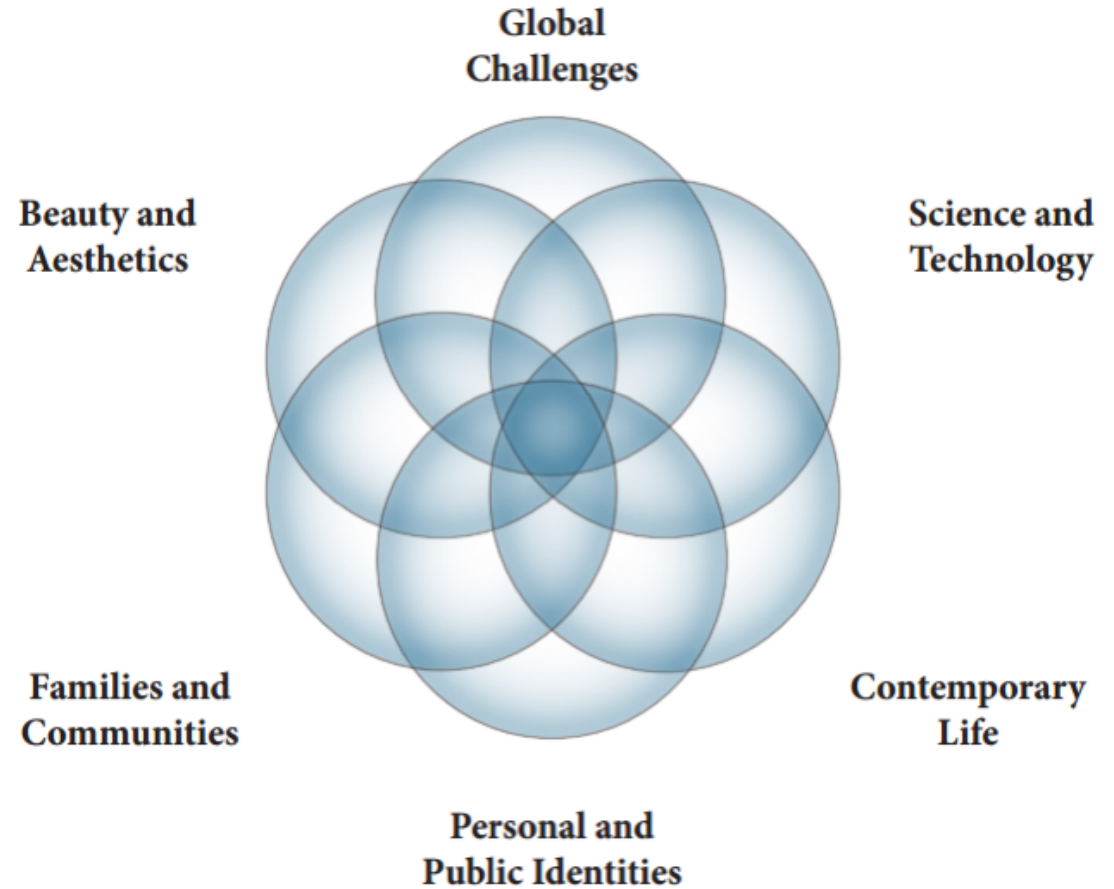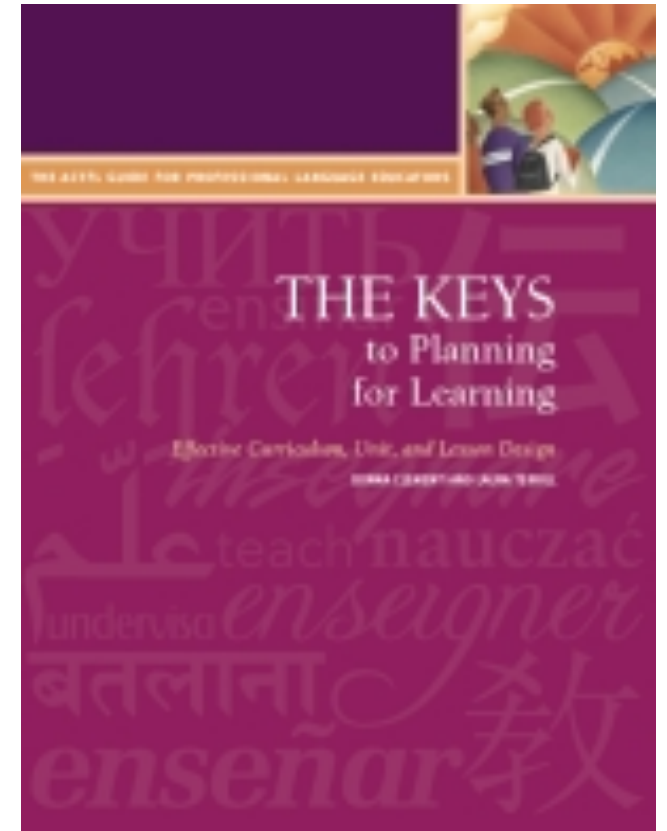
Structure of Curriculum Framework

AP Spanish Language and Culture Course and
Exam Description

http://bit.ly/APSpanLandCDescription

Set Goals (Learning Objectives) → **Describe Acceptable Performance** (Achievement Level Descriptions) → **Design Thematic Instruction** (Themes and Essential Questions) → **Assess Progress Toward Goals**

Redirect Thematic Instruction (as needed)

The Keys to Planning for Learning

Donna Clementi and Laura Terrill
American Council on the Teaching of Foreign Languages

