



Introductory Parent Information Night

DUAL LANGUAGE IMMERSION IN FCS



Welcome

- Fonda Harrison, Associate Superintendent for Teaching & Learning
- Todd Smith, Principal Brandywine ES
- Michaela Claus-Nix, World Language Content Specialist



Agenda

- Welcome
- School Vision
- Benefits of DLI & Research
- DLI Program
 - Program Objectives
 - 50/50 Model
 - Instruction
- Parent Testimony
- Application Process
- Q&A



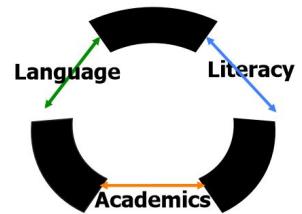
Handouts

- DLI Program Brochure (English/Spanish)
- DLI Interest Form (English/Spanish)
- Article: What Parents Want to Know by Tara Fortune (English/Spanish)
- DLI Parent Info Night Fliers



DLI Program Objectives

- **Bilingualism**
 - Students will develop high levels of proficiency in English and Spanish
- **Biliteracy**
 - Students will develop high levels of academic achievement in English and Spanish
- **Academic Achievement**
 - Students will develop grade-level proficiency in all content areas
- **Multicultural Competence**
 - Students will demonstrate positive cross-cultural attitudes and behaviors and develop high self-esteem





Linguistic and Cultural Competence

- Linguistic competence:
 - Ability to understand, speak, read and write a language
- Cultural competence:
 - Ability to address learned behaviors and beliefs of persons from different cultural groups



Cognitive Benefits of DLI

EXECUTIVE CONTROL

Bilinguals have improved ability to multitask and switch between tasks, can hold attention longer, and have better working memory.

BRAIN POWER

Bilingualism is a mental workout that fine-tunes thinking.

GREY MATTER

Bilingual brains have denser grey matter compared with monolingual brains. Grey matter density is related to increased intellect.



HIGHER PERFORMANCE

Bilingual students generally outperform and score higher on college entrance exams than monolingual students.

MENTAL FLEXIBILITY

Bilinguals have greater mental flexibility and higher metalinguistic awareness.

CREATIVITY

Bilingualism enhances creativity in thinking "outside the box" and problem solving skills.

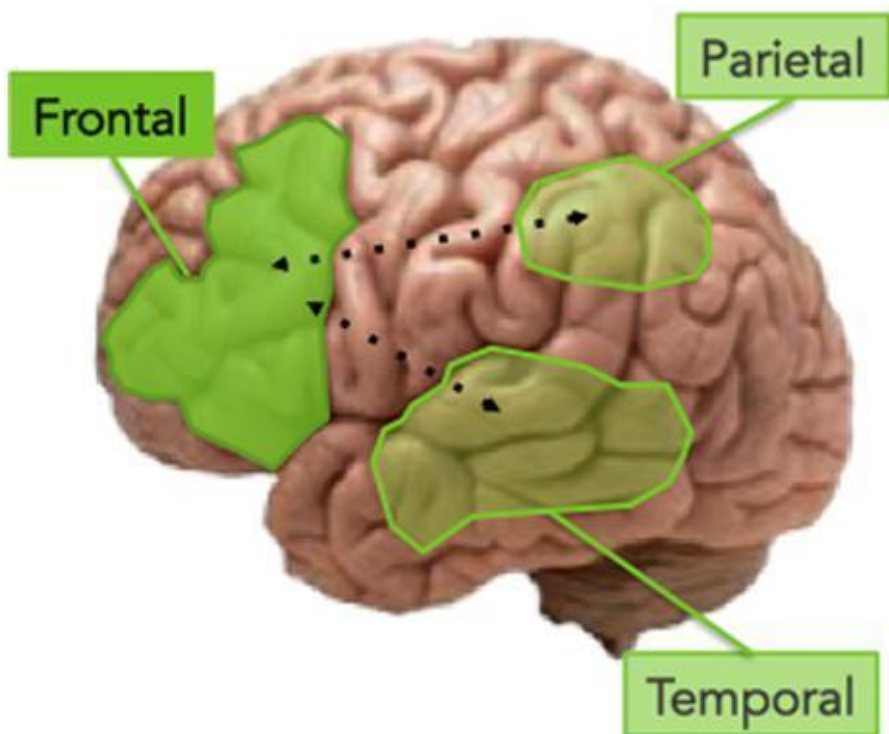
HEALTHIER BRAIN

Delay of brain diseases like dementia and Alzheimers.

