

HS credit for 8th Grade Students in Advanced Spanish

9/17/26

Presented by:
Janet Ayala





House Bill 3039, enacted as Public Act 104-0267 in Illinois, **amends the School Code to *expand opportunities for 7th and 8th-grade students to earn high school credit for required coursework.***

- if the same course is offered by the high school that the student would attend
- the student participates in the course at their middle school
 - **as long as the student passes the end of course exam given at the high school granting the credit for the same course**



West Chicago Community High School District 94

- Adopted board policy June 16, 2026
 - “the student participates in the course where the student attends school as long as the student passes the course and the end-of-course examination given at the high school granting the credit for the same course, demonstrating proficiency at the high school level”

Courses this applies to:

7th (1A) & 8th Spanish (1B) = 9th Spanish as a Foreign Language

Who? English speaking students who do not speak Spanish

Why? Want to learn Spanish starting in Middle School

How many? about 8-9 students each year

8th Advanced Spanish = 9th Spanish for Native Speakers

Who? Native Spanish speaking students in our One- and Two- Way Dual Language programs and Native English speaking students in our Two-Way Dual Language program

Why? Already speak Spanish, but want to grow their literacy skills in reading and writing

How many? About 180 students each year

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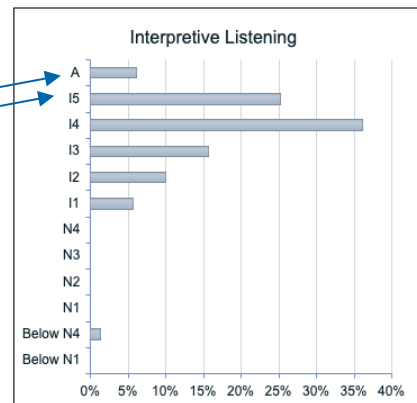
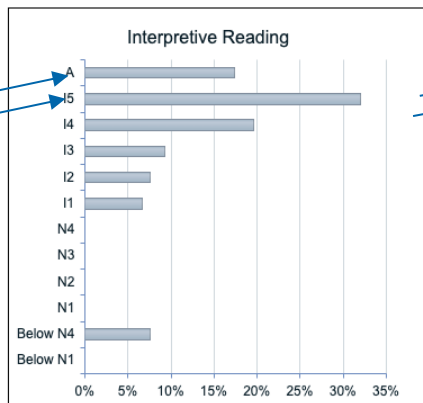
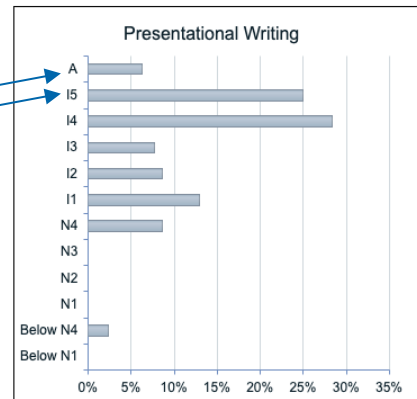
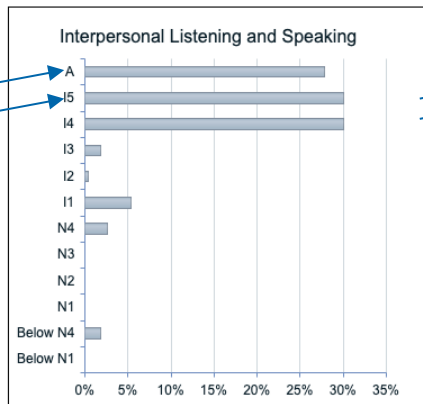
Meeting with D94

- **May 14th, 2026**
 - **West Chicago Elementary School District 33:**
 - *Janet Ayala, Director of Multilingual Learners*
 - *Maggie Lay, LMS Principal*
 - *Lea Pizinger, Assistant Superintendent for Teaching and Learning*
 - **West Chicago Community High School District 94:**
 - *Kurt Johansen, Superintendent*
 - *Limaris Pueyo, WCCHS Principal*
 - *Juan Suarez, Director of Multilingual & Multicultural Services*
- **Reviewed our Advanced Spanish curriculum and current students' AAPPL scores with the high school**
- **August 24th, 2026**
 - **Janet and Maggie met with Limaris and Juan to review the course and create a plan for this school year**



