

These 21st century kids will hit the work force in **2029**

Dual Language at Churchill School



WHY INVEST IN FOREIGN LANGUAGE LEARNING?

Learning another language at an early age...

- Has a positive effect on intellectual growth.
- Enriches mental development.
- Promotes more flexibility in thinking.
- Creates greater sensitivity to language and cultural differences.
- Develops better listening skills for learning other languages.
- Improves understanding of native language.
- Provides opportunities to communicate with others.
- Gives the child a head start in language requirements for college.
- Prepares students for 21st Century employment opportunities.

Center for Applied Linguistics
Website:www.cal.org

WHAT IS THE DIFFERENCE BETWEEN FLES AND DUAL LANGUAGE?

Dual Language students:

- are in a class of 50% native speakers and 50% English speakers.
- learn Spanish through the content areas.
- receive Literacy instruction in Spanish and English.
- become functionally proficient and develop high levels of literacy in both English and Spanish by the end of 8th grade.

FLES students:

- learn Spanish during a block of time in the day.
- gain the ability to communicate in the language at a proficiency above the beginning level by middle school.

WHY A DUAL LANGUAGE PROGRAM?



Research Findings for Dual Language:

- English speakers become highly proficient in a second language.
- Students gain cross-cultural competency and an appreciation for diversity.
- Students become bilingual, bi-literate and bi-cultural.
- Dual Language satisfies the requirement of mandated bilingual programs for ELLs and is proven to be the most effective model of instruction to close the achievement gap.

8th GRADE WRITING SAMPLE

Grade 8 Spanish (Level 1)

Hola me llamo _____ mi familia es pequeño. Yo soy solo no hermanos o hermanas. Pero tenemos un perro se llama es Ranger. Mi padre es alto pero no es muy alto, mi madre es no alta pero ella no es baja.

Yo soy alto y deportista. Me gusta jugar al béisbol con mis amigos. No me gusta jugar al fútbol porque es muy aburrido en mi opinión. Mi padre le gusta jugar al fútbol americano el es muy deportista. Mi madre no es deportista. pero ella jugar al voleibol. Me gusta jugar al golf con mi padre es divertido es bueno.

Grade 8 Spanish (Immersion)

Mi mamá, mi papá, mi hermano, y yo fuimos a Canadá por tres semanas. Fuimos en un avión a las seis de la mañana, y a las doce de la tarde, estuvimos en Quebec, Canadá. Fuimos a dos ciudades adentro de Quebec, Montreal y la ciudad de Quebec. En esa parte de Canadá, las personas hablan francés. Nosotros no hablamos francés y era difícil a comunicarse con las personas.

Cuando estábamos en la ciudad de Quebec, lloré por dos días, y en ese tiempo, fuimos a museos. También comimos una comida que las personas en Quebec comen pero no es muy común en otros partes del mundo. Se llama poutine. Poutine tiene papas fritas, queso, y más, y es muy mal para la salud.

En la semana siguiente, fuimos a Montreal. Cuando tenía sol, caminábamos afuera. En las noches, caminábamos en las calles y habían muchas personas talentosas que estaban bailando, cantando, o cualquiera cosa que querían hacer. Eran muy divertido mirarlos.

Me gustaba mucho esta vacación. Específicamente, me gustaba ir a los museos y también caminar en las calles cuando hacía sol. La única cosa que no me gustaba mucho era que no entendimos muchas de las personas en Quebec, porque hablan en francés. Pero también era muy interesante

FLES Essay

Hi my name is _____ my family is small. I am alone no brothers or sisters. But I have a dog his name is Ranger. My dad is tall but not very tall. My mom is tall but she is not short.

I am tall and athletic. I like to play baseball with my friends. I do not like to play soccer because in my opinion it is very boring. My dad likes to play football he is very athletic. My mom is not athletic. But she plays volleyball. I like to play golf with my dad it is fun it is good.

Dual Language Essay

My mom, my dad, my brother and I went to Canada for three weeks. We went on a plane at three o'clock in the morning. And at twelve o'clock noon we were in Quebec, Canada. We went to two cities within Quebec, Montreal and Quebec City. In that part of Canada, people speak French. We do not speak French and it was difficult to speak with the people.