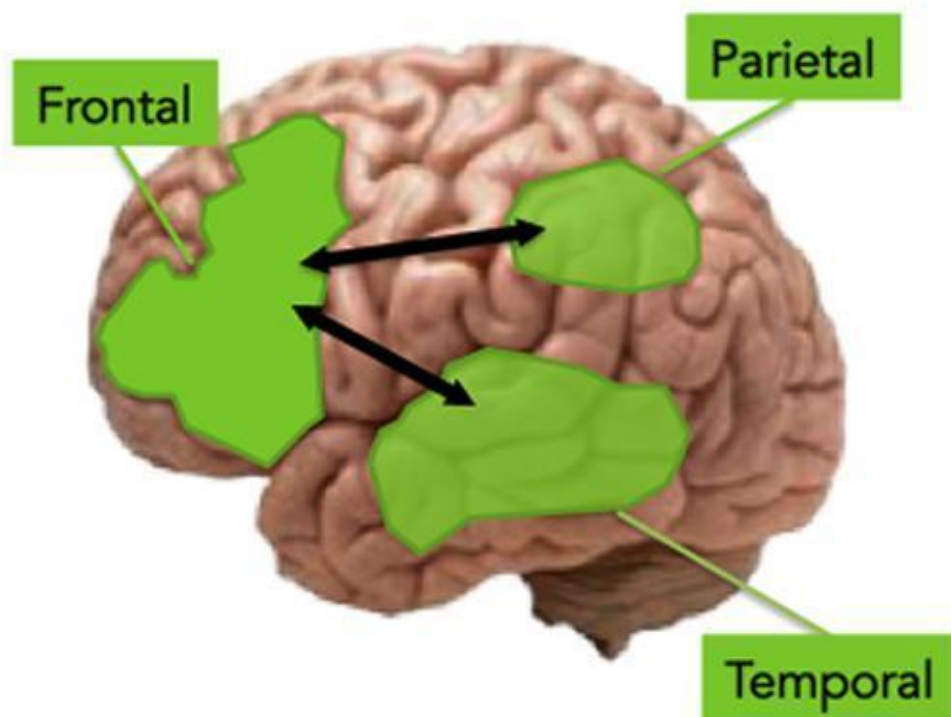


Benefits of DLI

Monolingual



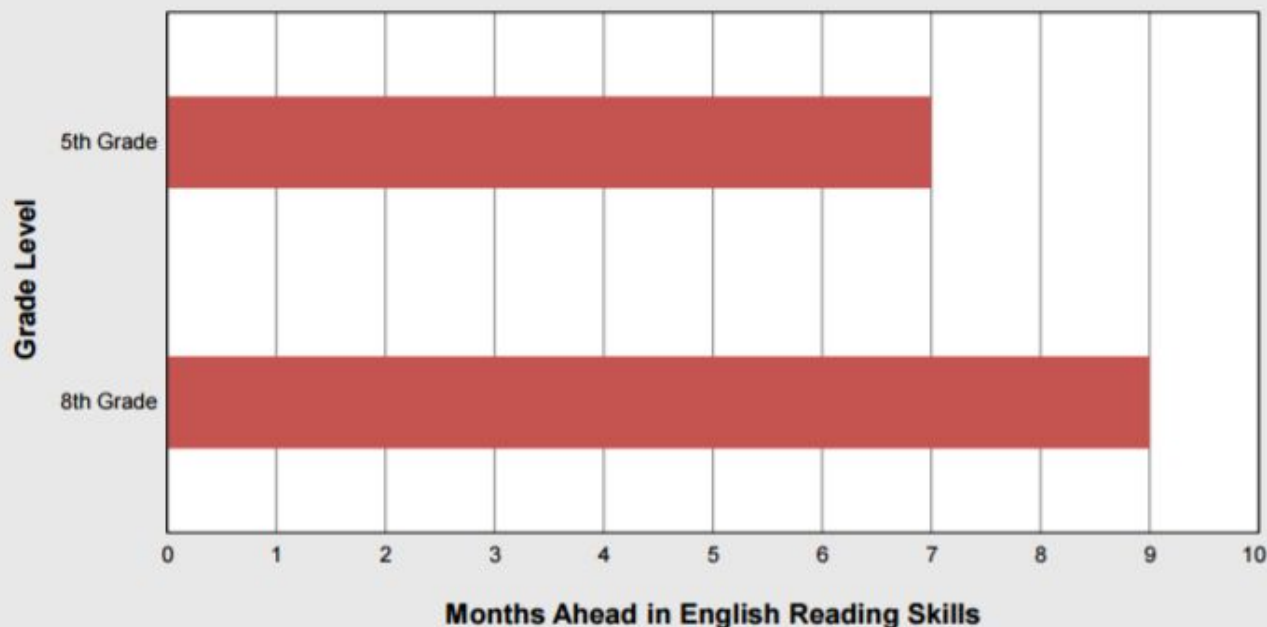
Bilingual





DLI Research: Reading

Estimate of the Number of Months Students in Dual-Language Immersion Classes are Ahead of their Peers in Monolingual Classrooms in English Reading Skills, 2012–2015

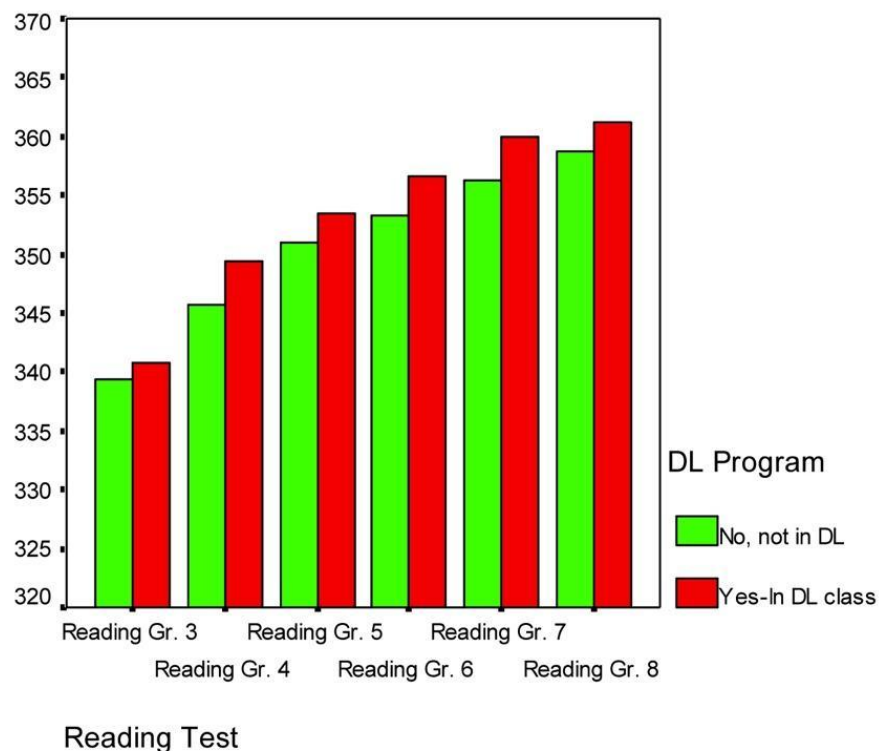


