



MONTHLY SCHOOL BOARD STANDING COMMITTEE MEETINGS

5:30 P.M. – Personnel/Policy
5:50 P.M. – Joint Personnel/Policy & Curriculum/Program
6:10 P.M. – Curriculum/Program

July 8, 2014

Please Note: Committee meetings may start early if preceding meeting adjourns early.



I. PERSONNEL/POLICY - 5:30 P.M.

- A. Approval of Minutes - May 13, 2014 Joint Audit/Budget/Finance & Personnel/Policy, May 13, 2014 Joint Personnel/Policy and Curriculum/Program and June 10, 2014 Personnel/Policy 4
- B. School Board Policy 5431 - Student Dress Code 9
- C. Information Items
 - 1. Recommendations Concerning Appointments, Leaves of Absence, Retirements and Resignations 13
- D. Future Agenda Items
- E. Adjournment

II. JOINT PERSONNEL/POLICY & CURRICULUM/PROGRAM - 5:50 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

- A. Policy and Rule 6440 - Course Option Enrollment 15
- B. Information Items
- C. Future Agenda Items
- D. Adjournment

III. CURRICULUM/PROGRAM - 6:10 P.M. OR IMMEDIATELY FOLLOWING CONCLUSION OF PRECEDING MEETING

- A. Approval of Minutes - April 8, 2014, May 13, 2014, and June 10, 2014 Curriculum/Program 23
- B. Course Proposal for Spanish for Spanish Speakers 28
- C. Information Items
- D. Future Agenda Items
- E. Adjournment

Please Note: The July Planning/Facilities/Equipment and Audit/Budget/Finance Standing Committee Meetings Have Been Canceled.

There may be a quorum of the board present at these Standing Committee meetings; however, under no circumstances will a board meeting be convened nor board action taken as part of the committee process. The three board members who have been appointed to each committee and the community advisors are the only voting members of the Standing Committees.



KENOSHA UNIFIED SCHOOL BOARD
JOINT AUDIT/BUDGET/FINANCE AND
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
May 13, 2014
MINUTES

A joint meeting of the Kenosha Unified Audit/Budget/Finance and Personnel/Policy Committees chaired by Mr. Kunich was called to order at 6:40 P.M. with the following Committee members present: Mr. Flood, Mrs. Marcich, Mr. Aceto, Mr. Holdorf, Mrs. Snyder, Mrs. Butler, Mrs. Hamilton, Mrs. Morrison, Mrs. Dahl, and Mr. Kunich. Dr. Mangi was also present. Mr. Bryan and Mrs. Burns were excused. Ms. Morgan was absent.

Proposed Classification and Compensation Study

Mrs. Sheronda Glass, Executive Director of Business, presented the Proposed Classification and Compensation Study as contained in the agenda. She indicated that the last comprehensive classification and compensation study was conducted over a decade ago and that classification specifications are outdated and need to be made current with regard to Americans with Disabilities Act requirements, working environments, essential functions and corresponding knowledge, skills, and abilities. She also noted that over the past year several employees and/or their unit representative have made requests for reclassification of their positions. In responding to these requests, new job descriptions were created that do not necessarily align with past practices. She explained that it is Administration's recommendation that approval be given for Crowe Horwath LLP to conduct a Classification and Compensation Study for the Administrative/Supervisory/Technical, Secretarial/Clerical, and Miscellaneous groups at a cost of \$85,000. Questions from Committee members were answered by Mrs. Glass.

Mr. Flood moved to forward the Proposed Classification and Compensation Study to the full Board for consideration. Mrs. Marcich seconded the motion. Unanimously approved.

Future Agenda Items

There were no future agenda items noted.

Mr. Flood moved to adjourn the meeting. Mrs. Marcich seconded the motion. Unanimously approved.

Meeting adjourned at 6:48 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
JOINT PERSONNEL/POLICY AND
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
May 13, 2014
MINUTES

A joint meeting of the Kenosha Unified Personnel/Policy and Curriculum/Program Committees chaired by Mr. Kunich was called to order at 6:53 P.M. with the following Committee members present: Mrs. Snyder, Mrs. Butler, Mrs. Hamilton, Mrs. Morrison, Mrs. Dahl, Mrs. Kenefick, Mrs. Renish-Ratelis, and Mr. Kunich. Dr. Mangi was also present. Mr. Bryan, Mrs. Burns, Ms. Stevens, Mr. Wade, Mrs. Daghfal, Mrs. Karabetos, and Mrs. Santoro were excused. Ms. Morgan and Ms. Galli were absent.

Personnel/Policy:

Information Item

There were no questions or concerns on the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

Joint Personnel/Policy and Curriculum/Program:

Approval of Minutes – April 8, 2014 Joint Personnel/Policy and Curriculum/Program

A revised set of the April 8, 2014 Joint Personnel/Policy and Curriculum/Program minutes were distributed. It was noted that the revision consisted of the addition of Christine Pratt's name and title under the Elementary Standards Based Grading section. It was further noted that her title was noted wrong in the revised minutes. Her correct title is Coordinator of Science.

Mrs. Dahl moved to approve the revised minutes with the corrected title to Coordinator of Science. Mrs. Kenefick seconded the motion. Unanimously approved.

Information Item

Mr. Kristopher Keckler, Executive Director of Information Systems, Data Management & Evaluation, indicated that an Update Report on MAP Assessments was being given in response to Board inquiry. A PowerPoint presentation was then given by Mr. Keckler and Mrs. Ann Fredriksson, Coordinator of Instructional Technology and Library Media, which covered the following topics: cost of MAP assessments, assessment impact, sharing MAP data, benefits of MAP assessments, MAP reports, student growth summary, alpha student list, KUSD website resources, college/career readiness is a system issue, and college readiness benchmarks by institution type. During the presentation, Committee members received a copy of a "Reports Portfolio for Web-

Based MAP Users” booklet, 2013-2014 fall and winter MAP test reports, and samples of MAP test data available via Student/Parent Connect and Zangle. Questions from Committee members were asked and answered.

Mrs. Hamilton departed the meeting at 7:30 P.M.

Future Agenda Items

There were no future agenda items noted.

Mrs. Butler moved to adjourn the meeting. Mrs. Dahl seconded the motion. Unanimously approved.

Meeting adjourned at 7:35 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
PERSONNEL/POLICY MEETING
Educational Support Center – Room 110
June 10, 2014
MINUTES

A meeting of the Kenosha Unified Personnel/Policy Committee chaired by Mr. Bryan was called to order at 6:44 P.M. with the following Committee members present: Mrs. Snyder, Mrs. Burns, and Mr. Bryan. Mrs. Hamilton arrived later. Dr. Mangi was also present. Mr. Kunich was excused. Mrs. Butler, Mrs. Morrison, Mrs. Dahl, and Ms. Morgan were absent.

Mr. Bryan noted that a quorum was not present; therefore, no action on items would be taken and that necessary items would be moved forward to the full Board for consideration.

Approval of Minutes – May 13, 2014 Joint Audit/Budget/Finance & Personnel/Policy and Joint Personnel/Policy & Curriculum/Program

No action was taken due to a quorum not being present. This item will be brought back next month for action.

Bullying Ad Hoc Committee Update and Policy 5111 – Anti Bullying/Harassment/Hate

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, introduced the following Bully Prevention Ad Hoc Committee members: Mr. Edward Kupka, Coordinator of Student Support; Mr. Eitan Benzaquen, Principal at Hillcrest School; and Mr. Chris Schoen, Chief Operating Officer of Professional Services Group.

Mrs. Hamilton arrived at 6:45 P.M.

Mr. Kupka, Mr. Benzaquen, and Mr. Schoen gave a Power Point presentation which covered the following topics: the purpose and structure of the committee, the approach to the task, the key findings, the review of accomplishments, and next steps.

Questions from Committee members were answered by Mr. Kupka, Mr. Benzaquen, Mr. Schoen, and with Mrs. Peggy Schofield, Coordinator of Special Education Student Support.

Dr. Mangi suggested that the electronic aggression/cyber bullying language which was added in the last paragraph of the first page of the policy also be added to the following paragraph which addresses sexual harassment. Mr. Kupka indicated that he would make the change and present the policy to the Board with that added change.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

School Board Policy 5431 – Dress Code

No discussion and/or action was taken on this item. This item will be presented next month to the Committee.

Information Items

There were no questions or comments on the Recommendations Concerning Appointments, Leaves of Absence, Retirements, and Resignations.

Future Agenda Items

There were no future agenda items noted.

Meeting adjourned at 7:09 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

**July 8, 2014
Personnel/Policy Standing Committee**

School Board Policy 5431 – Student Dress Code

Background

The Board of Education moved to create an Ad Hoc Committee to revise School Board Policy 5431 – Student Dress Code on November 13, 2013. The Ad Hoc Committee was formed and included committee members, parents, students, administrators, teachers, high school security staff and Kenosha School Board members.

Process

The Ad Hoc Committee met a total of three times. The group revisited all aspects of Policy 5431 – Student Dress Code.

The updated policy recommendations are included in this report.

Recommendation

Administration recommends that the Personnel/Policy Committee forward School Board Policy 5431 to the full Board for approval as a first and second reading.

Dr. Joseph Mangi
Superintendent of Schools

Dr. Bethany Ormseth
Interim Assistant Superintendent –
Secondary School Leadership

Dr. Floyd Williams
Assistant Superintendent –
Elementary School Leadership

POLICY 5431
STUDENT DRESS CODE

The Kenosha Unified School District Board is committed to providing students with an educational environment that is safe and conducive to learning ~~free from distractions~~.

The District retains the right to monitor and take action when ~~such distractions, in the sole judgment of the District,~~ student **attire** presents a health or safety hazard, or disrupts classroom settings or decorum **the educational environment.**

All exceptions to this policy and rule, based on religious beliefs or medical conditions, requested by the parent or guardian must be documented and approved by the Superintendent/designee.

LEGAL REF.: Wisconsin Statutes

Sections: 118.001 Duties and powers of school boards; construction of statutes
20.13(1)(a) School board powers
First Amendment, U.S. Constitution

CROSS REF.: 5431.1 School Uniforms
5438 Gangs and Gang-Related Activities

AFFIRMED: August 13, 1991

REVISED: January 11, 1994
September 9, 1997
May 22, 2007
September 22, 2009
October 26, 2010
December 17, 2013

RULE 5431
STUDENT DRESS CODE

All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.

~~Students at the middle and high school levels will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).~~

Bottoms (~~dress pants, capris, shorts, skirts, skorts, dresses, jeans, khakis, sweat pants~~)

Bottoms may not be see-through

Must fit appropriately and ~~not be baggy, tight, or~~ not drag on the floor;

Must be at the waist and appropriately fastened with belts when needed;

Must be ~~neat~~, clean and in appropriate repair, ~~no holes and rips, or tears;~~ **below mid-thigh are permissible but rips or holes above mid-thigh must not show skin.**

Underwear **clothing** must be covered ~~at all times, when standing or seated;~~ **and the waist must be covered at all times**

Dresses, skirts, skorts, and shorts must be at least ~~fingertip~~ **mid-thigh** length ~~when standing~~ **at all times**

Leggings and yoga pants may not be worn as bottoms; however, leggings may be worn beneath dresses, skirts, skorts, shorts and tunics

Tops

Tops may not be see-through

Must be long enough ~~be tucked in,~~ **to cover waistline**, no skin showing between bottoms and tops when seated or standing;

Must cover chest **and undergarments** at all times

~~Must have~~ **Sleeves**

Sleeveless shirts are acceptable if they reach edge of shoulder and arm opening cannot be excessive

Students may not wear tank tops

Tops must be ~~neat, clean and in~~ appropriate repair, **with** no holes or tears; and must fit appropriately

~~Must fit appropriately and not be tight or baggy.~~

RULE 5431
STUDENT DRESS CODE
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Footwear

Athletic shoes, laced shoes, shoe boots, loafers, dress shoes, or sandals **(are permissible)**

Shoes must be secured on the feet

No house slippers are allowed

Elementary: shoes must have a strap around heel (no flip-flops)

Inappropriate attire **and Student ID Cards:**

Pajamas, undershirts or undergarments **may not be worn** as outerwear;

~~Leggings worn as bottoms;~~

Attire that may be considered weapons, including but not limited to chain belts or wallet chains **will not be allowed;**

Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment **are prohibited;**

Hoods, hats, caps, bandanas, sweatbands, skullcaps, plastic hair bags, hair nets, or do rags **are not allowed** within the building;

Grooming items (hair pics, combs, etc.) may not be worn in the hair

No outerwear: coats, hats, gloves/mittens, scarves may not be worn inside unless there is administrative approval

Face coverings; (sunglasses, masks, etc.) may not be worn in building

Backpacks may be used at high school level during the school day;

Elementary and middle level students may not use backpacks during the school day without administrative approval

~~House slippers, or any other type of footwear that could constitute a safety hazard;~~

~~Steel toed boots or shoes;~~

~~Any type of footwear with wheels;~~

~~Hobnails, spurs or cleats on belts, boots, or shoes;~~

~~Flip flops, clogs or sandals without back strap in PK-5th-grade~~

High school level students must have an ID in their possession at all times and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

Middle level students will be required to wear student identification (I.D.'s) during the school day and have them easily accessible during all school activities (academic, extra-curricular, co-curricular).

