



More Q&A

Is the dual language curriculum different from the other classes?

No. Every teacher must follow the curriculum guidelines for every subject as set forth in the APS Scope and Sequence. The only difference in the dual language classrooms is that the teacher and students are doing all of this in two languages.

What does all this mean for families?

At George I. Sánchez Collaborative Community School, we expect all students, families and teachers to work together to make **sure** the student **is** successful at school. In the dual language program, we face more challenges. Parents say that the first couple of years are the most difficult, as the child goes through the 'silent period' and seems to be really struggling at school. It's also hard for parents when their child brings homework to do in a second language that the parents don't know. Pick up more



How to Apply

How do we apply?

Letters of interest are available in the office and the Family Resource Center **at AHA??** for kindergarten and first grade. Once you apply, a teacher will make sure this option is the best 'fit' for your child and may interview you. We also have to make sure that our classrooms have a good mix of Spanish-and-English-speaking **students**.



Is there more information?

To find out more contact Principal Saavedra at 362-1154 ext. 75757 or email at saavedra_ge@aps.edu

The Two-way Dual Language Program



George I. Sánchez Collaborative Community School



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What is Dual Language Education?

Dual language education is the best educational model to produce graduates, who cannot only speak in two languages, but read and write at grade level or above in both of their languages. Here are some features:

- *Families must choose to be in the program.* Students need the full support of their families to succeed in such a challenging program. Their family does not have to be bilingual in order for the student to succeed and become fully bilingual.
- *Languages are not taught like a traditional Spanish or French class.* Instead, students are immersed in each language for half of the day as they

study the same subjects as all students at the school.

- *The teacher does not translate for the students. Children have a natural language-learning capacity. Using a second language to learn interesting things at school is a natural way to pick up that language. When a teacher translates for students, they often 'tune out' the second language, waiting for the easier translation, and never learn the second language well.*

At George I. Sánchez Collaborative Community School, we have a 50/50 **or** 'two-way' program: 50% of the day is spent studying in Spanish and 50% in English. **The** language learning **goes** two ways: Spanish speakers are learning English and their subject areas, and English speakers are learning Spanish and their subject areas.

Q&A

Does it work?

Yes, definitely! Dual language program graduates generally achieve at or above grade level in **two** languages. These incredible benefits aren't seen until several years are spent in the program. That's why we ask families who enter the dual language program to stick with it for 5-6 years.

What's it like at George I. Sánchez Collaborative Community School?

Students spend half their day studying in Spanish and half in English. Their subjects are exactly the same as other students at their grade level.

But don't they fall behind if they're not already bilingual?

No, that's the beauty of it. Teachers use a variety of methods called 'sheltering techniques' to help **students** understand in their second language. Again, the **students** aren't able to show all that they're learning until they begin to master their second language, which takes several years.

How does it work?

Dual language education takes advantage of children's natural language learning abilities. Instead of 'teaching a language', we 'teach through a language.' Teachers use special techniques called 'sheltered instruction' to help those children who are working in their second language.