LESSON PLANNING

Appendix M.   Blank Lesson Plan Template

AP Themes and Sub-themes →

Incorporating the 5 Cs in lesson design

Language Level		Grade		Date		Day in Unit		Minutes	
Unit Theme and Question									
Daily topic:									

STANDARDS				LESSON OBJECTIVES			
What are the communicative and cultural objectives for the lesson?	**Communication and Cultures**	*Which modes of communication will be addressed?* ☐ Interpersonal ☐ Interpretive ☐ Presentational	Students can:				
If applicable, indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	**Connections**						
	Comparisons						
	Communities						
	Common Core						

Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time* How many minutes will this segment take?	Materials • Resources • Technology Be specific. What materials will you develop? What materials will you bring in from other sources?
Gain Attention / Activate Prior Knowledge			
Provide Input			
Elicit Performance / Provide Feedback			
Provide Input	*If applicable*		
Elicit Performance / Provide Feedback	*If applicable*		

Keys to Planning for Learning, 2013

LESSON/UNIT RESOURCES AND REFERENCES

Examples of Teacher-Developed Standards-Based Integrated Performance Assessments (IPA)
Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota:
http://bit.ly/IPAUnitExamples

College Board – AP Spanish Language and Culture Course and Exam Description PDF
http://bit.ly/APSpanLandCDescription

COLLEGE ENTRANCE & AP SCORE

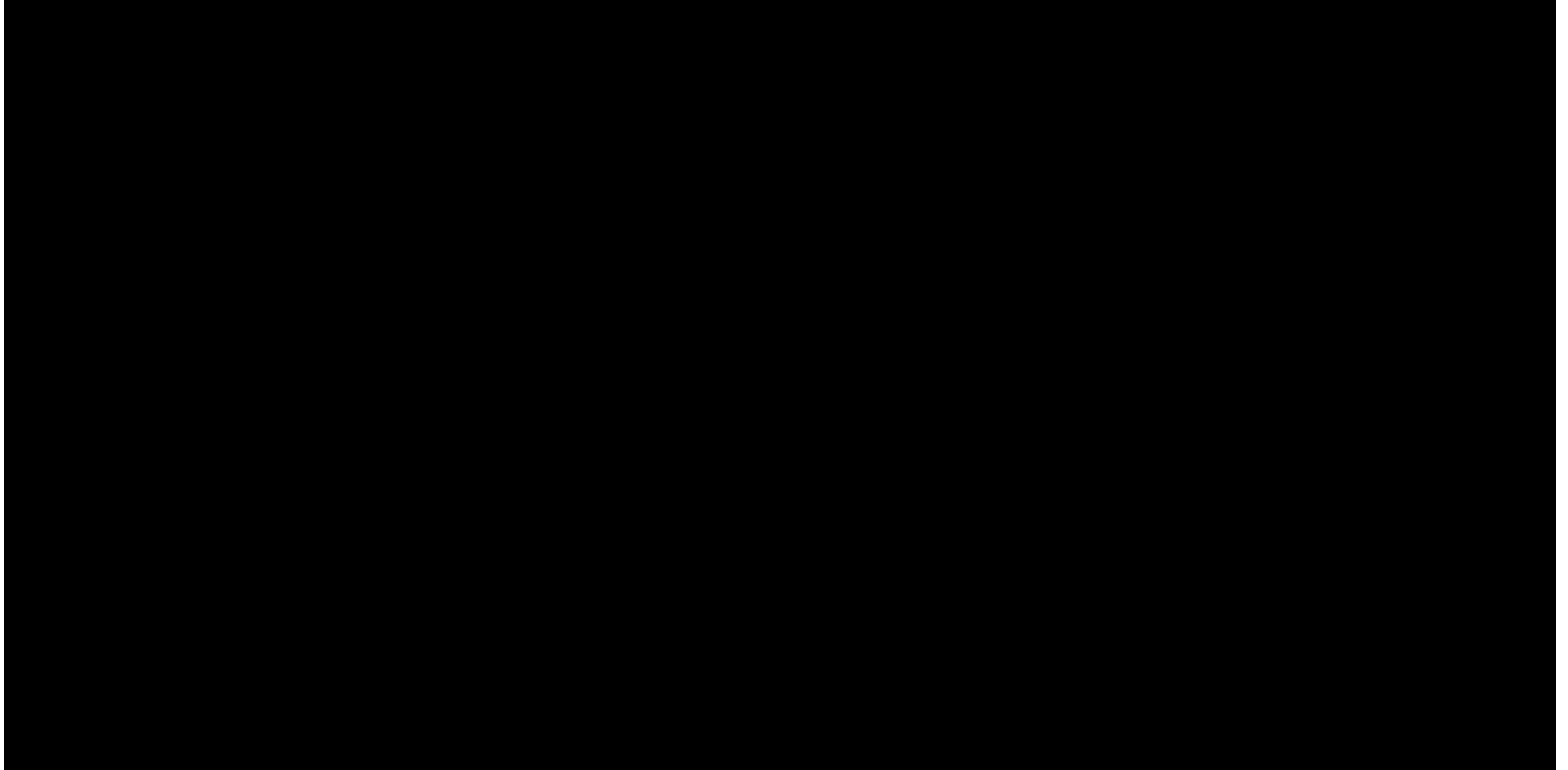AP Exams are offered in the following languages:

CHINESE
FRENCH
GERMAN
ITALIAN
SPANISH
LATIN

Score of 3 or higher is accepted in most colleges
SAT Subject test & IB HL Language B

Career Connections: http://bit.ly/GlobalBrandManagerVideo

https://www.surveymonkey.com/r/BridgingDIandAP

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