U46
ACADEMIC
SUCCESS
FOR ALL

Proposal

Adopt Spanish Language Arts Honors Latino/a/x Studies Curriculum Framework and Instructional Resources

Board of Education Presentation
June 7, 2021

Presenters:

Dr. Annette Acevedo, ELL Program Director

Zindya Guerrero, ELL/DL Instructional Coach

Sylvia Rodriguez, ELL Initiatives Coordinator

Verónica Ryan, Coordinator of Secondary Literacy and Libraries

What is Latinx?

Latinx is an identity term used to describe people of Latin American origin or descent, across a variety of gender expressions in the United States. *(González, 2021)*

Alignment to Strategic Plan

Alignment to Equity Plan

Board Policy 2.250

All *Curriculum and Instructional Materials* <u>must reflect</u> the unique cultural and linguistic diversity that is our student population, and *Equitable Resources and Scaled Supports* for all students must be established within a culturally responsive and equitable school and district system. (U-46 Board of Education policy 2014, 2018)

District U-46 Resolution and Call To Action For Equity

THEREFORE BE IT RESOLVED, by the Board of Education of School District U-46, Kane, DuPage, and Cook Counties of Illinois that we reaffirm our **commitment to equity and educational justice, and will seek to address the equity issues impacting our schools and the entire U-46 community.** (Board of Education Resolution 6/15/20)

District Equity Plan
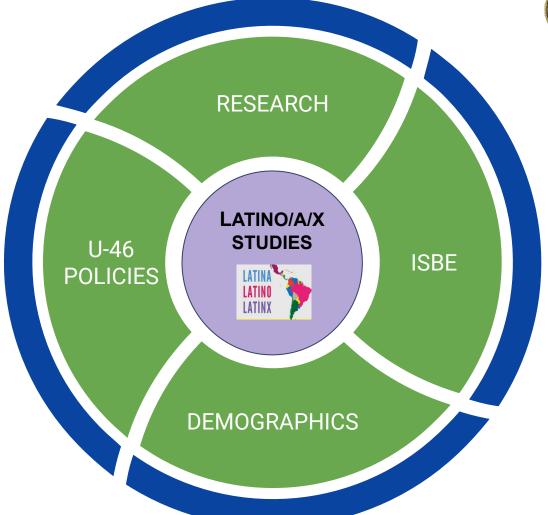
∧ Equity

Board Policy

Mission Statement

Core Beliefs

Vision Statement

1. Student Achievement

2. Effective and Engaged Staff

3. Community Engagement

4. Excellence, Efficiency, and Accountability

Resources

Committee Members

Dr. Annette Acevedo	ELL Director
Ligia Belisario	DL Language Arts Teacher
Fabián Cadengo	DL Social Studies Teacher
Roberto Cárdenas	World Language Teacher
Raúl Castillo	World Language Teacher
Joslyn Díaz	Specialized Students Services Paraeducator
Gissele Drpich	DL Social Studies Teacher
Dr. Mónica González Ybarra	Consultant - Assistant Professor & Program Chair, Language & Literacy Department of C&I
Zindya Guerrero	ELL/DL Coach
Rafael Martínez	AP of Freshman Success
Amanda Miranda Flores	DL Science Teacher
Rosa Morales	DL Language Arts Teacher
Arleen Muñiz	DL Language Arts Teacher
Jessica Nall	AP of Humanities
Dr. Pedro Pérez Llorente	AP of Humanities
Beatriz Pérez Molina	World Language Teacher, LBS1
Mario Pestaña	Coordinator of ELL Initiatives
Martha Reza	4th Grade DL Teacher
Sylvia Rodríguez	Coordinator of ELL Initiatives
Alejandro Rosales	DL Language Arts and Social Studies Teacher
Verónica Ryan	Coordinator of Secondary Literacy and Libraries
Arley Valdéz-Barajas	DL Social Studies Teacher
Jacob VandeMoortel	Coordinator of K-12 Social Studies and World Languages

Description of the Course

In this Honors Spanish Language Arts course, students will develop the four domains of listening, speaking, reading, and writing. Students will explore the context and history of how Latino/a/x identity and representation (e.g., race, gender, class, ethnicity, language, etc.) are shaped and influenced in the Americas (the United States and beyond) by an individual's culture, by groups, by institutional influences, and by lived experiences. This course will use an interdisciplinary approach to explore fiction and nonfiction literature and other forms of expression (e.g., diverse online media, music, movies, paintings, etc.) within social, geopolitical, and cultural contexts.