Last year's 8th grade Scores on the Assessment of Performance toward Proficiency in Languages (AAPPL)

I5 is the proficiency level used by the high school to demonstrate the Spanish proficiency requirement for the Seal of Biliteracy





Current Advanced Spanish Course

- Began 23-24 School year
 - Put together a Subject Area Committee (SAC)
 - Began curricular work that summer
- Goals:
 - Create a course sequence that increased in rigor each year
 - Aligned to the Spanish Language Arts (SLA) Standards, AP Spanish themes to provide students with background knowledge, and the American Council on the Teaching of Foreign Languages (ACTFL) standards

ACTFL Standards

- **Communication**
 - Communicate effectively in more than one language
- **Cultures**
 - Interact with cultural competence and understanding
- **Connections**
 - Acquire information and diverse perspectives in order to use the language to function in academic and career related situations
- **Comparisons**
 - Develop insight into the nature of language and culture
- **Communities**
 - Participate in multilingual communities at home and around the world

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

High School Advanced Placement Spanish Language and Literature (AP)



AP Spanish Language Culture Recommended Contexts

- Alienation and Assimilation
- Heroes and Historical Figures
- National and Ethnic Identities
- Personal Beliefs
- Personal Interests
- Self-Image



Personal and Public Identities

- Access to Technology
- Effects of Technology on Self and Society
- Health Care and Medicine
- Innovations
- Natural Phenomena
- Science and Ethics



Science and Technology

- Economic Issues
- Environmental Issues
- Philosophical Thought and Religions
- Population and Demographics
- Social Welfare
- Social Conscience



Global Challenges

Families and Communities

- Customs and Values
- Education Communities
- Family Structure
- Global Citizenship
- Human Geography
- Social Networking



Beauty and Aesthetics

- Architecture
- Defining Beauty
- Defining Creativity
- Fashion and Design
- Language and Literature
- Visual and Performing Arts



Contemporary Life

- Education and Careers
- Entertainment
- Travel and Leisure
- Lifestyles
- Relationships
- Social Customs and Values



D33 8th Grade: Advanced Spanish Unit 1



Students will be able to independently use what they have learned to...

- Conduct collaborative, inquiry-based research using reliable sources from various media to inform the audience.
- Integrate technology appropriately and with a defined purpose to carry out, communicate, and reflect on your research.
- Identify your goal, create a plan to achieve it, and reflect on the process.

The students will:

- **Analyze** the multiple benefits of youth participation in elections and active civic engagement.
- **Assess** how personal heritage and family traditions shape individual identity and inspire civic responsibility.
- **Propose viable** solutions to global challenges that directly impact their country or countries of origin, demonstrating an understanding of local contributions to global problems.
- **Synthesize strategies for** effective citizenship in both local and global contexts, recognizing the interconnectedness of their roles.

Essential questions:

- What are the benefits of young people voting and actively participating in elections?
- How can you be a good citizen in your local community? Globally?
- What qualities from your family or traditions from your heritage have inspired you to be a good citizen?
- What global challenges affect your country or countries of origin? How can you contribute to its solution?

Vocabulary

Useful names or subjects:

climate change initiative
population
problem
solution consequence
responsible environment

Useful verbs:

Vote
Choose
To participate
Represent
Give your opinion
Respect
Defender
Act

Word with grammatical reference of the unit:

- For and by
- To be and to exist
- In and Of
- Past participle
- The present perfect tense
- The passive voice with se or impersonal se
- The conditional

Learnin
g
Targets

D94 9th Grade: Spanish for Native Speakers Unit 1

Español para hispanohablantes 1

Unidad 1:

¿Cuáles son las ventajas de ser bilingüe y bicultural?

¿Cómo te identificas culturalmente?

¿Cómo te identificas lingüísticamente?