When we were in Quebec City, it rained for two days, and during that time we went to museums. We also ate a food that people in Quebec eat, but it is not common in other parts of the world. Poutine has French fries, cheese and more, and it is very bad for your health.

The following week, we went to Montreal. When it was sunny, we walked outside. At night we walked in the streets, and there were many talented people dancing, singing and doing whatever they wanted to do. It was very fun to watch them.

I really liked this vacation. I especially liked going to the museums and walking through the streets when it was sunny. The only thing I did not like a lot was that I did not understand a lot of the people: in Quebec, because they speak French. But it was very interesting.

District 41 Language Mission

We prepare students for an expanding global environment by accelerating academic excellence through the teaching of two languages. We foster the appreciation and understanding of multiculturalism.

DISTRICT 41 DUAL LANGUAGE VISION

Students in the Dual Language Program will be bilingual, bi-literate, and bi-cultural. Students will exhibit high academic achievement in the content areas in both languages.

DISTRICT 41 DUAL LANGUAGE GOALS

Students will:

- perform at or above grade level in all content areas in both English and the Spanish.
- develop high levels of proficiency in reading, writing, listening and speaking in both languages for advanced placement courses in high school.
- engage in a rigorous curriculum that is aligned to the Common Core.
- increase cognitive skills and academic abilities that will transfer to overall higher achievement.
- cultivate a lifelong love for language learning and an appreciation for cultural diversity.

Dual Language for 2013-14

Churchill

- Spanish Dual Language Program will begin at Churchill School in the 2013/2014 school year.

IMPLEMENTATION

- Begin with kindergarten, adding one grade each year. This will progressively replace the current bilingual program. There will be one AM & one PM section.

Use the 50/50 model of Instruction

The 50/50 model provides a comprehensive and rigorous curriculum in which students receive instruction in both languages through specific content areas. The outcome is that students become bilingual, bi-literate, and bi-cultural.

Kindergarten Schedule

(Week 1: 3 days English 2 days Spanish Week 2: 2 days English 3 days Spanish)

English Day	Spanish Day
10 min Morning Message letter/sounds/word study/Sight words	10 min Morning Message/letters recognition/syllables
30 min TLT English (flexible)	30 min TLT Spanish (flexible)
Additional English literacy time	10 min 100 Book Challenge Steps
30 minutes Specials	30 minutes Specials
20 minutes Snack Read Aloud English Literacy	20 minutes Snack Read Aloud Spanish
20 minutes Writing English	20 minutes Writing Spanish
30 Math Calendar/cognates –English	30 Math Calendar –Spanish
Math -Spanish	Math -Spanish

Class Structure

Maximum class size=26*

11 native English speaking students

11 native Spanish speaking students

4 additional spaces for Spanish speaking students that move-in

*The additional support of a Spanish speaking instructional aide will be provided.



Homework

- Teachers will do their very best to ensure that they only send homework home that children can do independently.
- Ask your child questions about his/her work in your native language. Children answering questions in their native language about work they are doing in their second language will assist them in reinforcing and retaining the information they are learning.
- If your child is ever struggling with something that has been sent home, please contact the teacher.

Interventions



- Interventions will occur on an as needed basis (as they do now).
- The area of need will determine what language the intervention will be provided in.
- IEP services that are needed will be provided.

What does this look like after Kindergarten?

Grade 1-5

Literacy/SS (E)

Specials (E)

Spanish Literacy (S)

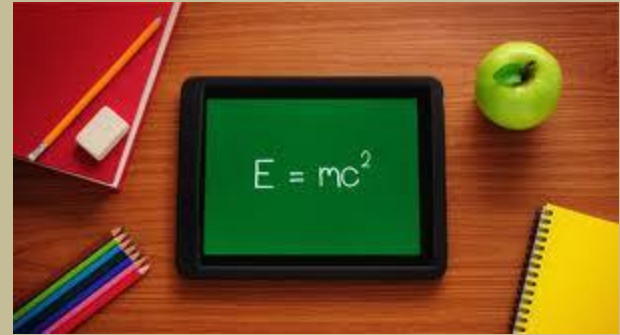
Math/Science (S)

(E)=English speaking grade-level teacher

(S)=Spanish speaking grade-level teacher

Parents will have the opportunity to meet with both teachers during conference time. These meetings may be scheduled jointly or separately depending on schedule availability.