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the **rules policy** for school attire will ~~have the options to~~ put on clothing that is appropriate or contact parent or guardian to bring in appropriate clothing. The principal/designee may call a conference with the parent/guardian, students and counselor to assist with compliance. **Refusal and/or repeated violations of school attire rules policy will may constitute lead to further disciplinary action.**

Kenosha Unified School District
Kenosha, WI
July 8, 2014

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Appointment	Brown	James	Information Services	Technology Support Technician	Miscellaneous	06/23/2014	1	\$19.84
Appointment	Jones	Nicole	Human Resources	Coordinator of Educator Effectiveness	Administration	07/01/2014	1	\$87,921.00
Appointment	Hodges	Scott	KTEC	Assistant Principal	Administration	07/01/2014	1	\$77,058.00
Appointment	Mayes	Nicole	KTEC	Assistant Principal	Administration	07/01/2014	1	\$77,058.00
Appointment	Adams	Eric	KTEC	Facilities Manager	Miscellaneous	06/16/2014	1	\$20.73
Appointment	Eckman	Leo	Special Education & Student Support	Special Education & Student Support Coordinator	Administration	07/01/2014	1	\$87,921.00
Appointment	Kehl	Jacob	KTEC	Maintenance Specialist	Miscellaneous	06/23/2014	1	\$18.81
Appointment	Hovell	Lori	Southport Elementary School	Grade 4 ESL	Instructional	08/25/2014	1	\$72,433.00
Appointment	Pedicone	Kathryn	Frank Elementary School	Grade 5	Instructional	08/01/2014	1	\$42,266.00
Appointment	Richter	Karl	Bullen Middle School	Counselor	Instructional	08/25/2014	1	\$42,266.00
Appointment	McCray	Nathan	Southport Elementary School	Grade 5 ESL	Instructional	08/25/2014	1	\$57,017.00
Appointment	Bilotti	Mary	EBSOLA - Dual Language	Dual Spanish	Instructional	08/25/2014	1	\$46,241.00
Appointment	Chiappetta	Emiko	Southport Elementary School	Kindergarten	Instructional	08/25/2014	1	\$38,377.00
Appointment	Dietz	Laura	Special Education & Student Support	Speech Therapist	Instructional	08/25/2014	1	\$74,060.00
Appointment	Bishop	Raymond	Jeffery Elementary School	Multi-Age 3/5	Instructional	08/25/2014	1	\$68,710.00
Early Retirement	Andrews	Debra	Tremper High School	Head Secretary (12 Month)	Secretarial	06/12/2014	1	\$21.16
Resignation	Thompson	Robert	Lance Middle School	English	Instructional	06/12/2014	1	\$63,224.00
Resignation	Curran	Karen	Bradford High School	Secretary III (12 Month)	Secretarial	06/30/2014	1	\$21.16
Resignation	Dujardin	Dyanna	Special Education & Student Support	Occupational Therapy	Instructional	06/12/2014	1	\$58,213.00
Resignation	Biehn	Stacey	Pleasant Prairie Elementary	Cross Categorical (IDEA)	Instructional	06/12/2014	1	\$52,354.00
Resignation	Schork	Pauline	Lance Middle School	Science	Instructional	06/12/2014	1	\$40,128.00
Resignation	Case	Kelly	Strange Elementary School	E.C.	Instructional	06/12/2014	1	\$54,322.00
Resignation	Perona Jr	Bryon	Information Services	Technology Support Technician	Miscellaneous	06/13/2014	1	\$19.84
Resignation	Hinich	Denise	Information Services	Technology Support Technician	Miscellaneous	06/30/2014	1	\$19.84
Resignation	Penshorn	David	Indian Trail Academy	Math	Instructional	06/12/2014	1	\$38,377.00

Kenosha Unified School District**Kenosha, WI****July 8, 2014**

The Human Resources recommendations regarding the following actions:

ACTION	LAST NAME	FIRST NAME	SCHOOL/DEPT	POSITION	STAFF	DATE	FTE	SALARY
Resignation	Svitak	Ashley	Lincoln Middle School	Science	Instructional	06/12/2014	1	\$38,377.00
Resignation	Wallace	Joshua	Lincoln Middle School	Intervention Specialist	Instructional	06/12/2014	1	\$38,377.00
Resignation	Villatoro	Crystal	Reuther Central High School	Secretary I (10 Month)	Secretarial	06/26/2014	1	\$17.00
Resignation	Merrill	Dena	Bullen Middle School	Science	Instructional	06/12/2014	1	\$49,614.00
Resignation	Hill	Christopher	Indian Trail Academy	Math	Instructional	06/12/2014	1	\$45,410.00
Resignation	McGonegle	Bridget	Reuther Central High School	Reading Resouce	Instructional	06/12/2014	1	\$50,176.00
Separation	Rivers	Sara	HR Leave Status	HR Teacher on Leave	Instructional	05/31/2014	1	\$51,390.00

KENOSHA UNIFIED SCHOOL DISTRICT
Kenosha, Wisconsin

July 8, 2014

Joint Personnel/Policy & Curriculum/Program Standing Committees

Policy and Rule 6440 – Course Options Enrollment

Policy and Rule 6440 – Course Options Enrollment is a new program mandated by the State of Wisconsin. This new initiative, established with WI Act 20 in late 2013, takes effect for the start of the 2014-15 school year. Students in any grade K-12 have the opportunity to enroll in up to two courses at a time through an Institute of Higher Education (IHE) or other DPI approved program. The Course Options Program greatly expands the integration of post-secondary and other DPI-approved educational opportunities and the impact on a local school district. A completely different program, the Youth Options Program will still exist with different restrictions. Students in grades 11 and 12 will be able to participate in both programs. All Course Options courses must be made available to public school students at no cost to the student. The resident district is required to pay a DPI determined amount to the educational institution. As a point of reference, the cost of the KUSD Youth Options program for the 2013-14 school year was approximately \$330,000, which includes certain limitations that do not pertain to the Course Options Program. DPI established an expectation that local school boards adopt policies and/or procedures respective to the Course Options statute. A budget assumption will have to be established as well as any internal resources for managing enrollment requests and coordination between the educational institutions.

Students and parents must submit an application to the IHE no later than six weeks prior to the date on which the course is scheduled to begin. The IHE must notify the resident school district and may request related materials. The applicant will receive notification of acceptance or rejection no later than one week prior to the start of the course. A resident school district must reject the application if the course conflicts with a student's individualized education plan. A district may also reject an application if 1) the course does not satisfy a high school graduation requirement or 2) the course does not conform to or support a student's academic and career plan, if one exists.

Administrative Recommendation:

Due to the new state statute, the Administration recommends that the Curriculum/Program Standing Committee forward the proposed creation of Policy and Rule 6440 Course Options Enrollment to the Board of Education for approval as a first reading at the July 22, 2014 regular school board meeting, and approval as a second reading at the August 26, 2014 regular school board meeting.

Dr. Joseph Mangi
Superintendent of Schools

Kristopher Keckler
Executive Director of Information & Accountability

Dr. Beth Ormseth
Assistant Superintendent of
Secondary Schools

Dr. Susan Savaglio-Jarvis
Assistant Superintendent of Teaching & Learning

Marsha Nelson
Career and Technical Education Consultant

**POLICY 6440
COURSE OPTIONS ENROLLMENT**

The District shall accommodate resident students who wish to participate in the Wisconsin Course Options Program. Full-time resident students, and those accepted full-time through Open Enrollment, may submit an application to an Institute of Higher Education (IHE), or other Department of Public Instruction (DPI) approved program. The Course Options program is not available to private school or home-based students.

Through the Course Options Program, students may receive both high school and postsecondary credit for successfully completed courses. District high schools grant a diploma to students who successfully complete District high school graduation requirements, regardless of whether the student satisfied all or any portion of the requirements through the Course Options Program.

The School Board is responsible for the costs associated with student enrollments for any course under the Course Options Program. The District shall pay the educational institution a calculated amount in a manner determined by DPI.

Students with a disability are encouraged to participate in the Course Options Program. The School Board must, however, refuse to permit students with a disability to enroll in a Course Options course if the course conflicts with the student's individualized educational plan.

LEGAL REF.: Wisconsin Statutes

Sections	115.28(59)(a) (Academic and career planning)
	118.13 (Student discrimination prohibited)
	118.15 (Compulsory school attendance)
	118.15(4) (Broad board power to do all things reasonable to promote education of students)
	118.16 (School attendance enforcement)
	118.33 (High school graduation standards)
	118.51 (Full-time open enrollment)
	118.52 (Course options)
	121.004(7)(em) (Inclusion of pupils attending school outside or in his or her district shall be counted accordingly)

CROSS REF.: 5110 Equal Education Opportunities

5120 Student Enrollment Reporting

5200 School Admissions

5210 Entrance Age

5260 Open Enrollment Full Time

5310 Student Attendance

5320 School Attendance Areas

6100 Mission, Principals, Goals, Results

6421 Programs for Students with Disabilities

6423 Talent Development Program

6426 Student Program and Curriculum Modifications

6434.2 Youth Options Program

6456 Graduation Requirements

Special Education Program and Procedure Manual

**RULE 6440
COURSE OPTIONS ENROLLMENT**

All resident full-time students in grades K-12 by law are eligible to participate in the Course Options Program. The student and parent/guardian must submit an application (PI-8900) to the Institute of Higher Education (IHE) or other DPI approved educational institution no later than six weeks prior to the start of the requested course. A student may take up to two courses at any one time under Course Options, though there is no limit to the total number of courses in this program. The courses may be taken at different educational institutions at any time. Educational institutions are defined under the Course Options Program as:

- A public school in a nonresident school district;
- the University of Wisconsin System;
- a technical college;
- nonprofit institutions of higher education;
- a tribal college;
- a charter school; and
- a nonprofit organization that has been approved by the Department of Public Instruction (DPI).

To accommodate the Course Options Program for full-time resident students, and those enrolled full-time through open enrollment, the district shall:

- Provide assistance and information to students and parents/guardians who seek information regarding the Wisconsin Course Options Program.
- Cover the related enrollment costs associated with the approved Course Options course, for a calculated amount in a manner determined by DPI.
- Ensure that, beginning no later than the 2017-18 school year, academic and career planning services are provided to pupils enrolled in grades 6-12.

A resident district must deny the application if the course conflicts with the student's individualized education plan. A resident district may deny the application if:

- The course does not satisfy a high school graduation requirement; or
- The course does not conform to or support a student's academic and career plan, if one exists.

The student's parent/guardian is responsible for satisfactory student attendance and compliance with the state compulsory school attendance law. It is also the responsibility of the student to ensure that their schedule can accommodate any participation in the Course Option Program. The student and parent/guardian are accountable for obtaining any related prerequisites or other requirements prior to participation.

The Board or designee shall determine whether a postsecondary course is eligible for high school credit and how many high school credits may be awarded. Such decisions shall be made consistent with state law requirements and established by District procedures.

The parent/guardian or student is responsible for transportation between the school and the assigned educational institution. Transportation assistance is available from DPI for students who are eligible for free/reduced-price meals under the federal school lunch program.

RULE 6440
COURSE OPTIONS ENROLLMENT
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Transportation costs may only be reimbursed if the student is taking a designated Course Options approved course. The transportation reimbursement form is available from the high school guidance offices or from DPI and must be submitted to DPI no later than 30 days after the end of the school semester to which the claim pertains.