Source: the State of Languages in the U.S. A Statistical Portrait
(Commission on Language Learning – American Academy of Arts and Sciences)



DLI Students Outperform Non-DLI Students

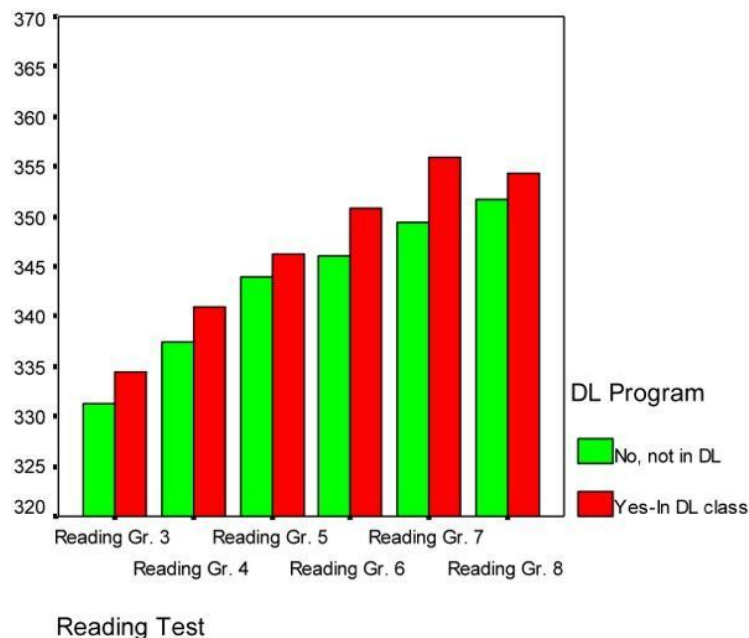
Figure 5: 2009 Reading Achievement of Students In Dual Language Programs Compared To Students Not In Dual Language Programs





