Translanguaging for Inclusion

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Abstract

This study offers a review of existing research on translanguaging, inclusion, and computational literacies. It assesses existing school statistics and a student opinion survey released by the New York City Department of Education in Spring 2019 to investigate the attitudes and experiences of students at a public secondary school in the South Bronx that incorporates translanguaging into grades 6-8 computer science and Spanish courses given to most students. The findings of this study indicated that both Language Heritage Learner (LHL)and Non Language Heritage Learner (NLHL) and perceived overall positive cultural responsiveness from the school community regarding their language identity in a setting where translanguaging exists (most notably in the Dual Language program), but a minority of staff felt that they did not sufficiently incorporate considerations for cultural heritage and linguistic background into instruction. This study concludes with implications to further improve cultural responsiveness at the staff and administrative levels, the limitations of the study, and thoughts on further research on the issue of assessing whether culturally responsive education is accessible to neoindigenous student populations, particularly given that a citywide survey instrument facing hundreds of thousands of students throughout New York City does not specifically ask about language inclusivity.

Keywords: Translanguaging, Latinx, Dual Language, Inclusion, Literacy, Leadership

Introduction

Culturally Responsive School Leadership (CRSL) is an approach to school leadership that addresses inclusivity and affirmation of the home culture of diverse students, prioritizes social justice aims, and fosters parent, family, and community engagement. Culturally responsive leadership is often described as an organizational culture where leader beliefs affirm "all children can succeed", education should be "child-centered" and "loving", and value should be given to "racial culture and first language of the children" (Scheurich, 1998). The relationships between the school leaders and student families are critically important when promoting equity in racially, culturally, and economically diverse communities, particularly given that given that parents in said communities "often report feeling shut out of school events and marginalized by the school building and district leadership" (Johnson, 2007). The manners in which school leaders utilize language to offer a welcoming atmosphere and an "ethic of care" in building connections with families have been suggested as key elements in fostering inclusivity and cultural responsiveness, transforming high-need diverse schools for the better (Emdin, 2017, Riehl, 2000).

This study aims to offer an analysis of the effectiveness of translanguaging as a pedagogical approach, considering both an analysis of existing research as well as the student, parent, and staff perceptions in an economically, racially, and culturally diverse 6-12 public secondary school located in the South Bronx section in New York City that utilizes translanguaging across classes and content areas. Specifically, this study explores and suggests how diverse language identities in a school with varying levels of language proficiency can be validated with equity, ultimately supporting growth towards proficiency in a nurturing and empowering setting that reduces the impact of epistemological racism. The term "neoindigenous" utilized in this study to describe diverse students of color, often of multiple immigration generations, living in poverty (Emdin 2017).

This analysis of research relating to the practice of translanguaging considers whether a connection can be made between affirmation of code-switching in and out of home language within the classroom and in academic tasks and student self-perception and overall achievement.

Literature Review

The research of Ofelia Garcia (2014, 2017) and Sara Vogel (2017) promotes the theory that "rather than possessing two or more autonomous language systems, as has been traditionally thought, bilinguals, multilinguals, and indeed, all users of language, select and deploy particular features from a unitary linguistic repertoire to make meaning and to negotiate particular communicative contexts." Ergo, they argue that translanguaging is an already natural mental process that multilingual people use to make and convey meaning, and making meaning of language is fluid between languages in that language users select from their repertoire of comfort to express themselves. Utilizing these theories to provide practical implementation, s research-based initiatives are supporting the use of translanguaging in literacy curriculums.

PILA-CS (Participating in Literacies and Computer Science), a research practice partnership between New York City Public Schools and researchers at NYU and CUNY, supports bilingual students in translanguaging within the Computer Science for All initiative. Sara Vogel, a featured PILA-CS researcher, advocates for translanguaging in the context of computational literacies (PILA-CS, 2019). Within computer science, programming occurs within one or multiple programming languages. There is a practice in computer science known as *literate programming*(Knuth, 1984). This paradigm suggests that programmers should program using their own logical and natural language, interspersed with macros that hide abstractions of the source code (Bentley, J. and Knuth, D., 1986). These abstractions (sometimes referred to as functions and variables), as well as comments, allow for programmers to have uninterrupted logic that must be defended in ordinary human language. According to Knuth, forcing the programmer to defend their logic consistently in their natural human language, a departure from traditional source code in which the programmer's thought process must be deciphered and reconstructed from the compiler-imposed order of source code.