¿Qué podrán hacer los estudiantes al final de esta unidad?

OBJETIVOS

1. Puedo reconocer el sonido de cada letra del abecedario y la diferencia entre las letras que tienen el mismo sonido.
2. Puedo deletrear correctamente palabras en español que son cognados del inglés.
3. Puedo usar las letras mayúsculas y minúsculas correctamente.
4. Puedo identificar palabras en inglés y español que parecen similares pero tienen significados diferentes, y escribirlas correctamente.
5. Puedo identificar todos los países de Latinoamérica en un mapa.
6. Puedo leer y entender estadísticas y lecturas cortas sobre personas bilingües y biculturales.
7. Puedo usar el contexto de una lectura para entender el significado de palabras desconocidas.
8. Puedo expresar mi opinión sobre lo que significa ser bilingüe y bicultural.
9. Puedo explicar las ventajas de ser bilingüe y bicultural, apoyando mis ideas con ejemplos y detalles específicos.
10. Puedo analizar cómo el arte y los espacios culturales (como murales y museos) expresan la identidad bilingüe y bicultural, y usar esas observaciones para desarrollar ideas para mi propia narración autobiográfica.
11. Puedo analizar cómo se desarrolla la identidad de Esperanza a lo largo de *La casa en Mango Street*, de Sandra Cisneros, y relacionarla con temas presentes en la obra, como la identidad, la pertenencia y los sueños, así como con mis propias experiencias personales.
12. Puedo escribir una narración autobiográfica sobre mi experiencia como persona bilingüe y/o bicultural, utilizando un arco narrativo claro que incluya exposición, desarrollo, clímax, caída de la acción y resolución.

Unidad 1: Bilingüe y bicultural

Unit 1 Bilingual and Bicultural

OBJECTIVES

1. I can recognize the sound of each letter of the alphabet and distinguish between letters that have the same sound.
2. I can correctly spell Spanish words that are cognates of English words.
3. I can correctly use uppercase and lowercase letters.
4. I can identify words in English and Spanish that look similar but have different meanings, and spell them correctly.
5. I can identify all the countries of Latin America on a map.
6. I can read and understand statistics and short texts about bilingual and bicultural people.
7. I can use the context of a reading to understand the meaning of unfamiliar words.
8. I can express my opinion about what it means to be bilingual and bicultural.
9. I can explain the advantages of being bilingual and bicultural, supporting my ideas with examples and specific details.
10. I can analyze how art and cultural spaces, such as murals and museums, express bilingual and bicultural identity, and use those observations to develop ideas for my own autobiographical narrative.
11. I can analyze how Esperanza's identity develops throughout *The House on Mango Street* by Sandra Cisneros and connect it to themes in the work, such as identity, belonging, and dreams, as well as to my own personal experiences.
12. I can write an autobiographical narrative about my experience as a bilingual and/or bicultural person, using a clear narrative arc that includes exposition, rising action, climax, falling action, and resolution.

TIMELINE

SEPTEMBER

OCTOBER

NOVEMBER

JANUARY

MARCH

D33/D94

September 14,
2026

D33/D94

No meeting

D33/D94

November 20, 2027

D33/D94

January 11, 2027

D33/D94

March 15, 2027

**ADVANCED SPANISH
SAC MEETING**

September 17, 2026
Review the Curriculum
& Outline 7th and 8th
grade

**ADVANCED SPANISH
SAC MEETING**

October 27, 2026
Finalize the Unit and
Create a 7th and 8th
grade Scope and
Sequence

**ADVANCED SPANISH
SAC MEETING**

December 16, 2026

**ADVANCED SPANISH
SAC MEETING**

January 26, 2027

**ADVANCED SPANISH
SAC MEETING**

March 16, 2027
Final exam planning and
finalize any unit reviews
April 23, 2027 Final
SAC meeting





**WEST CHICAGO
ELEMENTARY SCHOOLS**

Reach Higher. Achieve Together.
Alcanza Más. Logrando Juntos.



Thank you!



Reach Higher
ACHIEVE TOGETHER



Alcanza Más
LOGRANDO JUNTOS