DLI ELL Students Outperform ELL Students

Figure 7: 2009 EOG Reading Achievement of Current LEP Students In Dual Language Programs Compared to Current LEP Students Not In Dual Language Programs By Grade



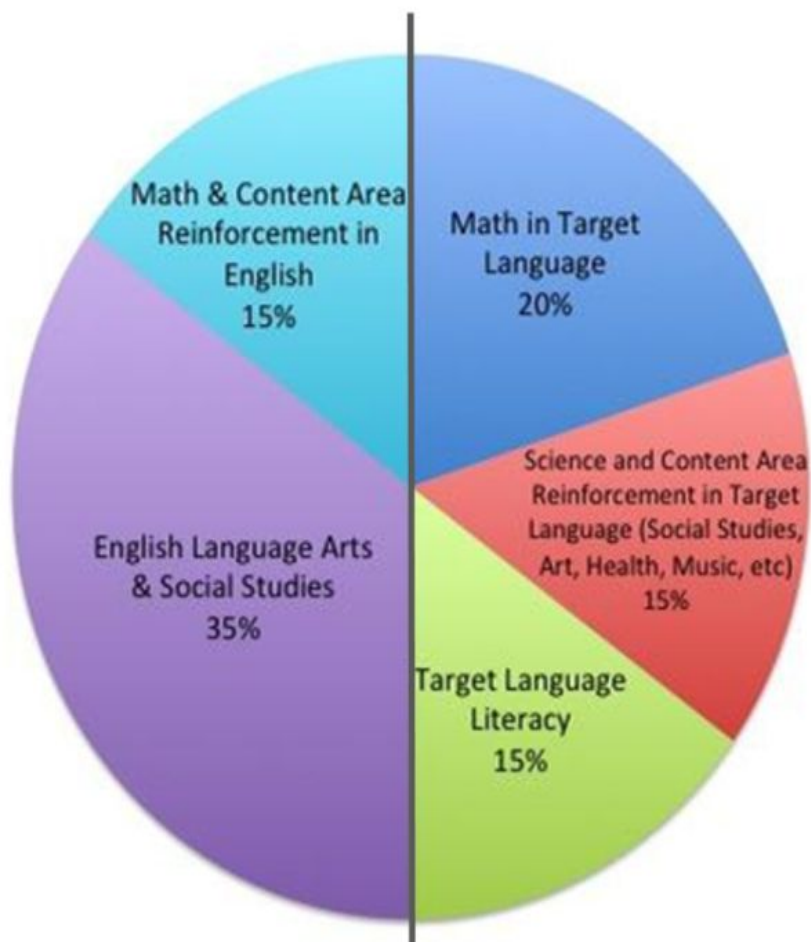


The 50/50 Model

- Team of two teachers (Kindergarten) with approximately 50 students per school in two separate classrooms
 - One native English speaker (ECE/ESOL endorsed)
 - One native/heritage/near-native speaker (ECE/highly proficient in target language)
 - Target language proficient paraprofessional in Kindergarten
- Students are $\frac{1}{2}$ English speakers, $\frac{1}{2}$ heritage speakers – if possible
 - Approved as ESOL delivery model since 2015
- Spend approximately $\frac{1}{2}$ the day in English and $\frac{1}{2}$ the day in target language
- Strict separation of languages