Literate programming is useful in certain programming multilingual programming contexts (such as front-end web design that utilizes a combination of HTML, JavaScript, and CSS programming languages), as it engages multiple programmers ability to easily see each other's vision and better understand each other's logic (Bentley and Knuth, 1986). This approach is also valued in the pedagogical process promoting language acquisition.

The research of Beudrie, Ducar, and Potowski (2014) into pedagogically successful approaches with heritage language learners reiterates the importance of pedagogues openly valuing (and not simply tolerating or openly criticizing) the many iterations of home language(s) interwoven in language learner households as a result of immigration generations in the United States. Furthermore, Beudrie et al conclude that collective acknowledgement by pedagogues of what is valued as both 'correct" in the context of home language and academic target language(s) must occur to promote both language acquisition growth and positive student mindsets.

This approach exemplifies a modern take on Human Capital Theory, an economic theory by Becker (1964) and Mincer (1957) that argues that widespread investment in human capital via education and training that furthers the productivity and *existing strengths* of a future and current labor base creates economic growth (Becker, 1964). However, the Human Capital Theory should not be applied in this case at an extreme as it not mentioned here to fault individual students for failures and issues caused by systemic oppression in the public educational system. Instead, it is mentioned for its distinction of acknowledging the importance that individual identity brings to a system, instead of forcing said identity to assimilate to the majority and lose its individual characteristics.

In recognizing the importance of student identity, researchers Emdin (2017) and Garcia (2014) suggests that translanguaging and student co-teaching and leadership are key to building social justice and equity among neoindigenous student populations. Emdin suggests that it is through relationships of trust and ascribing value to cultural norms and language practices that students feel heard, empowered, and motivated towards success (2017). Emdin states, "For the neoindigenous, co-teaching in reality pedagogy provides a counter-narrative to the pedagogy of poverty that inscribes an anti-school identity on youth who are actually deeply engaged in school and committed to academic success" (Emdin, p. 92). This can be shown in student-led presentations, translations, and volunteering their own explanations to their peers in class discussions. Emdin speaks to the value of having students co-teach using language familiar to them (i.e. translanguaging), allowing them to "develop the agency or power to act in ways that challenge oppression they are often conditioned to be silent about….they model what the type of teaching they need looks like….being free from any structures that inhibit them from being fully actualized" (Emdin, p. 92).

Language equity and culturally responsive teaching practices suggested by Garcia, Potowski, and Emdin promote the continued importance of supporting students in translanguaging practices that both acknowledge the home language and cultural manner of expression while adding additional language(s), such as peninsular Castilian Spanish (i.e. Real Academia de Español Spanish) and Standard American English that are utilized on standardized measures of student proficiency and measured to determine school quality and student growth. As it is evident that students (and schools) will be measured against standardized language exams, students must be empowered to "walk between worlds" of standardized English and Spanish and their own heritage languages, losing neither and instead growing in both (or many). This additive approach is heralded by numerous language acquisition researchers as more effective than the isolation of one language identity as superior to others (Collier, V. P., & Thomas, W. P. ,2004; Garcia & Leiva, 2014).

The school identified for this case study has historically outperformed district public schools by a significant margin for over a decade.

In terms of demographics, Table 1 offers a glimpse into the demographics.

Table 1
Students in Need of Additional Supports / Race/Ethnicity Data - Overlapping Groups

History and Performance Data

The referenced school first opened in 2003 by founding principal Dr. Ramon Gonzalez. Gonzalez, a Harlem-born and raised Cuban-Puerto Rican educator and activist, first became a public figure after being featured in the Merrow Report's nationally syndicated program on education, "Growing Up in the City", a documentary that followed his work as a South Bronx middle school teacher across a year's time (Merrow, 1996). Following this, Dr. Gonzalez contributed to a chapter on leveraging cultural capital in a book addressing new approaches to adolescent gang involvement (Branch, 2013). Gonzalez' understandings of cultural capital weighed heavily into the design of his new school, and he actively recruited young teachers and founding leaders that shared his vision of a rigorous public middle school in District 7 that values cultural capital.

