DUAL LANGUAGE

Program Goals:

- Equity

- Quality instruction

- Language-specific content support in Language of Instruction (English, Spanish, French)

- Language development (English and target language)

- Literacy development (English and target language)

- Grade-level content and instructional rigor

- Cultural integration

Important Terms:

target language: the language being learned (Spanish/French) through core content instruction

synchronous: online learning that is happening in real time

asynchronous: learning that occurs through online channels without real-time

Connected Learning Guide for the Dual Language Program: Overview

These resources and guidelines were customized through a collaboration between the AISD Language Services Task Force, staff from the Dual Language Academies, and members of the AISD Department of World Languages. Their intent is to outline the specific dual language program attributes of a high-quality learning experience through a connected remote learning and face to face format, as well as to provide specific supports to parents.

Websites and Apps in French and Spanish
(compiled by Mara Álvarez-Delgado, DL Specialist @WWLA)

Spanish:
www.ciudad17.com
www.pbskids.org/games/spanish
www.onlinefreespanish.com
www.thespanishexperiment.com/stories
French:
www.boukili.ca/en
www.samamuse.ca/en
www.toupty.com
www.lasouris-web.org
www.thefrenchexperiment.com/stories

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Connected Learning Model for the Dual Language Program:

Math (Spanish/French):

- ◦ 60 minutes per day with both synchronous and asynchronous instruction in target language
- ◦ Minimum of 3 synchronous learning opportunities per week in target language in addition to asynchronous learning opportunities

Science (Spanish/French):
- ◦ 30 minutes per day with both synchronous and asynchronous instruction in target language
- ◦ Minimum of 2 synchronous learning opportunities per week in target language in addition to asynchronous learning opportunities

SLAR/FLAR (Spanish/French Language Development):
- ◦ 20-30 minutes per day with both synchronous and asynchronous instruction in target language
- ◦ Minimum of 3 synchronous learning opportunities per week in target language in addition to asynchronous learning

ELAR (English):
- ◦ 60 minutes per day with both synchronous and asynchronous instruction in target language
- ◦ Minimum of 3 synchronous learning opportunities per week in target language in addition to asynchronous learning opportunities

SS (English):
- ◦ 30 minutes per day with both synchronous and asynchronous instruction in target language
- ◦ Minimum of 2 synchronous learning opportunities per week in target language in addition to asynchronous learning

Math and Science Content Bridging/Practice (English): 20-30 minutes as part of Intervention & Enrichment time or independent practice per lesson cycle through both synchronous and asynchronous options

*Notes:
- • *Synchronous sessions recorded for students' use*
- • *Asynchronous and synchronous instruction includes both whole group and/or small group instruction in all content areas*
- • *The Bridge and content/metalinguistic bridging activities can include both synchronous and asynchronous learning opportunities*

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Ways to support your child in a Two-Way Immersion Program: (even if you don't speak Spanish or French)

READ with your child every day. Regardless of the language, genre, or even variety of text ("You want to read Curious George AGAIN??"), reading to and with your child is the single most influential predictor of reading success... And if your child can read in one language, learning to read in a second language is that much easier.

TALK with your child every day. Regardless of the language, topic, or setting (in the car, on a walk, at the dinner table), talking with your child in your family's home language(s) will help build vocabulary, provide a model for speaking, and build the confidence and performance of your child's speaking and listening skills.

CELEBRATE and APPRECIATE the language your child is learning at school. Provide opportunities for your child to experience the second language outside of school.

UNDERSTAND, SUPPORT, AND APPRECIATE the fact that your child is a developing bilingual and will learn differently than his/her monolingual peers. Support your child's learning, as you are able to, by using the tools/supports that the teacher includes in the online lesson or with the use of online resources. Don't get caught up in comparing test scores, classroom activities, etc., with parents of monolingual students. If you have questions, ask us!

Why teach math and science in Spanish/French?
Offering students access to language development in multiple subject areas builds a greater capacity for bilingualism and biliteracy, which are the goals of a dual language program.

Instructional Design:

- Use of instructional and social emotional best practices
- Content and language objectives/goals
- Sheltered instruction practices/language supports
- Multiple opportunities to use and experience all 4 language domains (speaking, listening, reading and writing)
- Multiple formats to present content (such as pictures, text, diagrams, visuals, virtual manipulatives, videos, direct teach, etc.)
- Specific vocabulary instruction
- Schedule in alignment with district guidelines
- SeeSaw/Canvas lessons per district guidelines
- Microsoft Teams / Zoom per campus expectations
- Use of approved applications and varied instructional resources
- Reading support per grade level expectations/needs
- Explicit instructions for assignments in both English and the target language
- Key vocabulary available for student and parent reference in both English and target language
- Differentiated lessons for intervention and extension
- Use of whole group and small group instruction
- Embedding of cultural content, literature and experiences.
- Progress monitoring of content mastery and language acquisition
- Alignment to district/campus grading guidelines
- Communication with parents

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