COURSE OPTIONS GUIDANCE FOR PARENTS AND STUDENTS

Procedures for Preparing and Processing Course Options Applications

Section 118.52, Wis. Stats., creates Course Options. Under Course Options, a student who is enrolled in a public school district may attend up to two courses at a time at one or a combination of educational institutions.

PREPARING AND SUBMITTING APPLICATIONS:

NOTE: For full-time open enrolled students, the *district of attendance* is considered the *resident district* for Course Options.

The following instructions are for the parent or student who is submitting a Course Options application to an Educational Institution.

- The parent/student must complete all required sections of the application (PI-8900) and must sign the form.
- If any information is missing or unclear, it may delay the processing of the application while the educational institution attempts to obtain or clarify all of the necessary information.
- The application must specify the course that the student wishes to attend and may specify the school or schools at which the student wishes to attend the course.
- A student may take up to two courses at any one time under Course Options. If the courses are taken at different educational institutions, a separate form must be filled out and submitted to each educational institution.
- The parent/student must submit the application (PI-8900) to the educational institution or institutions no later than 6 weeks before the scheduled start of the course. It is the responsibility of the parent/student to obtain from the educational institution the date on which the course will begin.
- Late applications will be returned to the parents/students indicating the required application date and explaining the reason for the return.
- Ineligible applications will also be returned to the parents/student citing the reason for ineligibility. This could include students who are not currently enrolled in a Wisconsin public school or who do not meet the course or educational institution entrance requirements.
- The educational institution will inform the parent/student and the resident school district if the requested course has been approved or denied no later than one week prior to the date on which the course is scheduled to commence. The parent/student must notify the educational institution no later than the last

weekday (excluding state holidays) before the course begins whether or not the student will attend the course.

- A student's parent may appeal the decision of an Educational Institution or a school board to the Department of Public Instruction within 30 days of the decision. The Department shall affirm the decision unless it is found to be arbitrary or unreasonable. The Department's decision is final.

Common questions:

1. Do all courses have to be taken at the same educational institution?

No. The student may take one course from one educational institution and another course from a different educational institution as long as no more than two courses are taken at the same time. It is the responsibility of the student to ensure that her or his schedule can accommodate such an arrangement. Educational institutions are not required to make any accommodations to enable the student to do this.

2. How many courses may be taken in a year?

A student is permitted to take two courses at a time. The number of courses a student could take in a year will depend on the length of the courses taken.

3. Can a student take two courses from one educational institution and another two courses from another educational institution at the same time?

No. No more than two courses may be taken at any time under Course Options.

4. How does a student find out when the course is scheduled to begin and what the prerequisites for the course are?

It is the responsibility of the student to obtain this information from the educational institution.

5. Can I be denied entrance into a course based on my grades, prerequisites, or other academic criteria?

Yes, but only if those same criteria apply to non-Course Options students taking the course.

6. Can full-time open enrolled students participate in Course Options?

Yes. Full-time open enrolled students may participate in Course Options.

7. May students who are enrolled in private schools or home-based private education programs apply to take a course or courses under Course Options?

No. The Course Options statute requires that the student be enrolled in a public school district. Separate statute allows: 1) private school students to take up to two high school courses per semester in the students' resident school district, and 2) students enrolled in home-based education programs to take up to two courses in any grade in either the resident or a non-resident school district.

A comparison between Course Options and Youth Options

NOTES:

1. For full-time open enrolled students, the district of attendance is considered the resident district for Course Options.
2. Course Options also provides access to courses in other K-12 school districts, charter schools, and nonprofit organizations approved by the Department of Public Instruction; these aspects of Course Options are not reflected in this document
3. Shaded cells indicate provisions that are the same for both Youth Options and Course Options

Provision	Youth Options	Course Options
1. High school credit for college course	District may award high school credit for satisfactory completion of college course(s); credit ratio is .25 high school credits for each 1 college credit	Awarding of high school credits and ratios for high school credits to college credits are not addressed
2. Included colleges and universities	University of Wisconsin System institutions, tribally controlled colleges, private nonprofit institutions of higher education (collectively referred to as "Institutions of Higher Education"), and Wisconsin Technical Colleges	University of Wisconsin System, technical colleges, nonprofit institutions of higher education, and tribal colleges (also see Note 2 above)
3. College course/credit limitations	18 college credits total with corresponding district policy; no annual or semester limits	Limited to "2 courses at any time"
4. Eligible students	Students attending schools in Wisconsin public school districts	Students attending schools in Wisconsin public school districts
5. Eligible grades	11 and 12	All grades (K-12)
6. Applications & Notifications	Student notifies school district ("board") using DPI developed form PI-8700-A and enrolls at college or university at which course(s) are being sought	Student submits DPI developed form PI-8900 to college or university at which course(s) are being sought; institution sends copy of form to student's district
7. Deadline for notification or application	Students must notify district of intent to enroll in Youth Options courses by March 1 st (for courses to be taken in fall) and October 1 st (for courses to be taken in spring)	Students must submit application to college or university not later than 6 weeks prior to course commencement date
8. Deadline for notifying student of decision	District must notify student of approval and/or rejection of desired courses by May 15 th for courses to be taken in fall and November 15 th for courses to be taken in spring	Both district and college or university must notify student of approval or rejection not later than one week prior to course commencement date
9. Method of selecting applicants when they exceed available space	Not addressed beyond "if it has space available" and that method must be nondiscriminatory	IHE conducts random selection amongst eligible Course Options applicants

Provision	Youth Options	Course Options
10. Individualized Education Program (IEP)	District may deny an application if the cost for services for a student with disabilities creates an undue financial burden on the district, though only for technical colleges	Requires districts to deny an application if “the resident school board determines that the course conflicts with the individualized education program for the pupil”
11. District denial criteria for institutions of higher education (see 2 above for list)	<ul style="list-style-type: none"> • Doesn’t satisfy a high school graduation requirement • District offers comparable course <p>NOTE: Student may still take the requested course under Youth Options, but will have to pay all costs and, if determined to not satisfy a high school graduation requirement, only receive college credit</p>	<ul style="list-style-type: none"> • Doesn’t satisfy a high school graduation requirement • Doesn’t conform to student’s Academic and Career Plan
12. District denial criteria for technical colleges	<ul style="list-style-type: none"> • Undue financial burden for a student with a disability • Doesn’t satisfy a high school graduation requirement • District offers comparable course • Student is identified as a student at risk • Student is not in good academic standing 	<ul style="list-style-type: none"> • Doesn’t satisfy a high school graduation requirement • Doesn’t conform to student’s Academic and Career Plan
13. Appeal considerations	<ul style="list-style-type: none"> • Meets graduation requirements • District offers comparable course • Filed within 30 days of receiving decision 	<ul style="list-style-type: none"> • District “decision was arbitrary or unreasonable” • IHE’s “decision was arbitrary or unreasonable” • Filed within 30 days of receiving decision
14. Rights and privileges	<ul style="list-style-type: none"> • No specific provisions in statute or rules 	<ul style="list-style-type: none"> • “has all of the rights and privileges of other pupils attending the educational institution” • “subject to the same rules and regulations as those pupils”
15. Expulsion/student discipline concerns	<ul style="list-style-type: none"> • Expulsion not referenced in statute or rules • Student with “record of disciplinary problems” may be rejected by technical colleges 	<ul style="list-style-type: none"> • Resident district must provide expulsion or pending disciplinary proceedings records upon request from IHE
16. Responsibility for paying cost of approved course	Student’s district of full-time attendance	Student’s district of full-time attendance
17. Cost of course	<ul style="list-style-type: none"> • For WTCS and UW-System, actual resident tuition plus books and fees • For private, non-profit colleges, lesser of actual resident tuition plus books and fees or statutory formula amount 	“An amount equal to the cost of providing the course to the pupil, calculated in a manner determined by the department [DPI]” which has been set at 50% of the cost of tuition not to exceed 50% of the cost of tuition at UW Madison for the same number of credits plus books and fees
18. Transportation	Student/parent responsible for any transportation costs for attending course(s)	Student/parent responsible for any transportation costs for attending course(s)
19. Transportation assistance	Sum-certain funding is available to assist in transportation costs for families in need	Sum-certain funding is available to assist in transportation costs for families in need



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
April 8, 2014
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mr. Flood was called to order at 5:34 P.M. with the following Committee members present: Mrs. Taube, Mrs. Coleman, Mrs. Daghfal, Mrs. Karabetsos, Ms. Kenefick, Mrs. Santoro, Mrs. Renish-Ratelis, and Mr. Flood. Dr. Mangi was also present. Ms. Galli was absent.

Approval of Minutes – March 11, 2014, Joint Audit/Budget/Finance & Curriculum/Program

Mrs. Coleman moved to approve the minutes as contained in the agenda. Mrs. Renish-Ratelis seconded the motion. Unanimously approved.

Information Items

Mr. Daniel Tenuta, Principal at Kenosha eSchool, presented the eSchool Utilization Update as contained in the agenda. He indicated that Kenosha eSchool was officially approved by the Board on May 23, 2006, to serve students in grades 9-12 with subsequent approved expansions on September 27, 2011, to serve students grades in 6-12 and on May 22, 2012, to serve students in K-5. Enrollment numbers for eSchool as of February 27, 2014, were noted as 150 full time students and 768 part time students for a grand total enrollment number of 918. Mr. Tenuta noted that the enrollment numbers were broken down by grade level, ethnicity, and category/program in the report. Questions from Committee members were answered by Mr. Tenuta.

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, presented the Curriculum Timeline and indicated that the information was being provided per a request made at the March 11, 2014, committee meeting. She indicated that in November, 2013 a timeline was developed under the direction of the lead auditor, Dr. Randall Glegg; Board President, Rebecca Stevens; Board Vice President, Jo Ann Taube; and Dr. Savaglio-Jarvis. The timeline identified the need, under the direction of the new Superintendent, to appoint a system-wide coordinator of curriculum to facilitate and manage the audit. Once the coordinator is appointed by the new Superintendent, he/she would facilitate all facts, findings, and recommendations to the Board, including a 5-7 year action plan. It is anticipated that the coordinator would need at least six to eight months to finalize an action plan.

Future Agenda Items

Dr. Savaglio-Jarvis indicated that she would have the following agenda items for next month's meeting agenda: 1) Math Sequence Report, 2) Math Textbook Adoption Report; and 3) a Three Year Technology Plan.

Meeting adjourned at 6:03 P.M.

Stacy Schroeder Busby
School Board Secretary

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 7:41 P.M. with the following Committee members present: Mrs. Kenefick, Mrs. Renish-Ratelis, and Mrs. Snyder. Dr. Mangi was also present. Ms. Stevens, Mr. Wade, Mrs. Daghfal, Mrs. Karabetsos, and Mrs. Santoro were excused. Ms. Galli was absent.

Mrs. Snyder noted that a quorum was not present; therefore, no action on items would be taken and that necessary items would be moved forward to the full Board for consideration.

Approval of Minutes – April 8, 2014

No action was taken due to a quorum not being present. This item will be brought back next month for action.

Adoption of Instructional Materials for Secondary Mathematics

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, introduced the Adoption of Instructional Materials for Secondary Mathematics and indicated that Mrs. Jennifer Lawler, Coordinator of Mathematics, along with members of the Secondary Mathematics Teacher Resource Review Team would be providing information on this item. Mrs. Lawler introduced Mrs. Stacy Corez, Mrs. Shannon Higgins, Mrs. Hillary Fioravanti, Mr. Alan Skripsky, and Mrs. Kristin Demuysere and they gave a PowerPoint presentation which covered the following topics: rationale, ad hoc committee members, ad hoc committee meetings, philosophical statement, math curriculum gap analysis, instructional materials review process, teacher teams, timeline, initial review, criteria for initial review, top three programs, criteria for intensive review, tools: 1) mathematics content alignment, 2) use of mathematical practices, and 3) general overarching considerations, recommendations, why not GO Math, why not Carnegie Learning, and final review. During the presentation, Committee members received a copy and an explanation of tools 1, 2, and 3 that were used during the review process. Questions from Committee members were asked and answered.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Course Sequence Proposal for Mathematics in Grades 6 Through 12

Dr. Savaglio-Jarvis introduced the Course Sequence Proposal for Mathematics in Grades 6 Through 12 and indicated that Mrs. Lawler would be presenting information on this item. Mrs. Lawler gave a PowerPoint presentation which covered the following topics: current course sequence, rationale, and the proposed course sequence. Questions from Committee members were asked and answered.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Three-Year Information and Technology Plan

Mrs. Snyder indicated that due to time limitations and no quorum being present, this item would be forwarded to the full Board for consideration.