District 7, which encompasses the Mott Haven and Port Morris neighborhoods of the South Bronx has developed a notoriety for being among the lowest performing New York City Department of Education (NYCDOE) school districts. District 7 was recently ranked 734th out of 820 New York districts (School Digger, 2019). Case in point: in the 2017-2018 academic year, only 28% of District 7 students in grades 3-8 were found to be proficient on the state English Language Arts examination, whereas the New York State average was 45% proficiency. Similarly, only 23% of District 7 students in grades 3-8 were found to be proficient on the state Mathematics examination in 2018, in comparison to a New York state average of 45% proficiency (New York State Education Department, 2018).

In contrast to the average proficiencies in English Language Arts and Mathematics in District 7, the Laboratory School has outpaced it's public school peers significantly, even exceeding the state averages. In the 2018-19 academic year, the school herein outperformed the New York State average proficiencies in English Language Arts ("ELA") and Mathematics, grades 3-8, coming in at 56.8% proficiency. F&T also outpaced the statewide average in mathematics in grades 3-8, attaining 59.3% proficiency (NYCDOE, 2019).

For years, the school has experienced an application-to-acceptance margin rivaling Queens and Manhattan Gifted and Talented programs, with nearly 1000 annual applicants for approximately 110 seats. Of those applicants, nearly a third applied first to the Dual Language program, which historically offered only 30 seats to incoming Dual Language 6th graders and five or less seats to incoming Dual Language 9th graders. Also notable is that the Bronx does not offer any secondary public Gifted and Talented Programs, nor does it offer any citywide Gifted and Talented elementary programs (Chapman, 2017).

In the 2018-2019 academic year, the school first expanded its Dual Language program to offer double the number of seats (60) and increased by an entire class section, making it the largest incoming class of students in school history after a long-fought campaign to expand the Dual Language program, one of less than a handful of secondary dual language programs in all of New York City. For families facing the academic landscape of struggling public middle and high schools in District 7, a choice district, the expansion of seats at our school site arguably took steps to address significant community demand for what the school offers.

Ultimately, high applicant demand and outperformance of other district schools in levels of proficiency on statewide metrics of school achievement have historically made F&T a media darling among New York City public middle schools, hosting numerous visits from dignitaries like Mayor Bill DiBlasio, multiple NYCDOE Chancellors, and even HRH Queen Sofia of Spain (La Reina Sofia, 2013).

These figures do not however, leave room for improvement. Several public schools in New York City alone offer double the percentage of proficiency in ELA and Mathematics in comparison to reference school, particularly in higher-income enclaves like District 26 in Eastern Queens. District 26 schools in Bayside, Queens, met an average proficiency of 78% and 74% in ELA and Mathematics, respectively, in 2018 (New York State Education Department, 2018).   In recent years, our research site has been significantly outperformed in statewide exam performance criteria by network and independent charter schools that began appearing in the community in the early to mid-2010s. Most notable in terms of District 7 competition for high-performing 5th graders at Success Academy Bronx 2, which is a K-8 school. Success Academy Bronx 2 saw a 98.3% average proficiency in ELA, 100 % average proficiency in Mathematics grades 6-7, and 100% of 8th graders passing the 2019 Algebra NYS Regents exam (School Digger, 2019). While being outperformed in these subject areas has been a concern, consistent Dual Language program recruitment and performance has not been the issue.

The Dual Language program has historically recruited the most high-performing students in the school as part of its screened admissions process, but a rising number of students admitted to the program have reneged their admissions offer once the local charter schools offered them admission. Nearly 30 incoming screened Dual Language students in the 2017-2018 academic year and 18 incoming screened Dual Language students in the 2018-2019 academic year were quick-transferred off the Automate-The-Schools (ATS) school rosters in the August preceding each academic year due to charter school waitlist admissions and enrollment. This "poaching" of high performing public-school students into the charter networks is nothing new, but trended the school toward what appeared to be a decline in the face of local charter schools. In an annual private report commissioned by Dr. Ramon Gonzalez placed the research site at the top of the District 7, including charters, through the 2015-2016 academic year. By 2016-2017 and subsequent years, the research site has remained the top public non-charter school based on performance, but perhaps not the top performing public school when charters are also considered. Student performance, as measured, is still an area with room for improvement to be further analyzed.

Case Analysis

While the exam performance on the ELA and Mathematics exams continue to be the metric of school excellence, it is still important to consider how equity plays a role in the measurement. Those who believe in the value of cultural capital, equity, and social justice argue that a school's quality is seen in an examination of how student populations view each other, school faculty, and themselves within the wider school community (Garcia & Leiva, 2014). This research also attempts to examine if there is adequate school-wide support for equity initiatives and cultural competency among staff and school leaders. Student feedback was examined to assess whether cultural and language identities are valued and promoted at the classroom level. Finally, there are questions of schoolwide environment, such as identity acceptance and validation of student and family concerns that must also be asked.

