

EXAMPLE of a Program Description

Language Academy of Sacramento, California

Excerpt From One School's Description

The method of instruction utilized will be the 90:10 model of Two-Way Spanish Immersion in which a majority of the school curriculum is taught in Spanish. Students in kindergarten and first grade will receive 90% of their daily instruction in Spanish and 10% in English. Each year, students will receive more instruction in English as the percentage of Spanish instruction time begins to decrease. By 5th grade students will receive 50% of their daily instruction in Spanish and 50% in English.

Two-Way Immersion 90:10 Model: Percentages of Daily Instruction

Grade	% of Spanish	% of English
K and 1 st	90%	10%
2 nd	80%	20%
3 rd	70%	30%
4 th	60%	40%
5 th - 6 th	50%	50%

Spanish becomes the vehicle for content instruction and the subject of instruction itself, particularly in the primary grades, where primary age students are taught the California Standards in Spanish with an emphasis on concrete objects, first-hand experiences, visual aids and hands-on cooperative group learning. Most of the instruction is in Spanish in the primary grades, and formal introduction to literacy occurs in Spanish for all students starting in kindergarten. Beginning in third grade, both Spanish and English reading/language arts are taught at each grade level. English Language Development is taught daily from kindergarten through sixth grade.

The curriculum is based on the California state standards and will be taught through thematic cycles, identified through grade level standards in science and social studies, and designed to reflect the interests and backgrounds of the student population.

Two-way immersion teachers have created thematic units based on appropriate state-adopted texts and supplemented with authentic literature. All themes reflect California grade level standards in all content areas, and include multicultural content as well. Students' backgrounds and interests have provided natural points of departure for the themes, and the community's "funds of knowledge" have been tapped into as resources for learning. The multicultural

component of the curriculum is based on Sleeter and Grant's (2001) model of multicultural education, which stresses the learning of core academic content knowledge along with knowledge of democratic processes and social equity.

Instructional strategies will be based on the Sheltered Instructional Observation Protocol (SIOP)¹, a research-driven approach to teaching students who are learning academic content in a second language. Strategies from the SIOP include identifying academic language to be taught explicitly in each lesson, using appropriate formative and summative assessment tools, and using different participatory structures to enhance language use and elicit extended academic discourse in students' second language. Special attention will be paid to grouping students, since research on successful two-way programs indicates that: "Classrooms should include a balance of students from the non-English and English backgrounds who participate in instructional activities together," and, "Positive interactions among students should be facilitated by the use of strategies such as cooperative learning."² In response to these findings, students will often be grouped heterogeneously by language in cooperative learning groups, and will engage in activities that are meaning-based and allow the students to work toward common academic goals.

During a daily English Language Development (ELD) period, students will be grouped within the same classroom and across classrooms by English proficiency level and will be taught by a teacher who has a deep knowledge of the English language curriculum that corresponds to the students' language and cognitive levels. At the start of the academic year, teachers will analyze the scores of the annually administered California English Language Development Test (CELDT) in order to determine appropriate groupings. During the course of the year, ongoing assessments in ELD will provide a more accurate picture as students develop higher levels of English proficiency in line with annual program expectations.

In order to make content accessible to English learners, teachers will use GLAD (Guided Language Acquisition Development) educational strategies, which has received nation-wide recognition for enhancing English learners' educational success. Native English speakers will serve as language models for the English learners and will receive instruction appropriate to their needs. In order to fulfill these needs, a similar twofold strategy will be used. Native English speakers will be taught in Spanish with similar language content to English learners. In addition, teachers will use the GLAD and SIOP methods when they teach in Spanish, to ensure that native English speakers have access to the core curriculum.

NOTE. You can find other examples of program descriptions in various schools' brochures or in descriptions online.

¹ Echevarria, J., Vogt, M., & Short, D. (2003). Making Content Comprehensible for English Language Learners: The SIOP Model (2nd ed). Needham Heights, MA: Allyn & Bacon.

² Lindholm-Leary, K. (2001). Dual Language Education. Avon, England: Multilingual Matters.