Future Agenda Items

No future agenda items were noted.

Meeting adjourned at 8:45 P.M.

Stacy Schroeder Busby
School Board Secretary



KENOSHA UNIFIED SCHOOL BOARD
CURRICULUM/PROGRAM MEETING
Educational Support Center – Room 110
June 10, 2014
MINUTES

A meeting of the Kenosha Unified Curriculum/Program Committee chaired by Mrs. Snyder was called to order at 7:30 P.M. with the following Committee members present: Mrs. Karabetsos, Mrs. Renish-Ratelis, Mrs. Coleman, and Mrs. Snyder. Mr. Daghfal arrived later. Dr. Mangi was also present. Mr. Kenefick was excused. Ms. Stevens, Mr. Wade, Mrs. Santoro, and Ms. Galli were absent.

Mrs. Snyder noted that a quorum was not present; therefore, no action on items would be taken and that necessary items would be moved forward to the full Board for consideration.

Approval of Minutes – April 8, 2014 and May 13, 2014

No action was taken due to a quorum not being present. This item will be brought back next month for action.

Shoreland Lutheran High School Cooperative Expansion

No discussion and/or action was taken on this item as it was pulled from the agenda.

Adding Boys and Girls Lacrosse as a Sponsored Sport in Kenosha Unified School District

Mr. Steven Knecht, Coordinator of Athletics/Physical Education, presented the Adding of Boys and Girls Lacrosse as a Sponsored Sport in Kenosha as contained in the agenda. He indicated that a lacrosse club named “Raptors” has requested that the Kenosha Unified School District begin sponsoring lacrosse for boys and girls as a district co-op high school level team. He indicated that due to the cost, the non-governance of lacrosse by WIAA, and the potential loss of participation in other WIAA governed sports offered in the District, the recommendation is to not approve the request and that the Coordinator of Athletics/Physical Education further his relationship with the lacrosse community and take a more active role in becoming educated regarding the growing interest of lacrosse in the state.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Discontinuing Middle School Membership Within the Wisconsin Interscholastic Athletic Association

Mr. Knecht presented the Discontinuing Middle School Membership Within the Wisconsin Interscholastic Athletic Association as contained in the agenda. He explained that as a member of the Wisconsin Interscholastic Athletic Association certain rules have to be adhered to. One of the most controversial issues surrounding the middle school student’s participation is the school loyalty rule. This rule prohibits

student-athletes from participating in a same sport outside of school during the school-sponsored season. Due to facility availability, middle school seasons do not mesh well with traditional club seasons; therefore, students are forced to choose between participating for their school or club opportunity. Discontinuing Wisconsin Interscholastic Athletic Association membership at the middle school/junior high level would cost the District approximately \$4,500.00 annually for catastrophic insurance coverage for the middle school athletes. The recommendation is to end the District's involvement with the Wisconsin Interscholastic Athletic Association at the middle school level and that the \$4,500 catastrophic insurance fee for athletes at the middle school level be assumed by the Athletics budget.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Implementation of the next Generation Science Standards: Phase Two

Dr. Sue Savaglio-Jarvis, Assistant Superintendent of Teaching and Learning, and Mrs. Christine Pratt, Coordinator of Science, were present and answered questions from Committee members.

No action was taken due to a quorum not being present. This item will be forwarded to the full Board for consideration.

Information Item

Dr. Savaglio-Jarvis introduced Mrs. Pratt and Mr. Mark Hinterberg, Coordinator of Social Studies and Career/Technical Education, and they presented the Middle School Science and Social Studies Honors Distinction Update survey findings and the planned next steps as contained in the agenda. Mrs. Pratt and Mr. Hinterberg answered questions from Committee members.

Dr. Savaglio-Jarvis presented the Summer School Update as presented in the agenda. Mrs. Debra Giorno, Summer School Teacher-Coordinator, was also present to answer questions. There were no questions from Committee members.

Dr. Savaglio-Jarvis introduced Mr. David Tuttle, Coordinator of Talent Development, and he gave the Talent Development Program Update as contained in the agenda. He explained the need for a review of the philosophy of gifted and talented education, the need for a gap analysis of the current talent development long range plan, and exploration of updating the current talent development long range plan. Mr. Tuttle answered questions from Committee members.

Future Agenda Items

Dr. Savaglio Jarvis indicated that she would be bringing the Spanish for Spanish Speaking Course Proposal to the Committee for consideration.

Meeting adjourned at 7:51 P.M.

Stacy Schroeder Busby
School Board Secretary

**Kenosha Unified School District
Kenosha, Wisconsin**

**July 8, 2014
Curriculum/Program Standing Committee**

COURSE PROPOSAL FOR SPANISH FOR SPANISH SPEAKERS

Background and History

In June of 2011, Iva Plumley, previous coordinator of the Language Acquisition Program, submitted a proposal for a two year plan focusing on providing assistance to Kenosha Unified School District's English language learner population (Appendix A). Within this plan, there was a recommendation for a "Spanish for Native Speakers" course at both the Middle School and High School levels as an elective credit to begin in the 2011-2012 school year. At the regular meeting of the school board, held June 28, 2011, this plan was approved. The "Spanish for Native Speakers" course was designed as a course for native or heritage Spanish speakers to continue in the growth and development of their first language. A native or heritage speaker is defined by the Center of Applied Linguistics as a student who is raised in a home where a non-English language is spoken.

In researching the short lived history of this course in the district, it is vital to note that a viable written curriculum was never created for the course. However, the course was implemented in Kenosha Unified School district in the 2012-2013 school years with the course name "Spanish for Spanish Speakers." It is also important to note that although this plan was approved in June of 2011, the plan had an ending date of 2013.

Rationale for Spanish for Spanish Speakers Course

The 2013 district wide curriculum audit for the Kenosha Unified School District recommended that a solid curriculum for each course taught be generated for the teacher to properly instruct. The teacher needs a solid road map with clearly designed units that are properly sequenced to formulate a viable curriculum for the course. Therefore, in order to successfully meet the expectations needed for staff and students, a World Language teacher curriculum design team was established in August of 2013. The teacher curriculum design team was developed to research, develop, and create units of study for this course.

This course is designed for students who speak Spanish as a native or heritage language. The purpose of this course is to strengthen language skills in the native language by focusing on literacy skills and grammar concepts in Spanish. Research shows that native Spanish speakers struggle with English grammar concepts. The main goal for the proposed course is to improve language and literacy concepts in the student's first language to in turn help strengthen their English skills. This course is beneficial in preparing students to not only be bilingual (speaking two languages with fluency), but also bi-literate, being able to read and write with fluency in the language. Acquiring these skills will help students to become college and/or career ready in the current global job force upon graduation.

According to the official third Friday count report for the 2013-2014 school year, published October 22, 2013, the Hispanic enrollment for Kenosha Unified School District has increased. The native Spanish speaking student population in the Kenosha Unified School District would benefit from a solid curriculum for this program. The chart below shows the growth in the Hispanic population.

School years	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Hispanic of any race	(19.8%) 4,519	(21.0%) 4,843	(22.5%) 5,202	(23.3%) 5,347	(24.5%) 5,562	(25.6%) 5,819

Research

The curriculum design team researched similar programs in nearby school districts with similar demographics in both Round Lake and Wheeling Illinois. The curriculum design team also connected with Gerhard Fischer, Director of World Language Programs, from the Department of Public Instruction of Wisconsin and used resources from the Center of Applied Linguistics (CAL) and Spanish Language Arts Standards from the World-Class Instructional Design and Assessment consortium (WIDA) to assure that the new course projection would be aligned to all state and national standards. As a final step, the curriculum design team consulted with Dr. Carlos Pagan, from the Curriculum Management Systems Incorporation that assisted with the 2013 district audit. Dr. Pagan provided feedback on course year at a glance documents along with all unit plans for the course.

The curriculum design team agreed upon the following criteria for the Spanish for Spanish Speakers curriculum. The team designed a curriculum that would:

- Teach students Spanish grammar and syntax
- Teach students to be critical thinkers in their native language
- Teach students to value Spanish literature
- Allow students the opportunity to develop a sense of their native culture and self-pride

Team Members

- Lee Belanger Gonzalez: Spanish teacher: Bradford High School
- Jean Carbajal: Spanish teacher, Indian Trail High School
- Julie Chase: Spanish teacher; Tremper High School
- Olga Tovar: Spanish teacher; Bradford High School

All members of this curriculum design team have had a variety of experience in curriculum planning including:

- Creating curriculum for Spanish I and II for Kenosha Unified School District

- Creating curriculum for Middle School Spanish for Kenosha Unified School District
- Creating curriculum for the Expresate series

Summary

A completed year at a glance document for “Spanish for Spanish Speakers” is attached (Appendix B) along with breakdowns for each of the units (Appendix C). This course, if approved, would be offered at Indian Trail, Bradford, and Tremper High Schools and begin during the 2014-2015 school year (Appendix D). In addition to the proposed curriculum, we are recommending the following materials to be used for this course:

- “Encuentros Maravillosos; Gramática a través de la literatura” from Pearson
- “Una Vez Más; un repaso completo de gramática avanzada” from Pearson

The curriculum design team researched three different textbooks to support the curriculum including Encuentros Maravillosos, Conexiones, and Español en Escrito. The curriculum design team, which consists of all of the teachers who will be teaching the course, recommends “Encuentros Maravillosos” as the chosen textbook for this course. The teams used the following resources to research and make the decision on the final curriculum.

- Wisconsin State Department of Public Instruction
- World Class Instructional Design and Assessment (WIDA) Spanish Language Arts Standards
- American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines

Recommendation

Administration recommends approval of the Spanish for Spanish Speakers course and the instructional materials “Encuentros Maravillosos” and “Una Vez Más” for the course. It is recommended that the Curriculum/Program committee forward this report to the full board of education for consideration.

Dr. Joseph Mangi
Superintendent of Schools

Dr. Sue Savaglio-Jarvis
Assistant Superintendent of Teaching and Learning

Mrs. Sarah Smith
Coordinator of World Language and Language Acquisition Program

Kenosha Unified School District No. I
Kenosha, Wisconsin

June 28, 2011

2011-2013 LANGUAGE ACQUISITION PROGRAM PROPOSAL

Background

The 2010 Language Acquisition Program (LAP) plan was implemented as a pilot. Therefore, throughout the 2010-11 school year, the LAP pilot plan was evaluated and reviewed. To facilitate this process, a core team of stakeholders was created to participate in a series of workshops entitled "A Perfect Match: Using Data & Standards to Drive Program Design". The workshops were led by the Illinois Resource Center (IRC), an educational center focused on providing assistance to teachers and administrators serving linguistically and culturally diverse students, and World-Class Instructional Design and Assessment Consortium (WIDA), a consortium of 25 states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners. The purpose of participating in the Perfect Match workshop series was to use district data, research, and standards to drive the design the future program services for our English Language Learners. The core team was led by Iva Plumley, Coordinator of Language Acquisition Programs. Core team participants included Mrs. Susan Mirsky, Coordinator of Literacy, Mrs. Yolanda Jackson-Lewis, Principal of Wilson Elementary, Dr. Jennifer Robinson, secondary LAP teacher, and Mrs. Delia (Maggie) Torres, elementary LAP teacher.

The core team attended six, six-hour Perfect Match workshops in Arlington Heights, IL on November 17-18, 2010, February 15-16, 2011 and April 6-7, 2011. Workshops in November focused on standards and assessment data. Workshops in February focused on the application of data to program design and configurations. April workshops focused on curricular and instructional implications.

The core team was responsible for creating and facilitating meetings for a large team consisting of additional stakeholders who are involved in the educational growth and progress of English language learners. The large team consisted of the LAP coordinator, district administrators, LAP staff, building principals, special education staff, parents, community members, and representatives from the League of United Latin American Citizens (LULAC). Stakeholders were asked to provide feedback to the core team regarding the program design considerations for 2011-13.