An important place to begin when assessing rigorous expectations and identity validation is our research site's relationship with the Spanish government. The Dual Language program at our research site has been recognized by the Spanish Ministry of Education, Culture, and Athletics (MEDCD) as an "International Spanish Academy", a special partnership and delineation of excellence offered to only three schools in New York State and a few nationally (La Reina Sofia, 2013). This distinction offers many benefits, including but not limited to a traveling library of Spanish novels aimed at teen readers, the partial sponsorship over the years of four Dual Language teachers to attend professional development courses in Salamanca, Spain at Mester Academy, as well a yearly visiting Spanish language instructional specialist and sponsored Dual Language visits to events at Instituto Cervantes.

On the surface, this distinction has raised the visibility of the school significantly, and brought with it additional resources and support for Dual Language Spanish teachers and students. However, the Spanish government's language and cultural vehicle, Instituto Cervantes, often rejects Latin American and American Spanish vocabulary and grammar structures as suboptimal 'dialect' or simply incorrect Spanish.

One need only look at Instituto Cervantes' online "Museo de Horrores" to see the absolute rejection of regionalized Spanish variations in Latin America and the United States (Instituto Cervantes, 2015). Dr. Kim Potowski, a professor of Spanish linguistics at the University of Illinois, Chicago, has often denounced this approach as paternalistic and colonizing with regard to the instruction of heritage speakers of Spanish, as it punishes them for the foundational language and cultural capital they come into the classroom with and ebbs away at the confidence in which they view their home language in terms of mastery of the "target language", i.e. "Spanish at home" versus "Spanish at school." Many heritage speakers at the collegiate level in Potowski's studies have expressed sentiments like embarrassment and shame in the Spanish classroom when their home language foundation is regarded as incorrect or 'lesser' Spanish (Henshaw, et al 2015). After all, achievement was based on the language taught at school and not the language spoken at home.

The Diplomas de Español como Lengua Extranjera (Diplomas of Spanish as a Foreign Language orDELE) examination, written by Instituto Cervantes, is the instructional instrument by which our research site's students are measured in Spanish language proficiency by the time they reach junior year and what qualifies them as having passed a World Language Benchmark C proficiency. The rejections of Latin American Spanish, United States Spanish, and translanguaging "modismos" are seen in the norming process for proctors and graders of the DELE A2/B1 Escolar exam.[I]As a result, the research site's school leadership did not uniformly support pedagogical approaches like translanguaging or heritage "home" Spanish based on discussions with school leaders during post-observation feedback. Similarly, the NYCDOE Office of English Language Learners and Bilingual Education (which oversees bilingual education programs in New York City) has, at the time of this study, not responded to inquiries asking whether translanguaging is an acceptable pedagogical practice[II] in DOE bilingual classrooms or whether there is a uniform 'standard' Spanish that should be normed against.

Methodology

Within the frame of case analysis, metaanalysis of the New York City Department of Education (NYCDOE) School Survey Results (Appendix A) was conducted to assess student, family and staff opinion on identity and acceptance at the research site. This survey instrument was distributed digitally in March 2019 using a pin code assigned by the NYCDOE to each student. According to the NYCDOE, the survey instrument "is aligned to the NYCDOE's Framework for Great Schools" (NYCDOE, 2019). The Framework for Great Schools address the NYCDOE's vision for student achievement, which values rigorous instruction, collaborative teachers, and a supportive environment. Several questions in the survey instrument assess cultural responsiveness through questioning relating to whether a school offers a supportive environment, builds strong family-community ties, and ultimately forms trust between students, staff, and families (NYCDOE, 2019).

Instrument and Procedures

The survey instrument asked student attitudes about peer responses, teacher responses, inclusion, and home language acceptance in the school community. Students were asked about their feelings and confidence in their use of Spanish in Dual Language and Spanish classes (whether LHL or NLHL). Attitudes were measured via the use of a Likert Scale, a qualitative assessment tool often used in opinion surveys to assess participant opinions on a five to seven-point scale from strong agreement to strong disagreement, an approach also used in related studies on language learner attitudes. The survey instrument was administered in students' preferred language. Offering the survey in the language the student chooses is meaningful, versus assuming that ELLs and bilingual students should simply take the survey in their home language.