Learning Outcomes

- **READING ACROSS GENRES AND DISCIPLINES**
  - **Young Adult Literature**
  - **Scholarly Research**
  - **College level material**

- **WRITING:**
  - **Responding to reading**
  - **Self-Text connections**
  - **Analysis of texts**

- **SPEAKING AND LISTENING:**
  - **Communication**
  - **Collaboration**
  - **Presenting research findings**

- **LANGUAGE:**
  - **Conventions AND Grammar**
  - **Storytelling**
  - **Critical vocabulary**

Common Core Language Arts Demands

- **Multimodal**
- **Multi-genre**
- **Authentic Text**
- **Technology**
- **Performance Based**
- **Staircase of Complexity**
- **Authentic Learning Tasks**
- **Assessments**
- **Text level**
- **Digital literacy**
- **Disciplinary literacy**

| Key Components | Key Features |
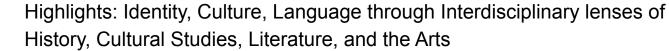
Preface

Honors Spanish Language Arts (SLA) Curriculum Framework informed by:

- **Latino/a/x Studies**
- **SLA Common Core Standards**
- **Spanish Language Development (SLD) Standards**

- For Seniors

- Highlights: Identity, Culture, Language through Interdisciplinary lenses of History, Cultural Studies, Literature, and the Arts

- Similar to a capstone course for School District U-46's Board of Education 80:20 Dual Language Policy 6.165

- Reflects and celebrates students' bilingualism and biliteracy

- Encourages Civic Participation and Community Engagement

- Cultivates critical literacy and language skills, including speaking, reading, writing, and the use of digital tools

Theme and Overarching Essential Topics

Latino/a/x Studies	THEME Individual Development and Identity (NCSS, 2010) Students will learn about the historical, social, and political contexts of Latino/a/x communities and develop an understanding of their position in relation to these communities	OVERARCHING ESSENTIAL TOPICS *Unit 1: Introduction to Latino/a/x Studies* *Unit 2: Latino/a/x Cultural Productions* *Unit 3: Who Am I?:Latino/a/x Identities* *Unit 4: Latino/a/x Sociopolitical Action*

Unit 1	Unit 2	Unit 3	Unit 4

Unit 1
- Introduces students to key concepts, historical contexts, and relevant vocabulary
- Provides current events for discussion about Latino/a/x issues
- **Sets the foundation** for discussing the social, political, and historical experiences of Latino/a/x communities

Unit 2
- Reviews Latino/a/x literature, film, art, and other contributions by Latino/a/x creators and influencers
- Provides students with opportunities to thematically analyze a variety of texts and genres **drawing from concepts and vocabulary in unit 1**

Unit 3
- Centers on the personal narratives of Latino/a/x
- Engages students in critically **examining their own experiences through frameworks developed in Unit 1**
- Encourages students to **share their lived experiences through multimodal platforms reviewed in unit 2**

Unit 4
- Focuses on sociopolitical issues faced by Latino/a/x communities
- Introduces students to action research: Students select an issue to investigate, analyze, and share recommendations /action plans
- Across the inquiry process **students draw on concepts and material explored across Units 1, 2, and 3**