The large team members attended six, two-hour meetings at Kenosha Unified schools on February 24 & 28, 2011, March 24 & 29, 2011, April 28, 2011 and May 17, 2011. February meetings focused on introductions, purpose of meetings, background on language acquisition, and KUSD program data. March meetings focused on program design and implications. The meetings in April focused on specific program designs and implications for KUSD students. The

meeting in May focused on professional development, securing resources, and future work and collaboration.

Rationale for Change

As a result of the Perfect Match workshops in Arlington Heights and subsequent meetings in KUSD, it was determined that service delivery and additional opportunities for first language development needed to be implemented in the 2011-13 LAP plan. There will be two phases to implement the plan.. The first phase will be conducted in 2011-12. The second phase will be conducted in 2012-13.

The 2010 LAP pilot implemented a co-teaching model of instruction. This is where certified English as a Second Language teacher works directly in the general education classroom to support learning for ELLs in the class. There is currently no research to substantiate the benefits of a co-teaching configuration for ELLs. The only research available speaks to the benefits of such a configuration for special education students. Programs for ELLs are not comparable to those designed for students with learning disabilities. The instructional needs of the students are quite different and the recommended instructional approaches/methodologies are not the same.

First language support was eliminated from the 2010 LAP pilot plan. However, research supports that all students benefit cognitively, linguistically, and culturally, from learning more than one language. First language proficiency is a significant factor in acquiring a second language. Students are able to successfully transfer literacy skills learned in the home language to English. Therefore, bilingualism is an asset that needs to be acknowledged, promoted, and developed in all of our students.

Phase I: Elementary School Recommendations

For the 2011-12 school year, dual language and English language development with heritage language support is being recommended at the elementary level.

Elementary Recommendation I: Continue K-5 Dual Language program at EBSOLA
Description: The Dual Language program is an enrichment model of education that teaches students content in Spanish and English. The goal of this program is to develop student bilingualism, biliteracy, and cross-cultural competence.

Elementary Recommendation 2: Provide opportunities for English language development with heritage language support
(ELD w/HLS) Description: A certified bilingual or ESL teacher will have a class load of ELLs who spend part of their day with the bilingual/ESL teacher. Bilingual/ESL teachers will teach English as a Second Language as well as work with students to preview and pre-teach skills and content that will be learned in the general education classroom. Heritage language support will be provided at high need schools. ELLs will be clustered in targeted general education classrooms. The certified bilingual/ESL and general education teachers will be responsible for the instruction and assessment of the students.

Phase I: Middle School Recommendations

For the 2011-12 school year, dual-language, English language development with heritage language support, and an elective Spanish for Native Speakers course are being recommended at the middle school level.

Middle School Recommendation 1: Continue 6-8 Dual Language program at Bullen Middle School
Description: The Dual Language program is an enrichment model of education that teaches students academic content in Spanish and English. The goal of this program is to develop student bilingualism, biliteracy, and cross-cultural competence.
Middle School Recommendation 2: Provide opportunities for English Language development with heritage language support
Description: A certified bilingual or ESL teacher will have a class load of ELLs who spend part of their day with the bilingual/ESL teacher. Bilingual/ESL teachers will teach English as a Second Language as well as work with students to preview and pre-teach skills and content that will be learned in the general education classrooms. Heritage language support will be provided as appropriate. ELLs will be clustered in targeted houses with general education classroom teachers. Both teachers will be responsible for instruction and assessment of the students.
Middle School Recommendation 3: Implement an elective Spanish for Native Speakers course at the 6 th , 7 th , and 8 th grade levels
Description: A course designed for students who speak Spanish as a home or heritage language. Students will broaden their linguistic repertoire of Spanish by focusing on reading and writing skills and develop an awareness and understanding of Hispanic cultures.

Phase I: High School Recommendations

For the 2011-12 school year, English language development with heritage language support, an elective Spanish for Native Speakers course, and a 9th grade Social Studies course in Spanish at Bradford are being recommended for high school.

High School Recommendation I: Provide opportunities for English Language development <i>with</i> heritage language support
Description: A certified bilingual or ESL teacher will have a class load of ELLs who spend part of their day with the bilingual/ESL teacher. Bilingual/ESL teachers will teach English as a Second Language as well as work with students to preview and pre-teach skills and content that will be learned in the general education classrooms. Heritage language support will be provided as appropriate. ELLs will be clustered in targeted general education classes. Both teachers will be responsible for instruction and assessment of the students.

High School Recommendation 2: Implement an elective Spanish for Native Speakers course
Description: A course designed for students who speak Spanish as a home or heritage language. Students will broaden their linguistic repertoire of Spanish by focusing on reading and writing skills and develop an awareness and understanding of Hispanic cultures.

High School Recommendation 3: Implement a 9th grade Spanish Social Studies course at Bradford High School

Description: Students proficient in Spanish will be able to take the required 9th grade U.S. History course Conducted In Spanish.

Phase II: Elementary School Recommendations

For the 2012-13 school year, the expansion of a dual language program to high need schools is being recommended at the elementary level.

Elementary Recommendation 1: Expand the dual language program, beginning with Kindergarten in 2012-13, to sites with large Spanish speak in populations.
Description: The Dual Language program is an enrichment model of education that teaches students content in Spanish and English. The goal of this program is to develop student bilingualism, biliteracy, and cross-cultural competence. Dual language programming is considered the best model for students to develop language proficiency.

At its June 14, 2011 meeting, the Curriculum/Program Standing Committee voted to forward this program proposal to the full Board for consideration. Administration recommends that the School Board approve the 2011-13 LAP proposal recommendations as presented.

Dr. Michele Hancock
Superintendent of Schools

Mrs. Vickie Brown-Gurley
Assistant Superintendent of Teaching and Learning

Mrs. Iva Plumley
Coordinator of Language Acquisition Programs and Summer School

Spanish for Spanish Speakers: 9-12

Scope and Sequence Year at a Glance				
Quarter 1		Quarter 2	Quarter 3	Quarter 4
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Dreams and Superstitions	Conformity	Loss	Identities	Family: Blessing or curse
21-24 days	21-24 days	21-24 days	28-30 days	28-30 days
ELA* Anchors 4 ELA Anchors 5 ELA Anchors 6 *ACTFL 1.3 2.2 4.2	ELA Anchors 1 ELA Anchors 2 ELA Anchors 3 ACTFL 1.1 2.1 2.2 3.2 4.1 5.2	ELA Anchors 4 ELA Anchors 5 ELA Anchors 6 ACTFL 1.3 3.2 5.2	ELA Anchors 4 ELA Anchors 5 ELA Anchors 6 ACTFL 1.2 2.1 2.2 3.1 3.2 4.1 4.2 5.1	ELA Anchors 3 ELA Anchors 4 ELA Anchors 5 ELA Anchors 6 ELA Anchors 8 ELA Anchors 9 ACTFL 1.3 2.1 2.2 3.1 4.1 5.1

*ELA-English Language Arts

*ACTFL-American Council on the Teaching of Foreign Language

WORLD LANGUAGE
Spanish for Spanish Speakers
Dreams and Superstitions Unit

Appendix C

	UNIT NUMBER 1	
Level	Grades 9-12	
Unit of Study	Dreams and Superstitions Unit- Quarter 1-approximately 21-24 instructional days	
	LEARNING GOALS	
Essential Learning Outcomes	<p>Essential Questions How do you know what is real and what is not? How do superstitions or false ideas of realities influence people and their actions?</p> <p>Corresponding Big Ideas Real and non-real Everyday life traditions and superstitions as connected to culture Richer/deeper understanding of culture through traditional practices / superstitions</p>	
Content Standards	<p>CCSS- ELA Anchor Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>ACTFL Standards</p>	
	Priority Standard (ACTFL)	Proficiency Guidelines
	ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a	Express one’s thoughts with sufficient accuracy that sympathetic listeners understand

	variety of topics.	most of what is presented.
	ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.
		Develop a presentation on an academic or cultural topic keeping audience, context and purpose in mind.
Unit Objectives	<p>Students will explore the distinction between fantasy and reality as they encounter various cultural literature pieces and movies. They will examine their own dreams and fantasies and determine if correlations can be made to the cultural pieces studied.</p> <p>Grammar Focus Present tense Preterite tense Passive voice with se Progressive Tenses Uses of infinitives Por vs Para</p>	
Student-Friendly Objectives	<p>I can write information about my daily life in a letter, blog, discussion board, or email message. I can write short notes using phrases and simple sentences. I can ask for information in writing. I can write about a familiar experience or event using practiced material.</p>	
Real-World Importance	Students will be analytical thinkers in relation to information given to them via various modes of communication and relate to real life.	
Summative Assessment	Compare two of the following; literature, movies, plays, dreams, history or others as approved by your teacher. Present your ideas orally about how people's perceptions about reality influence their actions.	
Criteria for	Will be assessed using AP presentational speaking scoring guideline.	

Determining Mastery	
	THE LEARNING PLAN
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	Students' record a response to the following prompt; How do you know what is real or is not when thinking about superstitions, dreams, traditions, and prejudices? Be sure to speak in the present and past tense. Try to include the passive se and present progressive if possible.
Essential Vocabulary	Chapter 1 and 8 Key vocabulary
Initial Instructional Strategies	<p>Cartoon video clip: Don Quijote de la Mancha http://youtu.be/DESCGF5Us4M</p> <p>Used to introduce the concept of non-reality. This four minute clip shows the first outing of Don Quijote and Sancho Panza fighting the windmills.</p>
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills, and suggested sources that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/Extension Strategies	Students that are ready for additional challenges will be challenged to find examples of the blurring of fantasy & reality in areas of personal interest.
ACT Learning Skills	<p>The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments:</p> <ul style="list-style-type: none"> • Frequency of writing: short and extended written responses • Integration of information: written responses require a synthesis of information from multiple sources • Selection of support: answers to text-dependent questions require

Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>Have high expectations for all students - believe in their ability to meet all expectations if provided the support in the way that meets their needs.</p> <p>Have a variety of research-based instructional strategies at hand - start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where they are in their learning and readiness</p> <p>Use ongoing assessment to guide instruction - daily observational assessment combined with written and spoken formative assessments will provide clear information about each students' progress and level of readiness</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not related to the standard being assessed</p> <p>Collaborate - continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction</p> <p>Use flexible grouping - allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed</p> <p>Make content comprehensible for all students- as needed support will be provided including, but not limited to, visuals, simplified text, whole group discussion, small group discussion, comparison to known materials such as television programs or other reading material that assists students in creating meaning.</p>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p> <p>Science – debate one of the following</p> <ul style="list-style-type: none"> • Life on other planets • Mermaids
Common Conceptual Errors	<p>Passive se - participle must agree in gender and number to subject</p> <p>Present tense conjugation - correct usage of irregular verbs</p> <p>Por and para - clarity of when to use appropriately</p>
Formative	Daily exit slips checking for grammatical understanding

Assessment	Weekly vocabulary quizzes Bi-weekly quizzes that intergrate grammar and vocabulary										
Resources for Unit	<p>Since fantasy is such a high-interest genre for students of all levels, there are many books from which to choose. No matter the level, always be mindful that you want a book that is NOT just in a character's imagination or dream; you want a true fantasy with all the characteristics of the genre. Likewise, stay away from titles that take place primarily in the real world.</p> <table> <tr> <td>Encuentros Maravillosos</td><td>Una Vez Más</td></tr> <tr> <td>Chapter 1</td><td>Chapter 1</td></tr> <tr> <td>Chapter 8</td><td>Chapter 2</td></tr> <tr> <td></td><td>Chapter 12</td></tr> <tr> <td></td><td>Chapter 13</td></tr> </table>	Encuentros Maravillosos	Una Vez Más	Chapter 1	Chapter 1	Chapter 8	Chapter 2		Chapter 12		Chapter 13
Encuentros Maravillosos	Una Vez Más										
Chapter 1	Chapter 1										
Chapter 8	Chapter 2										
	Chapter 12										
	Chapter 13										

WORLD LANGUAGE
Spanish for Spanish Speakers
Conformity Unit

Appendix C

	UNIT NUMBER 2					
Level	Grades 9-12					
Unit of Study	Conformity Unit- Quarter 1-approximately 21-24 instructional days					
	LEARNING GOALS					
Essential Learning Outcomes	<p>Essential Questions How do you know who you are? What defines you? Who helps you determine your destiny? Who makes the choices to define your destiny?</p> <p>Corresponding Big Ideas Experiencing poetry Facilitate students making meaning and creating meaning with poetry Coach students through expressing themselves via poetry and presenting it to their peers</p>					
Content Standards	<p>CCSS- ELA Anchor Speaking and Listening 1. Prepare and participate effectively in a range of conversations with diverse partners, building on other ideas and expressing their own clearly and effectively. 2. Integrate and evaluate information from diverse media and formats. 3. Evaluate speakers’ point of view, reasoning and use of evidence.</p> <p>ACTFL Standards</p> <table><tr><th>Priority Standard (ACTFL)</th><th>Proficiency Guidelines</th></tr><tr><td>ACTFL 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td><td>During conversation on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.</td></tr></table>		Priority Standard (ACTFL)	Proficiency Guidelines	ACTFL 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	During conversation on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.
Priority Standard (ACTFL)	Proficiency Guidelines					
ACTFL 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	During conversation on familiar topics, express one’s own thoughts, using sentences and strings of sentences. Use increasingly culturally appropriate behaviors during interactions.					