[I] One of the researchers has completed the accreditation process to become a DELE proctor and grader (Código Examinador: 597881). However, the score norming documentation is proprietary to Instituto Cervantes and not made publicly available.

[II] Emails and voicemails were left by the researcher to the NYCDOE Office of English Language Learners and Bilingual Education in early to mid-October, 2018 and again in the fall of 2019. No responses were received as of December 16, 2019.

The vast majority of students, including ELLs and F-ELLs, at the research site have either an Expanding or Commanding level of English mastery, so demanding use of another language such as Spanish, even if it is a home language) would be prohibitive to completions by many Spanish 1 and/or NLHL students (Mikulsi, 2007).

Data Meta-Analysis and Results

As linguistically diverse students in a Title I school in the South Bronx, the research site's students exemplify Emdin's definition of "neoindigenous."Neoindigeneity implies some degree of minoritization in comparison to majority cultures. The research site has complex levels of neoindigeneity depending on the immigration generation of the student and their proficiency in more than one language. The minoritization of these tudents is multi-layered based on both culture and language proficiencies. Only one current student in the school (who was invited to participate in this study) is identified in Pupil Accounting and State Testing/Reporting (ATS) as Caucasian, non-Latinx. Being minoritized at this school can include being either a NLHL in any class or being a LHL with limited Spanish proficiency in the Dual Language Program.

Linguistic minoritization can occur when teachers aren't sure that instruction matches student need, whether with ELLs, Dual Language students, or other need groups like students with disabilities. Over 10% of teachers do not believe they are designing instruction appropriate to student needs, even though 100% of staff believes that all students can learn, including English Language Learners, those learning other languages, and students with special needs.

Table 2: Teacher Questions and Responses, School Survey Results and Quality Review 2018-19

The 2018-19 School Survey data in Table 2 indicates that the research site is making strides towards inclusivity of language groups as a whole, even though teachers don't seem fully confident in bridging the gap with their existing instructional design. A fifth of responding teachers did not feel that they apply knowledge of parents' cultural backgrounds in their collaboration with families. Similarly, a fifth did not feel they receive support in incorporating student cultural and linguistic backgrounds. Not all of the research site's teachers are part of the Dual Language team, but this team in particular regularly redevelops the vertical alignment of their department's vertical curriculum map to purposefully address incorporation of student home languages and cultural heritage (such as Nahuatl and Mixteco), the use of translanguaging as an instructional practice, and the manner in which indigeneity and Afro-latino identities (such as Garifuna) can be integrated into Dual Language curriculum from grades 6-12.

Table 3: Dual Language Culturally Responsive Curriculum Map 2019-20

Table 4: Student Questions and ResponsesSchool Survey Results and Quality Review 2018-19

Nearly all respondents of the NYC School Survey from the research site community indicated agreeing that students of many different backgrounds are presented positively at the school and are treated equally based on culture, but there were varying degrees to this perception can change, based on the teacher. Most students (83%) agreed or strongly agreed that their teachers are presenting positive images of people from different varieties of races, ethnicities, cultures, and backgrounds. When a different question was posed to students about whether teachers treat students from different backgrounds equally, 85% agreed or strongly agreed, but 15% disagreed or were neutral.

Table 5 Parent Questions and Responses, School Survey Results and Quality Review 2018-19

Nearly all parents (98%) agreed or strongly agreed that their home language had been explicitly valued in the school because the school communicated in a language that they understand. Again, one can attribute this in part to the multilingual strengths of staff and a value being placed at the school level on communication with families in home language.

What is interesting (and limiting) about the school survey results is that it seems to value home language as a culturally responsive parent outreach and engagement indicator, but home language does not appear in student facing questions.

It would be valuable to better understand via the NYCDOE School Survey student, teacher, and parent feedback instrument how students in fact feel about the inclusion (or lack thereof) of home language in their classes, whether via translanguaging in both monolingual and Dual Language classes or through the sustained use of academic target language in Dual Language courses.