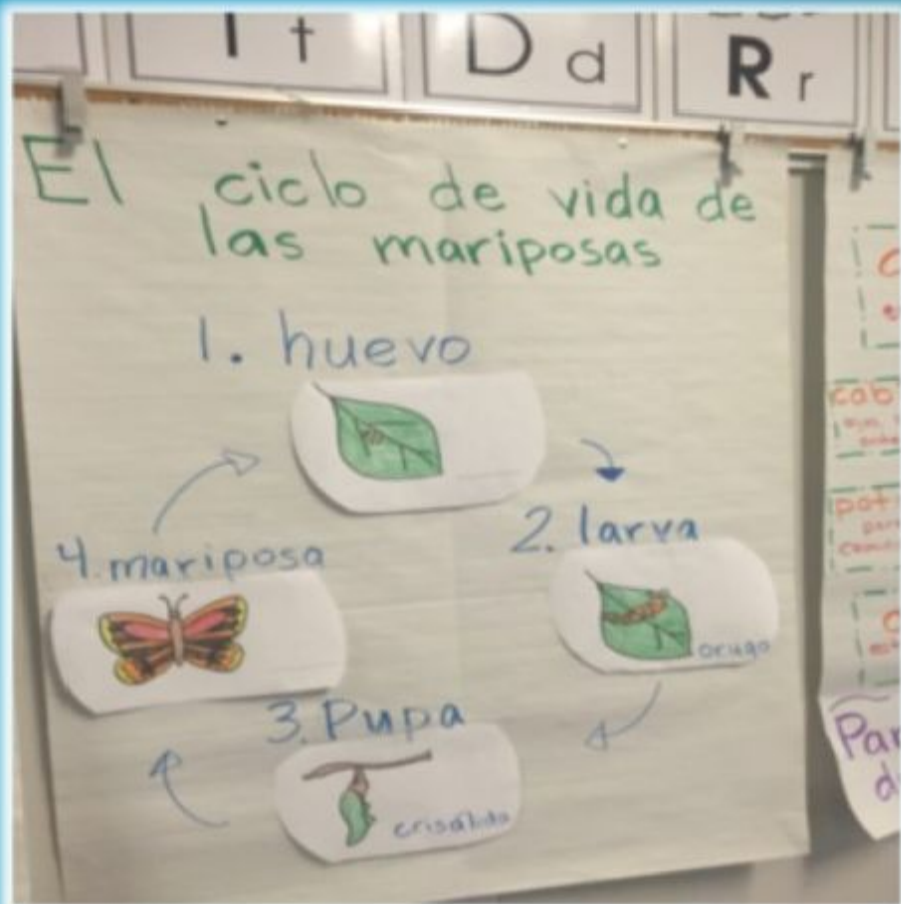
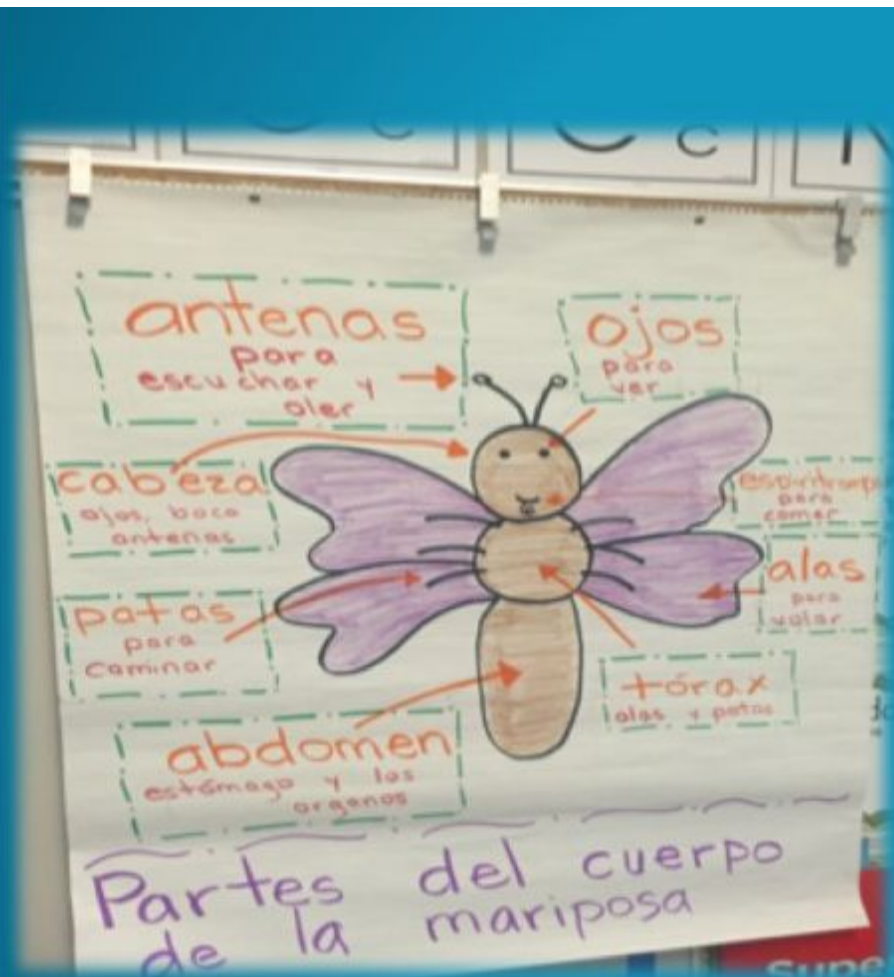
Instructional Time Allocation