	ACTFL 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.
	ACTFL 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.
	ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Not on answer, but also ask questions; not only respond, but also initiate communication.
	ACTFL 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Exchange information about personally meaningful events and experiences and cross-disciplinary themes.
	ACTFL 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.	Collaborate to propose solutions to common real life problems.

Unit Objectives	<p>This unit focuses on presentational speaking skills and poetry as a form of expression.</p> <p>Determine the meaning based on use of words Students look at the change of verb tenses used by Neruda to create and change meaning. Then in the second half of the unit they examine the use of formal and informal register as a means to create meaning.</p> <p>Grammar Focus Possessive Adjectives and pronouns Comparatives and Superlatives Interrogative words Exclamatives Demonstrative adjectives and Pronouns Prepositions required with certain verbs Pronouns after prepositions</p>
Student-Friendly Objectives	<p>I can start, maintain, and end a conversation on a variety of familiar topics. I can use my language to handle tasks related to my personal needs. I can talk about my daily activities and personal preferences. I can exchange information about subjects of special interest to me. I can exchange information related to areas of mutual interest. I can use my language to do a task that requires multiple steps.</p>
Real-World Importance	<p>Students' know possessive adjectives and pronouns, and demonstrative adjectives and pronouns in order to show possession of their belongings in order to communicate in everyday situation.</p>
Summative Assessment	<p>Present the various perceptions people have about who you are. Use the parent and classmate interviews from this unit and any insight you gained from the poems in the unit. Create 10-20 minutes verbal presentation to communicate your ideas to the class. You may use any visuals to support your presentation.</p>
Criteria for Determining Mastery	<p>Will be assessed using AP presentational speaking scoring guideline.</p>
	THE LEARNING PLAN
Prerequisite	<p>Native Spanish speaker or successful completion of a K-8 dual language</p>

Knowledge and Skills	program
Sample Pre-Assessment	<ul style="list-style-type: none"> • Students record a response to the following prompt; What determines an identity and destiny? • Teacher will assess if students are able to differentiate stereotypes and social expectations by reading different stories. • Students will be able to use different complements of pronouns as well the subjunctive
Essential Vocabulary	Chapter 10, 11 and 12 Key vocabulary
Initial Instructional Strategies	Diverse videos that are base on soap opera: La Betty la fea La gorda mas bella Will be used to show stereotypes and how this show shape the way you think regarding someone's identity.
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/ Extension Strategies	Students that are ready for a challenge will be provided the opportunity to create poetry and art to represent him/her.
ACT Learning Skills	<p>The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments:</p> <ul style="list-style-type: none"> • Frequency of writing: short and extended written responses • Integration of information: written responses require a synthesis of information from multiple sources • Selection of support: answers to text-dependent questions require
Differentiation Strategies	Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports

	<p>Have high expectations for all students - believe in their ability to meet all expectations if provided the support in the way that meets their needs.</p> <p>Have a variety of research-based instructional strategies at hand - start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where they are in their learning and readiness</p> <p>Use ongoing assessment to guide instruction - daily observational assessment combined with written and spoken formative assessments will provide clear information about each students' progress and level of readiness</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not related to the standard being assessed</p> <p>Collaborate - continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction</p> <p>Use flexible grouping - allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed</p> <p>Make content comprehensible for all students- as needed support will be provided including, but not limited to, visuals, simplified text, whole group discussion, small group discussion, comparison to known materials such as television programs or other reading material that assists students in creating meaning.</p>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process.</p> <p>Social Studies - connect the poems studied and their authors to the country of origin and the historical context of its writing.</p>
Common Conceptual Errors	<p>Poetry Students stating their feelings directly or explaining actions and imagery rather than trusting the reader to understand. Incomplete sentences, poor grammar, and attempts to be pretentious.</p> <p>Grammar Pronouns and prepositions- mistakes arise when the prepositions are followed by adverbs. Porque vs. para que- common mistake when students do not know when to use which.</p>
Formative Assessment	<p>1. Interactive student teacher journals that could include;</p> <ul style="list-style-type: none"> • have students create pictures to represent what they have read

	<ul style="list-style-type: none"> ask students to explain what might be confusing to other students in the days lesson discuss comparisons of the learning to songs, tv shows, or movies choose one line or word that sparks for you and ponder why <p>2. Scored class Socratic discussions, traditional quizzes that assess</p> <p>3. Foundational grammar and vocabulary knowledge</p> <p>4. Observation of student body language</p> <p>5. Self-reporting of levels of understanding using 5 point scale (hand)</p>
Resources Unit	<div> Encuentros Maravillosos Chapter 11 Societal Expectation & stereotypes Chapter 12 Identity what defines us Chapter 10 Cultural Diversity & Tolerance </div> <div> Una Vez Más Chapter 4 Chapter 7 Chapter 8 Chapter 11 </div>

WORLD LANGUAGE
Spanish for Spanish Speakers
Loss Unit

Appendix C

	UNIT NUMBER 3					
Level	Grades 9 - 12					
Unit of Study	Loss Unit-Quarter 2-approximately 21- 24 instructional days					
	LEARNING GOALS					
Essential Learning Outcomes	<p>Essential Questions</p> <p>Why do writers express themselves through poetry? How can you discover the meaning of a poem? Is the meaning the same for every reader of a poem? How can you convey big ideas using few words?</p> <p>Corresponding Big Ideas</p> <p>Experiencing poetry Facilitate students making meaning and creating meaning with poetry Coach students through expressing themselves via poetry and presenting it</p>					
Content Standards	<p>CCSS - ELA Anchor Writing</p> <p>4. Produce clear coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including internet, to produce and publish writing and to interact and collaborate with others.</p> <p>ACTFL Standards</p> <table><tr><th>Priority Standard (ACTFL)</th><th>Proficiency Guidelines</th></tr><tr><td>ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td><td>Express one’s thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.</td></tr></table>		Priority Standard (ACTFL)	Proficiency Guidelines	ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Express one’s thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.
Priority Standard (ACTFL)	Proficiency Guidelines					
ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Express one’s thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.					

		<p>Prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.</p> <p>Develop a presentation on an academic or cultural topic keeping audience, context and purpose in mind.</p>
	<p>ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
	<p>ACTFL 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	
Unit Objectives	<p>This unit focuses on presentational speaking skills and poetry as a form of expression. It facilitates students expressing a sense of loss through the creation of poetry.</p> <p>Grammar Focus Imperfect verb tense Present perfect verb tense Past Perfect verb tense Uses for the two forms of “to be” <i>Ser</i> and <i>Estar</i> Relative Pronouns Affirmative and negative words</p>	
Student-Friendly Objectives	<p>I can present information on academic and work topics. I can present my point of view and provide reasons to support it. I can make a presentation on events, activities, and topics of particular interest. I can research information about the perspectives of other cultures about an issue. I can express my feelings and opinions in Spanish.</p>	
Real-World Importance	<p>Students will connect with their emotions and those of others as expressed through poetry. This will provide them opportunities to connect with the</p>	

	authors and their classmates as well as making connections to other historical events and literary pieces referred to in the poetry studied.
Summative Assessment	Present a student created poem within a presentation with visuals to enhance meaning.
Criteria for Determining Mastery	Will be assessed using AP presentational speaking scoring guideline. Will be assessed on mastery of grammar skills.
	THE LEARNING PLAN
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	Students will read a poem and then watch a video representation of it. They will answer 10 forced choice comprehension questions and respond to it in writing to assess their personal connection to the writing.
Essential Vocabulary	Chapter 2 and 13 Key vocabulary
Initial Instructional Strategies	Students will free write about something from their childhood that they have lost and then share either in small groups or with a partner. They will be given examples (pet, stuffed animal, blanket, etc).
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/ Extension Strategies	Students that are ready for additional challenges will be provided opportunities to connect other authors to their poetry or to create art that represents their poem. If these do not connect with their interests then alternate connections to the poetry and their interests will be created.
ACT Learning	The assessments and practice tasks for this unit exemplify the skills and

Skills	<p>context necessary for success on standardized assessments:</p> <ul style="list-style-type: none"> • Frequency of writing: short and extended written responses • Integration of information: written responses require a synthesis of information from multiple sources • Selection of support: answers to text-dependent questions require
Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>Have high expectations for all students - believe in their ability to meet all expectations if provided the support in the way that meets their needs.</p> <p>Have a variety of research-based instructional strategies at hand - start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where they are in their learning and readiness</p> <p>Use ongoing assessment to guide instruction - daily observational assessment combined with written and spoken formative assessments will provide clear information about each students' progress and level of readiness</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not related to the standard being assessed</p> <p>Collaborate - continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction</p> <p>Use flexible grouping - allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed</p> <p>Make content comprehensible for all students- as needed support will be provided including, but not limited to, visuals, simplified text, whole group discussion, small group discussion, comparison to known materials such as television programs or other reading material that assists students in creating meaning</p>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p> <p>Social Studies - connect the poems studied and their authors to the country of origin and the historical context of its writing</p>

Common Conceptual Errors	<p>Poetry Students stating their feelings directly or explaining actions and imagery rather than trusting the reader to understand. - incomplete sentences, poor grammar, and attempts to be pretentious</p> <p>Grammar Imperfect tense - confusion about when to use the past tenses Present Perfect / Past Perfect - correct use of prepositions and confusion between present and perfect tenses Ser vs Estar - clarity of when to use appropriately</p>
Formative Assessment	<ol style="list-style-type: none"> 1. Interactive student teacher journals that could include; <ul style="list-style-type: none"> • have students create pictures to represent what they have read • ask students to explain what might be confusing to other students in the days lesson • discuss comparisons of the learning to songs, tv shows, or movies • choose one line or word that sparks for you and ponder why 2. Scored class Socratic discussions, traditional quizzes that assess foundational knowledge 3. Foundational grammar and vocabulary knowledge 4. Observation of student body language 5. Self-reporting of levels of understanding using 5 point scale (hand)
Resources for Unit	<p>Encuentros Maravillosos Una Vez Más Chapter 2 Chapter 2 Lessons 2 & 3 Chapter 13</p> <p>Students need to present about poems which are often difficult for them to connect to and understand. They will be assisted in making this connection via the selection of poems that deal with death and loss. This will bring many emotions to the surface but in order to allow students to remain comfortable it discusses the death of a pet or an aspect of their childhood.</p>

WORLD LANGUAGE
Spanish for Spanish Speakers
Identities Unit

Appendix C

	UNIT NUMBER 4					
Level	Grades 9 - 12					
Unit of Study	Identities Unit- Quarter 3-approximately 28-30 instructional days					
	LEARNING GOALS					
Essential Learning Outcomes	<p>Essential Questions</p> <p>How do writers express events and characters that span time?</p> <p>What are the constant elements that a character possesses that do not change over time?</p> <p>How can you find meaning within a period piece that would pertain to present day?</p> <p>What characteristics does a person need to possess in order to be famous?</p> <p>Corresponding Big Ideas</p> <p>Differentiate Reality vs Fantasy</p> <p>Facilitate students making meaning and creating meaning with literature</p> <p>Realize attitudes towards individuals’ differences</p>					
Content Standards	<p>CCSS- ELA Anchor Reading</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>ACTFL Standards</p> <table><tr><td>Priority Standard (ACTFL)</td><td>Proficiency Guidelines</td></tr><tr><td>ACTFL 1.2: Students</td><td>Determine the main themes and</td></tr></table>		Priority Standard (ACTFL)	Proficiency Guidelines	ACTFL 1.2: Students	Determine the main themes and
Priority Standard (ACTFL)	Proficiency Guidelines					
ACTFL 1.2: Students	Determine the main themes and					

	understand and interpret written and spoken language on a variety of topics.	significant details on primarily familiar topics from authentic multimedia and print sources, both informational text and narratives with easily discerned storylines.
	ACTFL 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	When presented with an inference based on an authentic text, identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text.
	ACTFL 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.
	ACTFL 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.
	ACTFL 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.	Identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum.
	ACTFL 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	ACTFL 4.2: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own	