Conclusion

This study concludes that some administrators reference authority figures that place 'political' pressure on them from the outside via either official partnerships or showcase opportunities to resist translanguaging practices. While a leader may not intend to be culturally unresponsive to student, at times the language identities a leader may associate as "not the authority" will automatically be relegated to a lower point of importance than a 'trusted' authority figure or instrument of proficiency measure (like Instituto Cervantes and the DELE or the NYS ELA and Mathematics examinations). Recruitment to the school of high-performing fifth graders is often directly dependent on school ranking in comparison to free district schools (both public and charter), and some leaders see translanguaging as a 'risky' strategy that could impact student performance on standardized examinations and ultimately school measurements of excellence. The NYCDOE Office of English Language Learners and Bilingual Education is asked to take an official position supporting translanguaging, which will in turn encourage school and district leaders to do the same.

As school leaders are pressured to demonstrate measurable growth and proficiency on the assessment tools sponsored or created by these authorities, it is often not advisable in the leader's perspective to question or push back on the validity of the partner organization serving as both pedagogical authority and assessment tool author (aka outside "forces" at play in the leader's decisions), as is the case with the Spanish government via Instituto Cervantes and the DELE examination.

As a possible substitute (or addition) to the authority Instituto Cervantes wields, the American Association of Teachers of Spanish and Portuguese (AATSP) is the leading American professional organization dedicated to secondary and higher education Spanish and Portuguese teachers. AATSP acknowledges heritage learner linguistic patterns as viable forms of language. AATSP secondary education members have historically been included in the College Board's Advanced Placement Spanish and Cultural Development Committee for the development, revision, and scoring of the Advanced Placement Spanish Language and Advanced Placement Spanish Literature examinations, both World Language Checkpoint C exams acknowledged by New York State (AP Spanish Language and Cultural Development Committee, 2017). In addition to the conference paper linked on AATSP's site promoting integrationism and translanguaging (AATSP, 2018), AATSP member research has been featured in the International Multilingual Research Journal in support of translanguaging practices, particularly in heritage-learner settings, as well as the negative impact of restrictive language settings (Smith & Murillo, 2015).

In this context, it is important that the school in our study form new partnerships with authorities and professional language education organizations that offer culturally responsive and decolonized instructional practices, particularly those that continue to actively read and discuss contemporary research about translanguaging (Garcia & Leiva, 2014; Potowski et al, 2014; Emdin, 2017) and its impact when implementing culturally responsive instructional and schoolwide practices.

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APPENDIX

Table 1
Students in Need of Additional Supports / Race/Ethnicity Data - Overlapping Groups

	%	n	Compared to District Average.	Compared to Citywide Average
All Students (MS)		294		
Economic Need Index	92.4%		-0.7%	+21.6%
Students with Disabilities	22.4%	66	-4.2%	+1.5%
English Language Learners	9.2%	27	-7.8%	-3.2%
Latinx (Hispanic) Students	82.7%	243		
Black Students	34.7%	102		
American Indian Students	11.6%	34		
South Asian/ Pacific Islander Student	6.8%	20		

Notes. This table is indicative of grades 6-8 at the y during the 2018-19 academic year.

Table 2: Teacher Questions and Responses, 07X223 Edition, School Survey Results and Quality Review 2018-19

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
Teachers: Do you design appropriate instruction that is matched to students' need (for example, English language	32%	52%	11%	2%	2%

learners (ELLs) proficiency and students with disabilities). (Q2e)				
Teachers: Do you believe that all students can learn, including English language learners (ELLs) and students with disabilities? (Q6a)	43%	57%		
Teachers: Do you adapt instruction to ensure it represents all cultures and backgrounds positively. (Q2d)	39%	54%	7%	1%
Teachers: Do you receive support around how to incorporate students' cultural and linguistic backgrounds in your practice? (Q2a)	18%	60%	16%	4%	2%
Teachers: Do you apply your knowledge of parents' various cultural backgrounds when collaborating	23%	57%	18%	2%

with them regarding their child's educational progress? (Q2f)					

Table 2. New York City Department of Education. (2019). *NYC School Survey Measures:NYC School Survey Results and Quality Review*. [Table]. 2018-19 School Quality Guide: 07X223 Online Edition. Retrieved from https://tools.nycenet.edu/guide/2019/#dbn=07X223&report_type=EMS

