

Dual Language at Hodge Elementary

What is a two-way dual language program?

A two-way dual language program integrates native English speaking students with native Spanish speaking students for academic instruction, which is presented in both languages. While the schedule may vary based on student needs, in general a Kindergarten and First grade child will begin the day with their native-language teacher for Language Arts. Then, your child will be integrated with their second-language peers for Math (taught by the English-speaking teacher), and Science/Social Studies (taught by the Spanish-speaking teacher), as well as “language of the day” activities, lunch, and recess. Starting with the 2018-2019 school year, Hodge Elementary will also include a Spanish language Special Areas rotation where students will learn Spanish once a week. Your child will end the day with their native-language teacher.

Is Dual Language the same as Bilingual?

In the world of education, bilingual and dual language programs are both instruction in ***two languages***. We can't say that a dual language program is not a bilingual program; however, we can say that we're implementing a dual language program. A dual language program is a bilingual program model which is different from other bilingual models such as the transitional early-exit and late-exit bilingual programs.

Will my child become a fluent Spanish speaker?

The goal is that all students will graduate high school as bilingual, biliterate, and develop cross cultural competency. While this is a reachable goal, there are many factors that can contribute to this success. Most learners need much more than two hours of exposure to a second language per day in order to become “fluent.” Our priority at Hodge is that your child finish fifth grade on level in all content areas in English. The Spanish development is an added bonus. However, your child will have a strong foundation to continue language learning in middle and high school where the program may or may not be offered. Most students who complete six consecutive years of the dual language program will likely be able to read and write in their second language at a proficient level, and they will be able to speak at an intermediate level of Spanish with a native-like accent. If you choose to expose your child to Spanish at home and in other settings, then he or she will likely become fluent very quickly.

When does dual language instruction begin?

Dual Language begins at Kindergarten and continues through grade 5. Starting in second grade, students will begin to receive equal Reading and Language Arts instruction in both languages. As the priority is that all students leave Hodge Elementary on level in all content areas in English, it will be taken into account when a student struggles in their first language. A struggling student who participates in special programs will receive extra supports in their native language at different times throughout the school day.

What is Hodge's Language Allocation Plan?

Our dual language program will follow the Gomez and Gomez model where Science and Social Studies are taught in Spanish K-5 since they are subjects with rich vocabulary. Math, a more universal hands-on subject, is taught in English. In Kinder and First grades, students' Language Arts instruction, which includes reading, is taught in their native language. As mentioned, beginning in second grade, students will receive equal Reading and Language Arts instruction in both languages. Students will only rotate between two teachers.

Does a child or parent need to know Spanish in order to participate in the program?

No, no prior knowledge or language proficiency in Spanish is necessary for participation.

Is it true that only the high performing students can participate in the program?

No. Students begin the program in Kindergarten and the only criteria to qualify for the program is oral language skills (ability to speak in their native language at their developmental level). Students are not administered any tests to qualify.

If my child did not receive dual language instruction in Kindergarten, will they be behind in first grade?

It depends. Again, our goal is that students are on level in their native language. If your child is not yet on level in the academic concepts that we're taught in English, then one might consider him/her to be "behind." However, he/she will benefit from the exposure to Spanish during the Spanish portions of the day. Students in the first years of the program will very likely complain that they do not understand Spanish

initially, but our teachers are trained to ensure students master the concepts by using a variety of non-linguistic supports so that students learn content while learning language as well. For example, if students are learning what it means to be a good citizen in Spanish, the teacher will use role play, pictures, group projects that involve a bilingual pair to assist, simple books, repetition, cognates, and activities during "language of the day" on English days to be sure the students grasp the concept that good citizens are helpers that follow rules. Not all of the language learners will be able to say "*un buen ciudadano ayuda a su comunidad y sigue las reglas,*" "*a good citizen helps the community and follows the rules.*" but they will all be able to identify characteristics of a good citizen.

Will my child always be behind in the subjects taught in their second language?

No. Dual Language is an enrichment program of acceleration, not remediation. Teachers must implement Sheltered Instruction strategies for student understanding such as the supports mentioned above. Furthermore, students must be seated in bilingual pairs to help each other and serve as language models.

How is my child assessed if they are in a dual language classroom?

For Social Studies, Science, and Math your child will be evaluated using the district nine weeks report card assessments in the language of instruction: English for Math and Spanish for Science and Social Studies, which will include progress of language goals. They will be assessed in Reading and Writing in their first language (English or Spanish).

However, for native English speakers there will be additional periodic oral language assessments in Spanish to evaluate student progress as well as the program's effectiveness. Students will have a video language portfolio where parents can see their child responding to prompts at the beginning and end of the year.

PARENT RESOURCES

The following sites are organizations that provide information pertaining to dual language education. There are also a few Spanish student resources.

Dual Language Training institute

<http://dlti.us/3.html>

Dual Language Education of New Mexico

<http://www.dlnm.org>

Center for Advanced Research on Language Acquisition

<http://www.carla.umn.edu/immersion/index.html>

Center for Applied Linguistics

<http://www.cal.org>

National Association for Bilingual Education

<http://www.nabe.org>

Center for Research on Education, Diversity, and Excellence

<http://www.crede.berkeley.edu>

Council on the Teaching of Foreign Languages

<http://www.actfl.org>

Mi mundo en palabras(learn spanish vocabulary for 7-9 year olds)

<http://cvc.cervantes.es/ensenanza/mimundo/default.htm>

Reading A to Z Spanish (books, alphabet books, and high frequency words)

Username: hodgeelem Password: hawks

<https://www.readinga-z.com/worldlanguages/spanish/resources/>

Colorin Colorado (a bilingual site for educators and families)

<http://www.colorincolorado.org/>

TumbleBooks(electronic books for kids in English and Spanish)

<http://tumblemobile.com/Default.aspx?ReturnUrl=%2f>