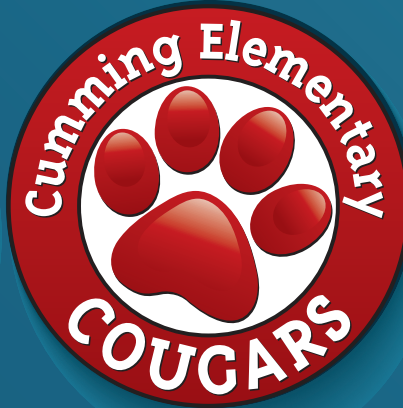
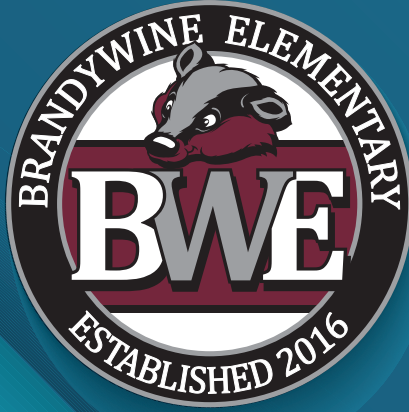


Dual Language Immersion



Beginning in the 2018-19 school year, Forsyth County Schools is implementing Spanish Dual Language Immersion (DLI) programs at Brandywine, Cumming and Kelly Mill Elementary Schools. The programs will begin with two classrooms in Kindergarten and grow by two classrooms in the next grade level the following years.

Starting in August 2018



Quality Learning and Superior Performance for All

Learning Academic Content in Another Language

What is DLI

Dual Language Immersion (DLI) is not a traditional world language class.

DLI is an instructional model where students are taught 50% of the day in Spanish (Math, Science and Spanish Literacy) by an immersion teacher and 50% in English (English Language Arts, Literacy and Social Studies) by an English-speaking teacher. The team of the two teachers collaborate on teaching all subject material. The goal is for students to graduate high school bilingual and biliterate in English and Spanish.

What Research Says about DLI

DLI students:

- **Typically develop greater cognitive flexibility** and demonstrate increased attention control, better memory, superior problem-solving skills and an enhanced understanding of their primary language.
- **Perform as well as or better than non-immersion students** on standardized tests of English and mathematics.
- **Achieve higher levels of second language proficiency** than through any other language instruction model. As a result of learning academic content in two languages, at the end of their K-12 program, students possess bilingualism and biliteracy.
- **Are better prepared to collaborate and communicate** across linguistic and cultural boundaries to solve problems and they exhibit more positive attitudes toward other cultures.





What to Expect in DLI

Most student experiences in the DLI classrooms mirror the experiences in a traditional classroom.

DLI is a very challenging program. Immersion teachers are trained in instructional strategies to make academic content comprehensible to all learners. Teachers use body language, visuals, manipulatives, facial expressions and expressive voice intonation to communicate meaning. They structure the day with familiar routines and procedures.

The DLI programs will start with two Kindergarten groups of up to 25 students, for a total cohort of 50 students at each school. Each class is made up of about 50% Spanish speakers and 50% English speakers.

Kindergarten students likely respond in English to the teacher and their peers at first; as months and years progress, students use more Spanish.

FCS' goal is that students begin speaking in the target language by the 100th day of school as based on research.

Encouragement and support at home are important for every child's success in DLI.

The majority of DLI students perform at or above grade level in all subject areas by 5th grade.

Who can Enroll in DLI

Enrollment in a DLI program is strictly voluntary.

Students must be residents of the school's attendance zone; out of district requests will not be considered. To benefit from the program, parents and students are required to make a K-12 commitment to the program.

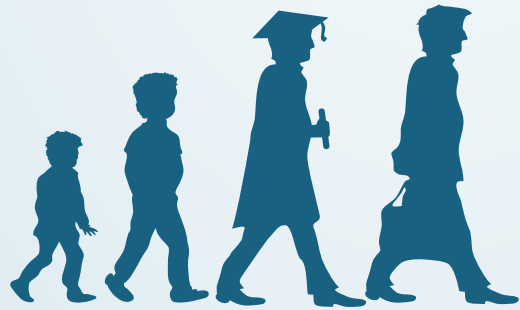
Admittance to the DLI program after Kindergarten is reserved to students that possess adequate proficiency in Spanish and receive administrative approval. FCS is planning for articulated DLI opportunities at the middle and high school level as this program grows.

More Information about DLI

Publications by Dr. Wayne Thomas and Dr. Virginia Collier: <http://www.thomasandcollier.com>

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DLI Supports Forsyth County Schools' Learner Profile



Growing Leaders
for Success



Pursue Continuous Learning

by making connections to discover new knowledge and ideas



Exhibit Strong Personal Qualities

by accepting responsibility for personal actions and advocating for self, others and the community



Utilize Creative and Critical Thinking

by applying knowledge and skills to real-world solutions and embrace innovation to adapt to an ever-changing world



Engage and Contribute

by developing relationships across boundaries and cultures, by interacting in a multi-lingual community and by demonstrating civility and respect differences in others



Interact Effectively

by working collaboratively with others and by cultivating and maintaining positive relationships