Table 3: Dual Language Culturally Responsive Curriculum Map 2019-20

Grupo	Unidad 1	Unidad 2	Unidad 3	Unidad 4	Unidad 5
603	**Tema:** Iniciación al español **Textos:** Aula América A2 **Proyecto:** Varios de índole colaborativo **Enfoque cultural:** Variantes del español en Latinoamérica Regionalismos Yo/'jo' Vosotros Formality vs what is culturally acceptable in informal settings	**Tema:** Literatura: La investigación de la caracterización **Textos:** Texto modelo: *Cómplices* por Benito Taibo *Abril es el mes más cruel*por Guillermo Cabrera Infante Selección de libros: Clubes **Proyecto:** Tertulias literarias, Podcast **Enfoque cultural:** Autores latinoamericanos **Cuentos cortos:**	**Tema:** Redacción: El ensayo personal **Textos:** Texto modelo del profesor. (ELA personal essay unit parallel) **Proyecto:** Ensayo personal **Enfoque cultural:** La experiencia personal del alumno.	**Tema:** Redacción: La novela gráfica **Textos:** Textos modelo: Nimona (Versión en español) Texto modelo del profesor. **Proyecto:** Novela gráfica **Enfoque cultural:** Héroes latinoamericanos (Reales y ficticios)	**Tema:** Literatura: Asuntos sociales **Textos:** En el país que amamos: Mi familia dividida por Diane Guerrero. Contemporary realistic Latinx American YF Yaqui Delgado quiere darte una paliza La hija que no sonaste En el país que amamos El odio que das Aristóteles y Dante descubren los secretos del universo. **Otras lecturas:** **Cuban Chilean Refugees in Puerto Rico** Sylvia Rivera: https://vimeo.com/234353103 **Proyecto:** Tertulias

					literarias: Podcasts/Blogs **Enfoque cultural:** **Autoreflexion**
604	**Tema:** Nos Conocemos **Focus:** Descripciones (personas, colores, cosas) **Verbos:** ser, estar **Textos:** Lola-Islandborn **Proyecto:** **Enfoque cultural:** La República Dominicana, la inmigración del caribe	**Tema:** Como Vivimos **Textos:** El Nino de Cabeza (604), Cuadros de Familia (604), **Proyecto:** Reporte de Libro **Enfoque cultural:**	**Tema**: Vamos a Aprender **Textos**: Soñadores **Proyecto**: Reseña del libro Soñadores/Lola) **Enfoque cultura**l: La inmigración	Tema: Vamos de Compras **Textos:** Yum Mmm Que Rico **Proyecto:** Parodia de Compras **Enfoque cultural:** El comercio en el mundo hispanohablante, la negociación y el regateo	**Tema**: Nuestras Celebraciones **Textos:** Encuentros Nicolas Guillen Victoria Santa Cruz- Me Gritaron Negra Mercedes Sosa- la maza y solo le pido a dios. Silvio Rodriguez- ojala **Proyecto**: Literary Analysis PreBAT: Spanish poetry **Enfoque cultural**: **Autoreflexion**
703	**Tema:** Quien Soy **Textos:** Dia de los Muertos texto **Proyecto:** Proyecto Quién Soy (herencia, apariencia, intereses) **Gramática/Vocab:** Introducciones y argumentos **Evento:** Dia de los Muertos evento (arts creation) **Enfoque cultural:** México	**Tema:** **I**dentidades públicas y privadas **Textos:** Monólogos **Proyecto:** Monólogo **Enfoque cultural:** Viaje a Mictlan, los Mexica	**Tema:** Analisis de obra de teatro **Textos:** La Gringa **Proyecto:** **Gramática/Vocab:** frases transitivas/frases ordinales **Enfoque cultural:** Puerto Rico	**Tema:** Puerto Rico **Textos:** La Gringa play **Proyecto:** Scene writing (La Gringa Continued) **Enfoque cultural:** Latinos en los Estados Unidos	**Tema:** La Diáspora **Textos:** **Proyecto:** Playwriting and set production (La Gringa Continua) **Enfoque cultural:** Power of multilingualism/ multicultural identity **Autoreflexion** PreBAT: Latinos in the Bronx