- All content instruction is based on the Georgia Standards of Excellence (GSE)
- All students are assessed using GA standardized state assessments (just like students in English-only classes)



Academic Content in Spanish - Science





Academic Content in Spanish - Math

FRACCIONES

comparar fracciones con el mismo denominador.

PASO 1: Dibuja 3 ENTEROS

Entonces: $\frac{1}{8}$ es menos que $\frac{3}{8}$

1 ENTERO

$\frac{1}{8}$ $\frac{1}{8}$ $\frac{3}{8}$

cuando los denominadores son iguales solo ve el nominador, el mas grande indica la fraccion mas grande

Como Comparar Fracciones

PASO 1: Dibuja 3 ENTEROS

1 ENTERO

DAVID $\frac{2}{3}$

ELIAS $\frac{3}{5}$

El dominador indica cuantas partes iguales se debe dividir el entero.

El numero 5 de indica cuantas partes sombrear.

Entonces: $\frac{2}{3}$ Es más que $\frac{3}{5}$

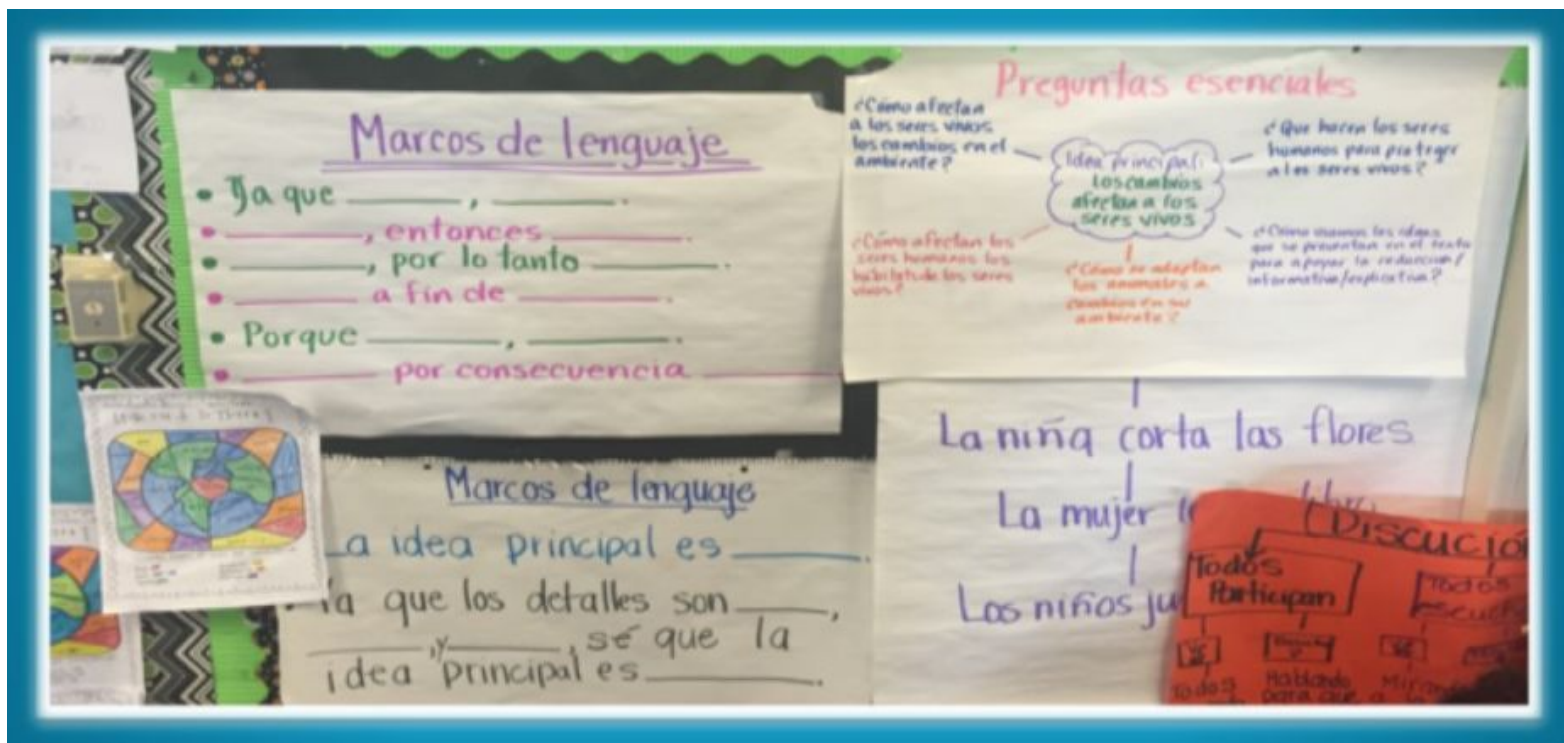
$\frac{2}{3} > \frac{3}{5}$

Let's see of the Terra!

Let's see of the Terra!



Scaffolding Language



Recipe for Success:

- Content Objectives & Language Objectives
- Comprehensible Input & Visual Supports
- Checking for Understanding & High Student Engagement
- Modeling Cycle: I do – we do – y'all do – you do
- Language Support for Extended Utterances



Video

[BWE DLI Video](#)



A Day in the Life of a Student - Spanish

Activity Description and Duration	Language Complexity	Modality	Domains of Comprehension and Comprehensibility
Morning Meeting or Afternoon Circle (10 min)	Social Language	Listening Speaking	Cultural Awareness Language Control Vocabulary Communication Strategies
Shared Reading-Embedded Phonics / Word Study (10 min)	Academic Language (Language Arts)	Reading Writing	Language Control
Math Lesson (35 min)	Academic Language (Math)	Listening Speaking	Vocabulary Communication Strategies
Science or Math Centers (25 min)	Academic Language (Science / Math)	Listening Speaking	Vocabulary Communication Strategies
