DUAL IMMERSION

Parent Registration Meeting
Granite School District
Senate Bill 41 2008
What is Dual Language Immersion?

• Students learn academic content through a second language.

• Students learn a second language by encountering and using the language in multiple meaningful contexts.

• Focus on building proficiency—being able to use the language—not just on teaching grammar.

Give your child the gift of a second language
Why?

- The **optimal window** for language acquisition is in the elementary years.
- Forty years of **research** documents the power of immersion programs.
- Least expensive language instruction with the **most proficiency**.
Myths & Facts

Myths

- Learning two languages overwhelms, confuses, and/or delays acquisition of English.

- Native English speakers will experience academic and language delays if enrolled in dual immersion programs.

Facts: based on research

- Young children are capable of learning two languages. Early dual immersion instruction
  - does not delay the acquisition or development of either language
  - does not impede academic achievement in English when both languages are supported

- English speakers continue to progress at a similar rate in academic ability with their peers in monolingual classes while acquiring a second language.
Myths & Facts

Myth

- Total English immersion is the best way for a young English Language Learner (ELL) to acquire English.

Fact: based on research

- More English does not mean better English.

- ELL children taught in English-only classrooms don’t achieve as high of levels of English as those who learned in two languages.

- ELL children who receive systematic learning opportunities in their home language outperform those who attend English-only programs on measures of academic achievement in English during the middle and high school years.
Former English Learners’ Grade 11 Reading Achievement by Elementary School Program

ESL Pull-out
ESL Content
Transitional Bilingual
Dual Immersion

National Percentile

ESL Pull-out
ESL Content
Transitional Bilingual
Dual Immersion
163 Utah Dual Programs

- 88 Spanish
- 47 Chinese
- 20 French
- 6 Portuguese
- 2 German
## Granite District Program Locations

<table>
<thead>
<tr>
<th>13 elementary schools</th>
<th>6 junior highs</th>
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<tbody>
<tr>
<td>- Chinese: Calvin Smith</td>
<td>- Chinese: Bennion</td>
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<tr>
<td>- Chinese: Spring Lane</td>
<td>- Chinese: Bonneville</td>
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<tr>
<td>- French: Diamond Ridge</td>
<td>- French: Jefferson</td>
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<td>- French: Morningside</td>
<td>- French: Churchill</td>
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<tr>
<td>- Spanish: Mill Creek</td>
<td>- Spanish: Eisenhower</td>
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<td>- Spanish: Monroe</td>
<td>- Spanish: Evergreen</td>
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<tr>
<td>- Spanish: Valley Crest</td>
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<tr>
<td>- Spanish: Vista</td>
<td>5 high schools</td>
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<tr>
<td>- Spanish: William Penn</td>
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<tr>
<td>- Spanish: Granger</td>
<td>- Spanish: Taylorsville</td>
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<td>- Spanish: Hillsdale</td>
<td>- Spanish: Olympus</td>
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<td>- Spanish: Stansbury</td>
<td>- French: Skyline</td>
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<tr>
<td>- Gifted Spanish: West Kearns</td>
<td>- French: Kearns</td>
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<tr>
<td></td>
<td>- Chinese: Cottonwood</td>
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District Objectives

• Provide the educational, cognitive, socio-cultural and economic benefits of being bilingual, biliterate and multicultural.

• Prepare students for their responsibilities as global citizens

• Prepare students for cross-linguistic and cross-cultural encounters
Benefits of Dual Immersion

• Proficiency in immersion language
• Academic content learning
• Increased cultural sensitivity
• Economic: prepared for global community
• Cognitive: flexibility, attention, memory, problem solving, etc.
Cognitive Benefits
Instructional Model 1-6

Instruction is divided between two high quality, creative classrooms:

- One teacher ONLY teaches in English
- One teacher ONLY teaches in Second Language (Chinese, French or Spanish)

Content subjects are divided by languages
Dual Language Immersion Instructional Time: Grades 1-3

- Math in Target Language (20%)
- Content Areas in Target Language (15%)
- Target Language Literacy (15%)
- English L.A. (35%)
- Math and Content Areas Reinforcement in English (15%)

Utah Dual Language Immersion
Providing a world of opportunities for students.
Dual Language Immersion Instructional Time: Grade 4-5

- Math Reinforcement in Target Language (8.5%)
- Target Language Literacy (25%)
- Science in Target Language (16.5%)
- Math in English (16.5%)
- English Language Arts (25%)
- Social Studies in English (8.5%)
Program Assessments

- **Language Arts, Math, & Science**
  - Take same district assessments and end-of-year SAGE test in English as every student in Granite District