704	**Tema**: Biografías **Textos**: Me llamo Gabi/Gabito (Gabriel García Márquez), Me llamo Gabriela (Mistral), Sonia Sotomayor: La Juez que creció en el Bronx **Proyecto**: Biografía de un Latino Destacado **Enfoque cultural**: Groundbreaking Latinos	**Tema:** Pioneros en las ciencias **Textos:** El Niño que domó el viento **Proyecto: Gramática/Vocab:** Frases transitivas/frases originales **Enfoque cultural:** Latinos en STEM, Figuras Escondidas de NASA, William Kamkwamba - child inventor from Malawi	**Tema:** La Belleza y la Estética **Textos:** Pelo Malo no Existe, Yo, bruja, Miss Rizos Yukaima Gonzalez&Rosa Montezuma **Proyecto:** La belleza, el estilo, y la diversidad en estética Que se considera un estilo especial en tu cultura? Ejemplos: la vestidura durante Eid, el estilo en eventos especiales **Enfoque cultural:** **Enlaces relevantes:** Nike Stole Panamanian Indigenous Artwork And Tried To Pass It Off As Puerto Rican Until Latinos Canceled The Whole Thing	**Tema:** La Música y la Poesía del Caribe **Textos:** Nicolas Guillen para niños, La Familia Cepeda de Puerto Rico (Bomba/Plena), Me llamo Celia (Cruz), ¿Y Dónde Está Tu Abuela? **Proyecto:** Analisis literario de un poema **Enfoque cultural:** La poesía/música Afro Caribeña	**Tema:** La Diáspora **Textos:** **Proyecto:** Cultural scholastic exchange (Bolivia? Spain?) What is something unique to your family heritage? What is currently happening to people of your identity group? Ejemplos: Chinos Latinos, Japoneses Latinos, **Enfoque cultural:** Power of multilingualism/ multicultural identity **Autorreflexión** PreBat: El impacto de Operación Cóndor en un país latinoamericano

803	**Tema:** Derechos Civiles **Textos:** <u>Mendez vs Westminster, Independent School District v. Salvatierra (1930), Alvarez vs. Lemon Grove (1931),</u> **Proyecto:** Landmark Court Case/ Activist/ Political Leader biography presentation (Dolores Huerta (United Farm Workers activist), Cesar Chavez (United Farm Workers movement activist), Pedro Albizu Campos (Activist for Puerto Rican liberation, politician), Alexandra Ocasio-Cortez (Puerto Rican U.S. Rep from Bronx) , <u>Sylvia Rivera</u> (Trans Latina NYC activist) <u>Y'all better quiet down</u> **Enfoque cultural:** La política, el activismo, y la justicia en los Estados Unidos	**Tema:** Pioneros en las ciencias **Textos:** El Niño que domó el viento **Proyecto: Gramatica/Vocab:** Frases transitivas/frases originales **Enfoque cultural:** Latinos en STEM, Figuras Escondidas de NASA, William Kamkwamba - child inventor from Malawi	**Tema:** La poesía y las tradiciones de primavera **Textos:** "<u>La Perla</u>","Latinoamérica", "El Tiburon", "<u>Y Tu Abuela Donde Esta</u>" **Proyecto:** Los Carnavales **Enfoque cultural:** El caribe (Puerto Rico, República Dominicana)	**Tema:** Lugares de Interés **Textos:** Lazarillo de Torme, Celestina (kids version), Don Quixote (kids version) **Proyecto:** Lugares de Interés en Espana **Enfoque cultural:** Espana *Visit to Hispanic Society*	**Tema:** Revolución **Textos:** En el tiempo de mariposas, En el nombre de Salomé **Proyecto:** El impacto de Operacion Condor **Enfoque cultural:** <u>Autoreflexion</u>

Table 4: Student Questions and Responses, School Survey Results and Quality Review 2018-19

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
Student: Do you teachers respect your culture or	42%	47%	3%	1%	

background? (Q1i)				
Student: Do teachers present positive images of people from a variety of races, ethnicities, cultures, and backgrounds? (Q1k)	28%	55%	3%	1%	
Student: Do teachers treat students from different cultures or backgrounds equally? (Q1h)	41%	44%	5%	2%	8%

Table 3. New York City Department of Education. (2019). *NYC School Survey Measures:NYC School Survey Results and Quality Review*. [Table]. 2018-19 School Quality Guide: 07X223 Online Edition. Retrieved from https://tools.nycenet.edu/guide/2019/#dbn=07X223&report_type=EMS

Figure 4: Parent Questions and Responses, 07X223 Edition, School Survey Results and Quality Review 2018-19

Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Not sure
Does your school communicates with you in a language and in a way that you can understand? (Q1i)	38%	60%	1%	1%	

Figure 4. New York City Department of Education. (2019). *NYC School Survey Measures:NYC School Survey Results and Quality Review*. [Table]. 2018-19 School Quality Guide: 07X223 Online Edition. Retrieved from https://tools.nycenet.edu/guide/2019/#dbn=07X223&report_type=EMS