Read Aloud (10 min)	Academic Language (Language Arts)	Listening Speaking	Cultural Awareness Language Control Vocabulary Communication Strategies
Language and Literacy Centers (20 min)	Social and Academic Language (Language Arts)	All	Vocabulary Communication Strategies





A Day in the Life of a Student - English

Activity Description and Duration	Language Complexity	Modality	Domains of Comprehension and Comprehensibility
Morning Meeting or Afternoon Circle (10 min) - Staggered Review of Math	Social Language	Listening Speaking	Cultural Awareness Language Control Vocabulary Communication Strategies
Shared Reading-Embedded Phonics / Word Study (10 min)	Academic Language (Language Arts)	Reading Writing	Language Control
Literacy Centers + Guided Reading (30 min)	Social and Academic Language (Language Arts)	All	Vocabulary Communication Strategies
Social Studies (20 min)	Academic Language (Social Studies)	Listening Speaking	Vocabulary Communication Strategies
Read Aloud (15 min)	Academic Language (Language Arts)	Listening Speaking	Cultural Awareness Language Control Vocabulary Communication Strategies
Writing Workshop (25 min)	Academic Language (Language Arts)	Writing	Vocabulary Communication Strategies





Parent Testimonies

- Mr. Black (Asher)
- Mr. and Mrs. Setz (Isaac)
- Mr. and Mrs. Otero (Alessandra)



Application Timeline

- By January 31, 2019:
 - DLI Interest Form due
- January 2019:
 - FCS Kindergarten Registration
- DLI Parent Info Nights at 6pm
 - March 12, 2019 BWE
- May 15, 2019:
 - DLI Commitment Form due



2019-2020 DLI Teachers





DLI Interest Forms

Please send DLI Interest Forms by January 31, 2019 to:

Michaela Claus-Nix

Forsyth County Schools

1120 Dahlonega Hwy

Cumming, GA 30040

mclaus-nix@forsyth.k12.ga.us

770-781-2461 ext. 202249

Online DLI Interest Forms at:

<https://www.forsyth.k12.ga.us/Page/50503>



Q&A