	<table border="1"> <tr> <td></td><td></td></tr> <tr> <td>ACTFL 5.1: students use the language both within and beyond the school setting.</td><td>Begin to identify and appreciate the perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to the American conventions.</td></tr> </table>			ACTFL 5.1: students use the language both within and beyond the school setting.	Begin to identify and appreciate the perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to the American conventions.
ACTFL 5.1: students use the language both within and beyond the school setting.	Begin to identify and appreciate the perspectives of the target culture from within its own cultural system rather than judging non-American cultural practices according to the American conventions.				
Unit Objectives	<p>This unit focuses on presentational speaking skills and poetry as a form of expression.</p> <p>Students will develop skills in organizing information that they have collected from age-appropriate authentic sources. They will demonstrate comprehension from authentic sources of a variety of products.</p> <p>Grammar Focus Reflexive Verbs Direct and Indirect Object Pronouns faltar, gustar, importar, molestar, y parecer Imperfect Subjunctive Past Perfect Subjunctive lo que, lo cual lo + adjective more uses of the subjunctive</p>				
Student-Friendly Objectives	<p>I can understand accounts of personal events or experiences.</p> <p>I can follow short written instructions when supported by visuals.</p> <p>I can understand the main idea of and a few supporting facts about famous people and historic events.</p> <p>I can reason the events and cultural connections between American and non-American cultures.</p>				
Real World Importance	<p>Students will be able to provide clarity about priorities and what they believe.</p> <p>Students will be able to express feelings of loneliness.</p>				
Summative Assessment	<p>As a summative assessment for this unit, students are asked to create an essay connecting their own life experiences with the readings presented throughout the unit.</p> <p>They will create a multiple choice comprehension quiz about another student's' essay interpreting meaning.</p>				

Criteria for Determining Mastery	Will be assessed using AP presentational reading scoring guideline.
	THE LEARNING PLAN
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	Students will read a short story and answer comprehension questions. The students will need to infer from complex sentences meaning and character analysis.
Essential Vocabulary	Chapter 3, 6, and 9 Key vocabulary
Initial Instruction Strategies	Q&A: What comes to mind when I say fantasy? What are some contemporary examples (Avatar, Hunger Games, etc.)? Now think of what your fantasy world would look like. Students work individually to create a visual representation of their own fantasy world. What sort of people and animals are in this world? What is the food like? Are things the same color as in this world? Do people have special powers? Students draw this world while keeping these questions in mind. When they are finished, they show the drawing to the class and explain their reasoning. Further discussion on what constitutes fantasy.
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/ Extension Strategies	Students will research any of the authors discussed. Students will write a familiar fairy tale and change it to have a different ending. Students will write about a dream that could never have happened and illustrate it.
ACT Learning	The assessments and practice tasks for this unit exemplify the skills and

Skills	<p>context necessary for success on standardized assessments:</p> <ul style="list-style-type: none"> • Frequency of writing: short and extended written responses • Integration of information: written responses require a synthesis of information from multiple sources • Selection of support: answers to text-dependent questions require evidence from text • Text, of varying complexity, are part of each the text set for each unit
Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>Have high expectations for all students - believe in their ability to meet all expectations if provided the support in the way that meets their needs.</p> <p>Have a variety of research-based instructional strategies at hand - start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where they are in their learning and readiness</p> <p>Use ongoing assessment to guide instruction - daily observational assessment combined with written and spoken formative assessments will provide clear information about each students' progress and level of readiness</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not related to the standard being assessed</p> <p>Collaborate - continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction</p> <p>Use flexible grouping - allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed</p> <p>Make content comprehensible for all students- as needed support will be provided including, but not limited to, visuals, simplified text, whole group discussion, small group discussion, comparison to known materials such as television programs or other reading material that assists students in creating meaning</p>
Interdisciplinary Strategies	<p>English - collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p>

Common Conceptual Errors	<p>Poetry Students stating their feelings directly or explaining actions and imagery rather than trusting the reader to understand incomplete sentences, poor grammar, and attempts to be pretentious</p> <p>Grammar Imperfect tense - confusion about when to use the past tenses Present Perfect / Past Perfect - correct use of prepositions and confusion between present and perfect tenses Ser vs Estar - clarity of when to use appropriately</p>										
Formative Assessment	<ol style="list-style-type: none"> 1. Interactive student teacher journals that could include; <ul style="list-style-type: none"> • have students create pictures to represent what they have read • ask students to explain what might be confusing to other students in the days lesson • discuss comparisons of the learning to songs, tv shows, or movies • choose one line or word that sparks for you and ponder why 2. Scored class Socratic discussions, traditional quizzes that assess 3. Foundational grammar and vocabulary knowledge 4. Observation of student body language 5. Self-reporting of levels of understanding using 5 point scale (hand) 										
Resources for Unit	<table border="0"> <tr> <td>Encuentros Maravillosos</td><td>Una Vez Más</td></tr> <tr> <td>Chapter 3</td><td>Chapter 6</td></tr> <tr> <td>Chapter 6</td><td>Chapter 9</td></tr> <tr> <td>Chapter 9</td><td>Chapter 12</td></tr> <tr> <td></td><td>Chapter 13</td></tr> </table>	Encuentros Maravillosos	Una Vez Más	Chapter 3	Chapter 6	Chapter 6	Chapter 9	Chapter 9	Chapter 12		Chapter 13
Encuentros Maravillosos	Una Vez Más										
Chapter 3	Chapter 6										
Chapter 6	Chapter 9										
Chapter 9	Chapter 12										
	Chapter 13										

WORLD LANGUAGE
Spanish for Spanish Speakers
Family: a blessing or a curse Unit

Appendix C

	UNIT NUMBER 5
Level	Grades 9-12
Unit of Study	Family: a blessing or a curse Unit-Quarter 4 -approximately 28-30 instructional days
	LEARNING GOALS
Essential: Learning Outcomes	<p>Essential/Guiding Questions What can you infer will happen? How do past events influence current decisions? How have <i>Black Swan events</i> affected you/your family? Higher level thinking skills: Analysis and Synthesis.</p> <p>Corresponding Big Ideas Discuss everyday life traditions and family values are connected to culture Possess a richer/deeper understanding of culture through traditional practices</p>
Content Standards	<p>CCSS- ELA Anchor Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

	ACTFL Standard	
	Priority Standard (ACTFL)	Proficiency Guidelines
	ACTFL 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Use strings of sentences on familiar and some unfamiliar topics
	ACTFL 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.	Produce written and spoken messages such as reports, articles, summaries or original stories on topics related to personal interest or study.
	ACTFL 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.	Show an increasing awareness of errors and the ability to self - correct.
	ACTFL 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.	Use a variety of media, including print and digital tools.
	ACTFL 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	Explain and compare products and/or practices of their own culture to peers of another culture.
	ACTFL 5.1: students use the language both within and beyond the school setting.	State their opinions of events or products.
Unit Objectives	This unit will encourage students to analyze who they are because of their families, upbringing, value systems and history and how that can be an asset or a hindrance in different situations. It will help students identify and modify and adapt behaviors and attitudes so that they may be more successful in different situations they may encounter in life.	

	Grammar Focus Future Future Perfect Conditional Conditional Perfect se with the Indirect object to talk about unexpected events Present subjunctive Use of subjunctive after verbs of wish, doubt, negation and emotion subjunctive Commands Other uses of Subjunctive Subjunctive after indefinite and negative antecedents Subjunctive after certain adverbs and conjunctions
Student-Friendly Objectives	I can write on a wide variety of familiar topics using connected sentences. I can write about school and academic topics. I can write about work and career topics. I can write about community topics and events. I can write about an entertainment or social event. I can write a variety of different modes of communication to communicate with family, friends and professionals in Spanish speaking communities to further my own personal goals.
Real World Importance	Students will be able to: Express what they believe to be true and what they believe to be untrue, doubtful or impossible. Predict what will happen in the future, what they will be able to do. Imagine and discuss what could happen or would happen in the future under certain circumstances and what they would prefer. Express their feelings about the parents control of their food consumption and how it has changes as they have grown older.
Summative Assessment	Write a letter to your exchange student describing yourself, your family and the different perspectives of members of the different generations. Categorize reasons for the different behaviors. Provide the rules and expectations they will encounter with explanations including the underlying values. Explain why you personally disagree with any of the rules with support for your opinion. Remember that this student comes from another culture with very different values and norms.

	THE LEARNING PLAN
Criteria for Determining Mastery	Will be assessed using AP presentational writing scoring guideline.
Prerequisite Knowledge and Skills	Native Spanish speaker or successful completion of a K-8 dual language program
Sample Pre-Assessment	<p>Escribe una lista de las cinco reglas más importantes que tú pondrías como padre o madre. Luego, escribe un párrafo para explicar por qué elegiste estas reglas y cuál sería tu filosofía para regular el comportamiento de tus hijos.</p> <p>Grammar: Students will be given short pre-assessments on grammar points as warm ups.</p>
Essential Vocabulary	Chapter 4, 5, and 6 Key vocabulary
Initial Instructional Strategies	<p>http://www.youtube.com/watch?v=YbhogMxtVIY</p> <p>This 4:03 video explains the <i>Black Swan theory</i> in Spanish. This video will lead to discussions on <i>Black Swan events</i> throughout history that have impacted the world in general, and then allow discussion on personal <i>Black Swan events</i>.</p>
Re-teaching Strategies	Students will be provided with additional support to add their comprehension as needed. This may include visual cues, circumlocution skills, direct instruction of research skills and suggested poets that have more easily accessible information for struggling students. Other interventions will be developed based upon IEPs and individual student needs.
Enrichment/Extension Strategies	<p>Students will:</p> <p>Interview a neighbor or friend's parent to discover what the table rules were for them as they were children. Compare those family norms to their own and develop a theory as to why they are different based on the decade or families background.</p>

	<p>Write a story about the year 2050. What are their predictions for the future?</p> <p>Students will write about their fears and what scares them, what makes them happy and what they most worry about.</p>
ACT Learning Skills	<p>The assessments and practice tasks for this unit exemplify the skills and context necessary for success on standardized assessments:</p> <ul style="list-style-type: none"> • Frequency of writing: short and extended written responses • Integration of information: written responses require a synthesis of information from multiple sources • Selection of support: answers to text-dependent questions require
Differentiation Strategies	<p>Get to know as much as possible about each student - learning styles, family situation, extracurricular interests, future plans, any other strengths and supports</p> <p>Have high expectations for all students - believe in their ability to meet all expectations if provided the support in the way that meets their needs.</p> <p>Have a variety of research-based instructional strategies at hand - start with backward design and a clarity about student expectations so that a plan can be created for each student once it is determined where they are in their learning and readiness</p> <p>Use ongoing assessment to guide instruction - daily observational assessment combined with written and spoken formative assessments will provide clear information about each students' progress and level of readiness</p> <p>Provide multiple types of assessment - summative assessments are designed to be open-ended and allow flexibility in areas not related to the standard being assessed</p> <p>Collaborate - continuously work with colleagues who have had success with individual students and with those who have experience with language learning and writing instruction</p> <p>Use flexible grouping - allow grouping of students based upon varied talents and interests while providing smaller group interaction with the teacher and increased support for students as needed</p> <p>Make content comprehensible for all students- as needed support will be provided including, but not limited to, visuals, simplified text, whole group discussion, small group discussion, comparison to known materials such as television programs or other reading material that assists students in creating meaning</p>
Interdisciplinary Strategies	<p>English: collaborate with teachers in the English department to create connections with the literature used in their courses and the writing process</p>

	Social Studies: how events can change the direction of the world and our perceptions.										
Common Conceptual Errors	<p>Using future or conditional when the present tense should be in both clauses.</p> <p>Watch for subject changes when using the subjunctive.</p> <p>Using reflexive verbs to discuss un-intentional actions</p> <p>Appropriate use of the irregular stems for the future and conditional.</p> <p>Recognition of irregular present tense in you when formulating the subjunctive.</p>										
Formative Assessment	<p>Weekly vocabulary quizzes,</p> <p>Daily grammatical exercises with exit questions</p> <p>Bi-weekly comprehensive quizzes addressing both grammar and vocabulary</p>										
Resources for Unit	<p>Students are reading short stories or fragments of novels where the supernatural or the non- real is happening. This is often difficult for students who are more comfortable with the factual or realistic fiction.</p> <table> <tr> <td>Encuentros Maravillosos</td><td>Una Vez Más</td></tr> <tr> <td>Chapter 4</td><td>Chapter 2</td></tr> <tr> <td>Chapter 5</td><td>Chapter 3</td></tr> <tr> <td>Chapter 7</td><td>Chapter 4</td></tr> <tr> <td></td><td>Chapter 13</td></tr> </table>	Encuentros Maravillosos	Una Vez Más	Chapter 4	Chapter 2	Chapter 5	Chapter 3	Chapter 7	Chapter 4		Chapter 13
Encuentros Maravillosos	Una Vez Más										
Chapter 4	Chapter 2										
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Chapter 7	Chapter 4										
	Chapter 13										



AP® Spanish Language Writing and Speaking Scoring Guidelines

Note: these guidelines are in 8-1/2 x 14 format

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2007 AP® SPANISH LANGUAGE—INTERPERSONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the topic Very well-organized, cohesive response Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the topic Well-organized, generally cohesive response Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Interpersonal Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Relevant treatment of the elements of the topic Organized response with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the writing task 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the topic Response may have inadequate organization Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures; there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Interpersonal Writing can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the writing task 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the topic Response may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	A writing sample that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement of the topic.			