Standards

Semester 1		Semester 2	
First Quarter	**Second Quarter**	**Third Quarter**	**Fourth Quarter**
R I 4, 7, 9 W 2, 10 SL 1, 2 L 3, 4	RL 4, 10 W 2a SL 1b, 1d, 1e, 1f L 3, 6	RI.2, 3, 9 W 3e SL 2 L 1	RI 10, 11 W 5, 9, 10 SL 5, 6, 7, 8 L 6
Figure A: Components of the WIDA Standards Framework	**The Spanish Language Development** (SLD) strands were written by the WIDA Consortium to reflect authentic Spanish language development within a U.S. context **SLD STANDARD 1** Emergent bilinguals **communicate** for **Social** and **Instructional** purposes within the school setting **SOCIAL AND INSTRUCTIONAL LANGUAGE** **SLD STANDARD 2** Emergent bilinguals **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts** **THE LANGUAGE OF LANGUAGE ARTS** **SLD STANDARD 5** Emergent bilinguals **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies** **THE LANGUAGE OF SOCIAL STUDIES**		

An Overview of the Framework

School District U-46
Dual Language Program
Honors Latino/a/x Studies Framework
Spanish Language Arts

Thematic Unit 1
Introduction to Latino/a/x Studies

Stage 1 - Desired Results

Standards:

WIDA Standards
Standard 1 - Social and Instructional Language
Standard 2 - The Language of Language Arts
Standard 5 - The Language of Social Studies

Reading
12..LI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)..
12.R.I.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
12.RI.9 Analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing
12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content..

Speaking & Listening
12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues,

Transfer Goals

Individually, students will be able to:
- Generate open questions and seek answers through critical analysis of text, media and/or interviews
- Use a variety of strategies to define and/or decipher terms that describe different identities.
- Understand historical and current contexts of national and local Latino/a/x communities.
- Critically examine historical and current texts to understand the experiences of Latino/a/x communities.

Enduring Understandings

ENDURING UNDERSTANDINGS
Students, **as readers and writers**, will understand:

1. The term Latino/a/x explains and describes the experience of a group of people with diverse backgrounds/origins who recognize themselves as part of the same collective without referring to gender.

2. The study of texts, media (historical, narrative, reports, newspapers, etc.) and terminology that informs the study of Latino/a/x identity.

3. Latino/a/x identity is intersectional and the product of historical, environmental, generational, geopolitical, social and cultural factors. Furthermore, Latino/a/x communities are shaped nationally and locally by migration, national origins, cultures, and a variety of socio-political contexts.

ESSENTIAL QUESTIONS

1. Why do we use the term Latino/a/x?

2. How is the identity of the Latino/a/x community in the United States determined?

3. How are the means for understanding cultures and identities analyzed?

An Overview of the Framework

Theme

SLD
Spanish Language Development Standards

CCSS Standards

Standards:

WIDA Standards
Standard 1 - Social and Instructional Language
Standard 2 - The Language of Language Arts
Standard 5 - The Language of Social Studies

Reading
12..LI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)..
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Writing
12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content..

Speaking & Listening
12.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language
12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies an

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Transfer Goals

Individually, students will be able to:
- Generate open questions and seek answers through critical analysis [...] and/or interviews
- Use a variety of strategies to define and/or decipher terms that des[...] ent identities.
- Understand historical and current contexts of national and local Latino/a/x communities.
- Critically examine historical and current texts to understand the experiences of Latino/a/x communities.

Transfer Goals

Enduring Understandings

ENDURING UNDERSTANDINGS
Students, **as readers and writers**, will understand...

1. The term Latino/a/x explains and describes the experience of a group of people with diverse backgrounds/origins who recognize themselves as part of the same collective without referring to gender.

2. The study of texts, media (historical, narrative, reports, newspapers, etc.) and terminology that informs the study of Latino/a/x identity.

3. Latino/a/x identity is intersectional and the product of historical, environmental, generational [...] social and cultural factors. Furth[...] no/a/x communities are shaped na[...] lly by migration, national origin [...] variety of socio-political [...]