- **Target Language Proficiency Assessment**
  - Student Proficiency Report (Formative Grades 1-8)
  - ACTFL Language Performance Assessment - AAPPL (Summative Grades 3-8)
  - AP Language Exam (Grade 9)
Utah DLI Immersion
Utah DLI Secondary Pathway

7th
- World Language 3 DLI Honors* (1.0 high school credit)
- DLI Culture & Media (0.5 credit, repeating course)

8th
- World Language 4 DLI Honors (1.0 high school credit)
- DLI Culture, History & Media (0.5 credit, repeating course)
- Summer DLI Immersion Camps (optional)

9th
- World Language 5 DLI Honors + option for AP test (1.0 high school credit)

If AP test in 9th
- 3000 Level Bridge Course #1 (3 university credits & 1.0 high school credit)
- 3000 Level Bridge Course #2 (3 university credits & 1.0 high school credit)
- 3000 Level Bridge Course #3 (3 university credits & 1.0 high school credit)

If AP test in 10th
- AP Language & Culture (1.0 high school credit)
- 3000 Level Bridge Course #2 (3 university credits & 1.0 high school credit)
- 3000 Level Bridge Course #3 (3 university credits & 1.0 high school credit)

* World Language 3 DLI Honors = Chinese 3 DLI Honors, French 3 DLI Honors, German 3 DLI Honors, Portuguese 3 DLI Honors, Spanish 3 DLI Honors
Utah DLI Bridge

- Grades 10-12
- 3000 level college courses
- For students who passed the AP language course
- $15 student fee per credit ($45 per class).
- For students who complete AP and all 3 college courses, will be 2-3 courses short of a minor in the language when they enter a Utah public college.
Who Can Apply

- All students entering first grade
- Granite District students will be given first priority and then the program will be opened to those outside of the district if space is available.
How to Apply (2 step process)

STEP 1

• Submit an online application by deadline.

STEP 2

• Return Parent Commitment Form by deadline.
Submit an online application by **February 17, 2017 at 4:00 pm.** www.graniteschools.org

[This application is only for current 2016-2017 Kindergarten students.]

Schools have computers and personnel available to help with the online application.

Please only submit one application per student.

NOTE: Applicants with older siblings in the program must apply by the deadline to receive priority in the lottery. This priority does not guarantee placement.
How to submit online application

www.graniteschools.org

- Departments
Online application

www.graniteschools.org

- Departments
- Dual Immersion
Online application

[Image]

www.graniteschools.org

- Departments
- Dual Immersion
- How do I apply for the Dual Language Immersion program?
Online application

www.graniteschools.org

- Departments
- Dual Immersion
- How do I apply for the Dual Language Immersion program?
- 2017-2018 Dual Language Immersion Application

Dual Language Immersion Application Process

- 2017-2018 Dual Language Immersion Application for current Kindergartners will open December 1, 2016
- The application for current kindergarten students will open December 1, 2016.
- List of schools and application status
- Dual Immersion Kindergarten Parent Meeting Presentation

Important Dates to Remember

December 1, 2016 – Dual Immersion registration opens
December to January – Parent registration information meetings held at the schools
February 17, 2017 – Dual Immersion registration closes at 4:00 p.m.
March 10, 2017 – Notification of selection in program (if you have not received notice by this date, please contact Sandi Crosby at 385-646-4530)
March 23, 2017 – Parent Commitment Forms due to Granite District Office by 4:00 p.m.
Confirmation of receipt

• You will receive an email confirmation that your application has been received. Print out the confirmation for your records.

• It is your responsibility to confirm that the application was received. If you have any questions call Sandi Crosby at 385-646-4530.
Lottery

- Number of spaces for enrolled students and other students based on number needed to maintain traditional and dual immersion classrooms.
- Siblings of students already in immersion program are given priority in the lottery. Siblings that apply late will be placed on the wait list in order of application submission date.
- Two lottery groups to meet goal of language classroom
  - Proficient in target language
  - Proficient in English
Notification of selection

- Notification letters sent by **March 10, 2017**.
  - If you have not heard by then, call Sandi Crosby at 385-646-4530.
  - Students that do not draw out in the lottery are placed on the wait list based on their lottery number.
  - Students that apply late will go on the wait list after those that did not draw out in the lottery.

**STEP 2**

- If selected, **return Parent Commitment Form** by 4:00 p.m. **March 23, 2017**.
Parent Responsibilities

• Commit to long-term participation in immersion program.
• Develop understanding of immersion education.
• Read with your child in home language 20-30 min. daily.
• Keep a positive attitude and persevere.
• Encourage use of the target language outside of school.
• Strengthen connections between home & school.
• Enjoy the challenges; celebrate the results.
Transportation

Parents of students who reside outside the immersion school’s attendance area must provide their own transportation.
Language Learning Takes Time

But it’s worth it!
Questions?