Supports



- Additional Instructional Aide support in the classroom
- Books in Spanish and English that will be provided for home reading
- District resource page of iPad apps and extension activities that can be utilized at home
- Dual language events for parents and students

DUAL LANGUAGE PROJECTED LANGUAGE LEVELS

Grade	Specials	Literacy/ Social Studies	Spanish Literacy	Science/ Math	Elective
K-1	E	E	S	S*	n/a
2-5	E	E	S	S*	n/a
6-8**	E	English Literacy		E	<i>Advanced Writing & Grammar</i> <i>Writing and Research</i> <i>Spanish Literature***</i>
9 th -12 **					AP Spanish Language AP Spanish Literature 3 rd Language Opportunity Creation of additional 87 courses

E-English S-Spanish

*Course will include cognate and word study in English to support course terms

**Students will take a test to determine appropriate course placement.

***Possible options

Parents who commit to Dual Language understand that ...

- language learning is a process and their child will participate in the program for six years (K- 5).
- their child will receive 50% of instruction in English and 50% of instruction in Spanish from Kindergarten to Fifth grade.
- their child will receive literacy instruction in both Spanish and English.
- their child will develop bilingual (listening and speaking) and bi-literate (reading and writing) competencies.
- as a parent they will attend the scheduled Dual Language Program parent meetings and workshops, participate in Dual Language events, and support /volunteer during events and in the classroom as much as possible.
- it is important to speak to their child to ensure their motivation and desire to learn in two languages.

Administrators and Teachers within the Dual Language Program commit to...

- setting high academic expectations which will prepare students for college readiness and a global society.
- preparing and delivering instruction that meets the needs of all students in the class.
- engaging parents in the learning process to ensure success of individual students.
- promoting an educational environment where students can thrive in the learning of two languages.

What is the timeline for enrollment into the Dual Language Program for 2013-14?

March 21 & April 4

Churchill Parent Informational Meetings

April 17 by 4:00PM

Deadline Dual Language Interest Form

April 18

Lottery (if necessary)

April 22

District wide Information Meetings (if needed)

April 24

Lottery (if necessary)

April 29-May 1st

Notification letters are sent home to parents

May 9th

Kindergarten Orientation

SITE VISITS THAT ASSISTED US WITH RECOMMENDATIONS

Eleven parents, two board members and seven staff members participated in the different visits. The following sites were visited which included both Dual Language and FLES:

- West Chicago (Dual Language - Spanish)
- Barrington (Dual Language – Spanish and just started Chinese)
- Schaumburg (Dual Language – Spanish, Japanese and just started Chinese)
- Elk Grove Village (Dual Language - Spanish)
- Oak Park (Dual Language and FLES - Spanish)
- Arlington Heights (FLES – Chinese)

Thank you to the members of the Dual Language Committee:

- Mimoza Bici, Forest Glen Parent
- Kristy Bustos, Churchill Bilingual Kindergarten
- Karen Carlson, Assistant Superintendent for Teaching, Learning and Accountability
- Jen Chavez, Churchill Bilingual Kindergarten
- Mayra Dominguez, Churchill Bilingual 2nd grade
- Linda Hayward, Churchill ESL teacher
- Scott Klespitz, Principal of Churchill
- Penny Kreitzer, Churchill Kindergarten teacher
- Tiffany Kriner, Parent
- Elena Lyutykh, Forest Glen Parent
- Katie McCluskey, Director of Bilingual/ESL Programs
- Sylvia Reuling, Glenbard West Parent
- Grace VanManaan, Churchill ESL teacher

Additional Questions Call:

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