Enduring Understandings

ESSENTIAL QUESTIONS

1. Why do we use the term Latino/a/x?

2. How is the identity of the Latino/a/x community in the United States determined?

3. How a [...] s for understanding cultur [...] es analyzed?

Overarching Essential Questions

Students will know...
- the definitions, distinctions and meaning of:
  - race, age, ethnicity, nationality, and gender
  - identity
  - majority and minority groups
  - multiculturalism
  - distinctions between adaptation and acculturation
  - Terms of identity, including but not limited to: Latina/o/x, Chicana/o/x, Afro-Latina/o/x, Hispanic, third culture child, etc.
  - historical and current Latino/a/x racialization practices related (but limited) to politics, citizenship, voting, etc.
- historical and current experiences of local Latino/a/x communities.
- family and community migration histories
- the evolution of terms over time

Knowledge

Students will be able to...
- synthesize information from different perspectives, sources and / or formats
- use the MLA format to create citations
- clarify the meaning of academic language
- develop vocabulary by talking about identifiers / tags and categories
- evaluate critical resources
- gather information through observation, source analysis, and conversations
- analyze a variety of sources (e.g. statistics, articles, digital texts, etc.)use technology effectively for a specific purpose
- have formal and informal dialogues with community members

Skills

An Overview of the Framework

Stage 2- Evidence	
Evaluation Criteria	**Evaluative Evidence**

	SUMMATIVE ASSESSMENTS:
	- Carry out a project with the purpose of knowing: (12.LI.4, 12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.AO.2, 12.L.CL.3, 12.L.V.4)
	   - the Latino/a/x people that make up my community, including my family members
	   - the places of origin of the members of my community and my family
	   - the Latino/a/x visual representations of my community
	   - las representaciones visuales Latino/a/x de mi comunidad
	   - what has my Latino/a/x community contributed to the local context (e.g., business, art, culture, etc.)
	- Create and present an informative medium that is made up of images, reflections, information, quotes, etc. through a multimodal format (eg, vlog, blog, newspaper, infographic, newscast, memorial, podcast, etc.) (12.LI.4, 12.LI.9, 12.E.10, 12.AO.1, 12.AO.2, 12.L.CL.3, 12.L.V.4).

	OTHER FORMATIVE EVIDENCE: - Diagnostic: Anticipation guide about the students in which they can learn what they know about Latino/a/x culture. (12.AO.1, 12.E.2, 12.L.CL.3, 12.L.V.4) - Collaborative conversations using interviews. (12.E.2, 12.AO.1, 12.L.CL.3) - Keep a research notebook.(12.LI.4, 12.LI.7, 12.LI.9, 12.E.2, 12.E.10, 12.L.V.4) - Create a personal glossary. (12.E.2, 12.E.10, 12.L.V.4) - Synthesize family events and relate them to Latino/a/x culture in the United States. (ex., a timeline, Sutori, etc.) (12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3) - Analyze national and local policies that have the Latino/a/x community (12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3) - Compare and contrast data obtained through interviews and research. (ex., use a graphic organizer, etc.) (12.LI.4, 12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3, 12.L.V.4) - Interview members of my Latino/a/x community. (12.E.10, 12.AO.1, 12.L.CL.3)