* Scores may be lowered on a writing sample of fewer than 60 words.

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2007 AP® SPANISH LANGUAGE—PRESENTATIONAL WRITING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A writing sample that <i>demonstrates excellence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well all sources into the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough Essay is very well organized and cohesive All or almost all information is accurate Synthesis of information significantly outweighs summary or mere citations Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Control of a variety of structures and idioms; occasional errors may occur, but there is no pattern Rich, precise, idiomatic vocabulary; ease of expression Excellent command of conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is highly appropriate
4 Demonstrates command	MID-HIGH A writing sample that <i>demonstrates command</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates all sources into the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed Essay is well organized and generally cohesive Information is generally accurate Synthesis of information outweighs summary or mere citations Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Evidence of control of a variety of structures and idioms, although a few grammatical errors may occur; good to very good control of elementary structures Considerable breadth of vocabulary Conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) are generally correct Register is appropriate
3 Demonstrates competence	MID A writing sample that <i>demonstrates competence</i> in Presentational Writing accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Refers to most if not all of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic is relevant Essay is organized, with adequate cohesiveness Information is generally accurate, although there may be some inaccuracy or lack of precision Summary or mere citations of information may outweigh synthesis Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Errors may occur in a variety of structures Appropriate vocabulary, but may have occasional interference from another language May have errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) Register is generally appropriate
2 Suggests lack of competence	MID-LOW A writing sample that <i>suggests lack of competence</i> in Presentational Writing can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task May only refer to some but not all of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant Essay may be inadequately organized Information may be limited or inaccurate There is little synthesis of the information Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Frequent grammatical errors may occur even in elementary structures, there may be some redeeming features, such as correct advanced structures Limited vocabulary; frequent interference from another language may occur Frequent errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may be present Register may be inappropriate
1 Demonstrates lack of competence	LOW A writing sample that <i>demonstrates lack of competence</i> in Presentational Writing can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Refers poorly to only one or two of the sources in the essay 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant Essay may be disorganized Information is very limited and mainly inaccurate There may be no synthesis of information Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Numerous grammatical errors impede communication Insufficient vocabulary; constant interference from another language Pervasive errors in conventions of the written language (orthography, sentence structure, paragraphing, and punctuation) may interfere with written communication Minimal to no attention to register
0	An essay that receives this score may be blank, off task, completely irrelevant to the topic, written in a language other than Spanish, or a mere restatement or rewriting of the topic or information in the sources.			

* Scores may be lowered on an essay of fewer than 200 words.

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2007 AP® SPANISH LANGUAGE—INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Responds fully and appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, thorough treatment of all/almost all elements of the thread of the conversation Very well-organized and cohesive responses Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID-HIGH A speech sample that <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Responds appropriately to all or almost all of the parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant, well-developed treatment of the elements of the thread of the conversation Well-organized, generally cohesive responses Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Responds adequately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Relevant treatment of the elements of the thread of the conversation Organized responses with adequate cohesiveness Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency with occasional hesitation; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID-LOW A speech sample that <i>suggests lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task Responds inappropriately to some parts/prompts of the conversation 	<ul style="list-style-type: none"> May have some irrelevant treatment of elements of the thread of the conversation Responses may have inadequate organization/cohesiveness Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Responds inappropriately to most parts/prompts of the conversation 	<ul style="list-style-type: none"> Irrelevant treatment of elements of the thread of the conversation Responses may not be cohesive or may be disorganized Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank or nearly blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, a mere verbatim restatement of what the interlocutor has said or what is written on the exam, or may not provide evidence of sufficient language to evaluate the conversation .			

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2007 AP® SPANISH LANGUAGE—PRESENTATIONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION*	TOPIC DEVELOPMENT*	LANGUAGE USE*
5 Demonstrates excellence	HIGH A speech sample that <i>demonstrates excellence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Fully addresses and completes the task Refers to and integrates well both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and thorough Response is very well organized and cohesive All or almost all information is accurate Comparison and contrast of information significantly outweighs summary or mere quotations Accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use and control of complex structures; very few errors with no patterns Rich vocabulary used with precision High level of fluency Excellent pronunciation Register is highly appropriate
4 Demonstrates command	MID-HIGH A speech sample that <i>demonstrates command</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Appropriately addresses and completes the task Refers to and integrates both sources into the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is relevant and well developed Response is well organized and generally cohesive Information is generally accurate Comparison and contrast of information outweighs summary or mere quotations Generally accurate social and/or cultural references included 	<ul style="list-style-type: none"> Use of complex structures, but may contain more than a few errors Very good vocabulary Very good fluency Very good pronunciation Register is appropriate
3 Demonstrates competence	MID A speech sample that <i>demonstrates competence</i> in Presentational Speaking accomplishes the following:	<ul style="list-style-type: none"> Addresses and completes the task Integrates one of the sources into the oral presentation, with some or little reference to the other source 	<ul style="list-style-type: none"> Treatment of the topic is relevant Response is organized, with adequate cohesiveness Information is generally accurate, although there may be some inaccuracy or lack of precision Summary or mere quotations of information may outweigh comparison and contrast Generally appropriate social and/or cultural references included 	<ul style="list-style-type: none"> Control of simple structures, with few errors; may use complex structures with little or no control Good range of vocabulary, but may have occasional interference from another language Good fluency with occasional hesitation; some successful self-correction Good pronunciation Register is generally appropriate
2 Suggests lack of competence	MID-LOW A speech sample that <i>suggests lack of competence</i> in Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> Partially addresses and/or completes the task May refer to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic may be somewhat irrelevant Response may have inadequate organization/cohesiveness Information may be limited or inaccurate There is little comparison and contrast of information Inaccurate social and/or cultural references may be included 	<ul style="list-style-type: none"> Limited control of simple structures, with errors Narrow range of vocabulary; frequent interference from another language may occur Labored expression; minimal fluency Fair pronunciation, which may affect comprehension Register may be inappropriate
1 Demonstrates lack of competence	LOW A speech sample that <i>demonstrates lack of competence</i> in Presentational Speaking can be described as the following:	<ul style="list-style-type: none"> Does not complete the task Refers poorly to only one of the sources in the oral presentation 	<ul style="list-style-type: none"> Treatment of the topic is somewhat irrelevant Response may not be cohesive or may be disorganized Information is very limited and mainly inaccurate There may be no comparison and contrast of information Inaccurate social and/or cultural references included 	<ul style="list-style-type: none"> Frequent errors in use of structures Few vocabulary resources; constant interference from another language Little to no fluency Poor pronunciation impedes comprehension Minimal to no attention to register
0	A speech sample that receives this score may be blank, off task, completely irrelevant to the topic, spoken in a language other than Spanish, or a mere restatement of the topic or the information in the sources.			

* Scores may be lowered for a response of less than one minute.

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Appendix D

COURSE/PROGRAM CHANGE PROPOSAL: SENIOR HIGH SCHOOL

Return this form to your department chair by no later than May 15 for building & committee signatures. Completed forms must be returned to the Director of Instruction by June 15. Type responses on additional sheets when appropriate and attach to this form.

Date Initiated: June 10, 2014

Name: Sarah Smith (Coordinator of Language Acquisition Programs), Julie Chase (Spanish teacher-Tremper), Lee Belanger-Gonzales (Spanish teacher-Bradford), Olga Tovar (Spanish teacher-Bradford), and Jean Carbajal (Spanish teacher-Indian Trail)

Department & School: Language Acquisition Program-World Language (Department of Teaching and Learning)

Proposed Course Name: Spanish for Spanish Speakers

☒ New Course ☒ New Name Length: ☐ Quarter Credits:
☐ Removal/Replacement of Course ☒ Semester

Student Prerequisites:

A student planning on taking this course should either be a native Spanish speaker or successfully completed a K-8 dual language program. The course will be available for students in ninth through twelfth grade.

Rationale for Course:

This course is designed for students who speak Spanish as a native or heritage language. The purpose of this course is to strengthen language skills in the native language by focusing on literacy skills and grammar concepts in Spanish. Research shows that native Spanish speakers struggle with English grammar concepts. The main goal for the proposed course is to improve language and literacy concepts in the student's first language to in turn help strengthen their English skills. This course is beneficial in preparing students to not only be bilingual (speaking two languages with fluency), but also bi-literate, being able to read and write with fluency in the language. Acquiring these skills will help students to become college and/or career ready in the current global job force upon graduation.

Proposed Course Description:

This course is designed for students who speak Spanish as a home or heritage language. Students will broaden their linguistic repertoire of Spanish by focusing on reading and writing skills and developing awareness and understanding of Hispanic linguistic repertoire of Spanish by focusing on reading and writing skills and developing awareness and understanding of Hispanic cultures.

Content Standards and Benchmarks:

This course is tied to the National Standards for Foreign Language Education and the ACTFL (American Council on the Teaching of Foreign Language) proficiency guidelines.

Pacing Guide/Scope and Sequence:

The course was developed as a yearlong course, earning one elective credit for one year. A year at a glance pacing guide is attached (Appendix B).

Cost Associated with the Course:

The chart below displays the amount of each text needed per school based on student enrollment.

High School	Book Title	Needed Copies	Price	Total
Bradford	Encuentros	25	\$ 53.47	\$ 1,229.81
ITHSA	Encuentros	50	\$ 53.47	\$ 2,673.50
Tremper	Encuentros	25	\$ 53.47	\$ 1,229.81

Bradford	Una vez	25	\$ 44.47	\$ 1,111.75
ITHSA	Una vez	50	\$ 44.47	\$ 2,223.50
Tremper	Una vez	25	\$ 44.47	\$ 1,111.75

Bradford	Teacher/Encuentros	1	\$ 27.97	\$ 27.97
ITHSA	Teacher/Encuentros	2	\$ 27.97	\$ 55.94
Tremper	Teacher/Encuentros	1	\$ 27.97	\$ 27.97

Bradford	Teach/test/Encuentros	1	\$ 116.97	\$ 116.97
ITHSA	Teach/test/Encuentros	2	\$ 116.97	\$ 233.94
Tremper	Teach/test/Encuentros	1	\$ 116.97	\$ 116.97

Bradford	Teacher/Una Vez	1	\$ 44.47	\$ 44.47
ITHSA	Teacher/Una Vez	2	\$ 44.47	\$ 88.94
Tremper	Teacher/Una Vez	1	\$ 44.47	\$ 44.47

Funding Source:	Teaching and Learning Department	Total	\$ 10,337.76
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<u>Approvals:</u>	<u>Name(s)</u>	<u>Date</u>
Department head & Principal	_____ / _____	_____
Building Review Committee	_____	_____
District Review Committee	_____	_____
Central Office	_____	_____