Summative Assessments →

Formative Assessments →

3 Stage – Learning Plan
Summary of Instruction and Key Learning Events

I can evaluate and integrate information from multiple sources (12.LI.7, 12.LI.9, 12.E.2, 12.E.10, 12.AO.1, 12.L.CL.3)
I can participate in collaborative conversations related to class topics (12.LI.9, 12.AO.1)
I can synthesize information from different sources(12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)
I can analyze different policies that have impacted the Latino/a/x community(12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)
I can compare and contrast information (12.LI.4, 12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3, 12.L.V.4)
I can define terms associated with the Latino/a/x community (12.E.2, 12.E.10, 12.L.V.4)
I can explain national and local historical moments about the Latino/a/x community (12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)
I can distinguish between minority and majority groups (12.LI.9, 12.AO.1, 12.E.10)
I can define and analyze the terms of identity in the social and historical context (12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)
I can distinguish between adaptation and acculturation (12.LI.4, 12.LI.7, 12.LI.9, 12.E.2, 12.E.10, 12.L.V.4)
I can analyze historical moments and how they have influenced the formation of the Latino/a/x identity (12.LI.7, 12.LI.9, 12.E.10, 12.AO.1, 12.L.CL.3)
I can explain the variety of people that make up the Latino/a/x culture (12.E.2, 12.E.10, 12.L.V.4, 12.AO.1)
I can explain the historical and current context of Latino/a/x people in the local community (12.L.V.4, 12.E.10)
I can explain who makes up the Latino/a/x community (12.LI.9, 12.L.V.4, 12.AO.2)
I can explain forms of racism and discrimination that Latino/a/x have faced on a national and local level (12.LI.7, 12.L.V.4, 12.E.10)

← **Learning Targets**

Depth of Knowledge

	Formative	Summative
6th Grade	Writer's Notebook	**One-page research**
7th Grade	Reader's Response	**Informational:** A choice that changed the world
8th Grade	Graphic Organizers Conferencing	**Informational:** It's a challenge
9th Grade	Marking the Text Annotating	**Narrative:** A sense of self
10th Grade	Quick-writes Exit Slips	**Argumentative:** What is a person's role in society
11th Grade	Responses Discussions	**Rhetorical Analysis:** Creating meaning
12th Grade	Community engagement	**Explanatory** Personal statement

ASSESSMENT

Summative

- Performance-based/ Project-based
- Common across district
- Multiple texts
- Multiple choice
- Action research

Formative

- Inform instruction
- Student evidence
- Multiple teacher options

Differentiation

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

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

Rachel M. Simmons (2013)

STUDENT: Readiness-Interest-Learning Style

CURRICULUM: Content-Process-Product

= **Latino/a/x Studies**

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

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

- Assessments have built in choice for a variety of learners
- Units emphasize collaboration to draw from a variety of expertise

SBLA Planning, Common Assessments, and Rubrics

SBLA

Evaluation of Learning Resources

CRITERIA

◦ Alignment with Latino/a/x Studies Curriculum Framework: Culturally and Linguistically Responsive and theme-connected

◦ Original or transadaptations by Latino/a/x authors

◦ Inclusive of multiple genres and experiences from Latino/a/x communities

◦ Humanizing and multifaceted representations of Latino/a/x communities

◦ Discussions of contemporary topics and issues

◦ Academic rigor

◦ Access to hundreds of core Spanish articles, engaging multimedia

◦ Integration of adopted U-46 literacy resources and technology

Evaluation and Selection Process of Latino/a/x Studies Resources

What was reviewed:

- 125 Individual Titles
  - 87 Books
- NEWSELA –Spanish
- StudySync
- Gale Database
- Sora App
- SIRS Database
- Online resources

Evaluation and Selection Process of Latino/a/x Studies Resources

Title Synopsis	Lexile	Author's Name Place of origin	Gerne	☐ Authentic Literature ☐ Transadaptation	Alignment with Latino/a/x Studies Units	Instructional Target	Culturally and linguistically responsive ☐ vocabulary ☐ illustrations/ graphics

Writing Committee member's recommendation

District Adoption Recommendation

- **39 LITERACY RESOURCES**- Print and/or digital

  - Create a **COHESIVE AND ALIGNED** Latino/a/x Studies curriculum in U-46

  - Provide **ALIGNED ACCESS TO TEXT** and **TECHNOLOGY**

  - Support rigorous and relevant instruction that is aligned to **COLLEGE AND CAREER** readiness

Professional Development

Option A

Day 1 - August 9, 2021	Day 2 - August 10, 2021	Day 3 - August 11, 2021	Day 4 - August 12 or 13, 2021
Introduction to Latino/a/x Studies	**Language and Literacy Pedagogies in Latino/a/x Studies**	**Youth Inquiry in the Classroom**	**Planning and Preparation Latino/a/x Studies Instructional Practices Unit 1**

Option B
After school sessions PRN

Professional Development

Professional Development Plan for: *Estudios de latino/a/x Honores/Honors Latino/a/x Studies*

Professional Development Title: *La enseñanza y aprendizaje de Estudios de Latino/a/x Honores/The teaching and learning of Honors latino/a/x Studies*

Day 1: Monday, August 9, 2021
Introduction to Honors Latino/a/x Studies

Enduring Understanding	Outcomes/Activities	Danielson's Framework for Teaching Alignment	Facilitators
1. Participants will understand the field of Latino/a/x Studies and how it informed the creation of this course and K-12 curriculum in the United States.	1. Participants will explore and analyze the historical contexts of latino/a/x Studies as it relates to secondary classrooms and to meet the goals of the Latino/a/x Studies framework.	1a, 1c-1e, 2b, 2c, 3a, 3e, 3c, 4a, 4d- 4f	-ELL Department -Select Latino/a/x Studies Curriculum Committee Members -Consultant, if appropriate/ necessary
2. Participants will understand key concepts and terms related to identity formation of latino/a/x communities in the U.S.	2. Participants will identify the target vocabulary to teach the course and support student learning across the Latino/a/x Studies framework.		
3. Participants will understand how the Latino/a/x Studies framework was developed using Understanding by Design (UbD) and how it's aligned to the Spanish Language Arts CCSS and Spanish Language Development Standards (SLDS).	3. Participants will become familiar with the different components of the Latino/a/x Studies framework, including unpacking the SLA CCSS.		
4. Participants will understand how the resources were selected and how they are aligned to the four standards-based units.	4. Participants will explore and analyze the resources for each unit and the recommended use within the course and classroom.		

DRAFT

Latino/a/x Studies estimated professional development cost: $6,080
Includes 4 days of hourly pay for 8 teachers and presenter/consultant

Instructional Practices

WORKSHOP MODEL

- ■ **Mini-Lesson**
- ■ **Practice** *(guided and independent)*
- ■ **Authentic**
- ■ **Engagement**
- ■ **Choice**
- ■ **Reflection**

USE OF TEXT AND TECHNOLOGY

- ■ **Multi-Genre**
- ■ **Culturally and Linguistically Responsive**
- ■ **Multimodal**
- ■ **Annotation**
- ■ **Excerpts**
- ■ **Text Complexity**
- ■ **Online Resources**

ESTIMATED COST ANALYSIS LATINO/A/X STUDIES		Total
LITERACY RESOURCES (Print and/or digital)	**39 Titles** (10 classrooms)	**$126,000**
STUDYSYNC (SPANISH SELECTIONS)	**U-46 LITERACY OFFICE DISTRICT CONTRACT**	**N/A**
GALE DATABASE (SPANISH)	**U-46 LITERACY OFFICE DISTRICT CONTRACT**	**N/A**
NEWSELA (SPANISH)	**U-46 LITERACY OFFICE DISTRICT CONTRACT**	**N/A**
SIRS DATABASE (SPANISH)	**U-46 LITERACY OFFICE DISTRICT CONTRACT**	**N/A**
TECHNOLOGY	**Technological resources for students**	**N/A**
PROFESSIONAL DEVELOPMENT	**4 days**	**$6,080**
ESTIMATED TOTAL COST (subject to change)		**$132,080**
ESTIMATED COST PER STUDENT		**$456**
ESTIMATED COST PER STUDENT PER YEAR		**$76**

"Ethnic Studies pedagogy that is culturally responsive allows students to see themselves, their families, their communities, and their histories in the curriculum and practices of the classroom, as multiple sources of knowledge and cultural experiences are validated and celebrated".

Tintiangco-Cubales, et.al., 2015

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Questions? ¿Preguntas?

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