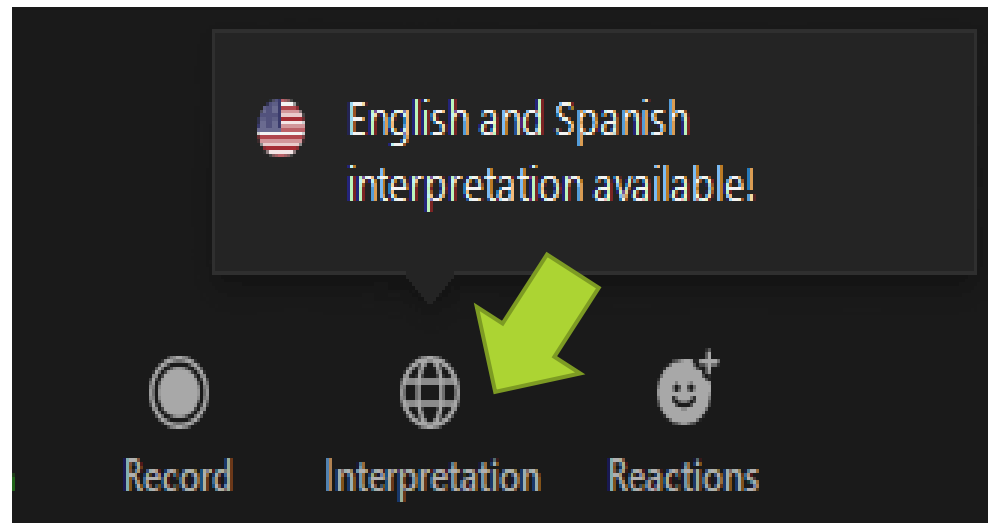
The background features a large, semi-transparent circular logo for Temple City Unified School District. The logo contains the text 'TEMPLE CITY' at the top, 'UNIFIED SCHOOL DISTRICT' at the bottom, and the year '1954' at the very bottom. In the center of the logo is a shield divided into four quadrants: top-left shows an open book, top-right shows a profile of a head, bottom-left shows a laboratory flask with a chemical structure, and bottom-right shows a profile of a head. The shield is flanked by laurel branches.

Dual Language Immersion Information Session

TEMPLE CITY UNIFIED SCHOOL DISTRICT

Interpreter

We will be recording this session in English.



Zoom Etiquette

- ▶ You have been muted out of courtesy to the speakers
- ▶ The chat feature is available to communicate with the hosts.
- ▶ Please type your questions throughout the presentation



Welcome & Introductions

Dr. Stacy Ayers, Director of State and
Federal Programs

Daryl Topalian, Director of Student Support
and Engagement

Amy Gerling, Curriculum Coordinator

Kyle Bender, Principal of Longden
Elementary School

Nickie Oh-Saxon, Assistant Principal of
Longden Elementary School

Amber Wong, Mandarin Interpreter

Wendy Monsalvo, Spanish Interpreter

Agenda



Mission



Why Choose Dual Language Immersion (DLI)?



Longden DLI - Mandarin Program



Application Process



Resources



Dual Language Immersion
begins at Longden for the
2025-26 School Year

for

ENTERING

KINDERGARTENERS

(for students in TCUSD and other districts)

Mandarin
(Simplified Chinese)

Dual Language Immersion Planning

2017-2022

- Research Phase

2022-23

- Board of Education expresses interest in starting DLI

2023-24

- Parent survey to determine direction of the program

2024-2025

- Application process and lottery, curriculum planning

2025-26

- First Kindergarten cohort opens at Longden Elementary
- Application for new Kindergarten in 26-27 and empty seats in 1st grade

2026-2032

- Continue to expand by growing in elementary by one grade each year
- Begin to expand World Language course offerings at Oak

2032-2033

- TCHS Graduates are multilingual, award-winning, and ready to be global leaders

Temple City Unified School District's Dual Language Program Mission



Offer students an enriching and challenging educational opportunity.



Students will learn to read, write, and communicate at high academic levels in Mandarin/English while achieving academic success in all content areas.



Students will develop the biliteracy skills and cross-cultural skills and competencies needed to succeed in our multi-cultural society and global economy.

What is Dual Language?

- ▶ Research has shown that it is an effective program for students to develop high literacy in English and the partner language
- ▶ Students participating in Dual Language Immersion perform higher on state assessments, have higher college going rates, and have more career opportunities.
- ▶ English speakers acquire Mandarin without risk to their academic achievement and English proficiency.



Why is it Beneficial?

Students develop dual language proficiency leading to high academic skills and the Seal of Biliteracy.

Students develop respect and appreciation for other cultures.

Families are encouraged to take an active role in their child's long-term education.

Language study helps develop strong thinking and reasoning skills useful for problem solving in math and science.

Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota

Program Goals

Achieve

Achieve in all academic subjects according to district, state and federal guidelines.

Develop

Develop fluency in communication and literacy in Mandarin/English at a high academic level.

Cultivate an understanding

Cultivate and understanding and an appreciation of other cultures, inspire self-esteem and strengthen positive attitudes amongst students, their families and the community.

Expand

Expand the world-views of students to include knowledge of and respect for the customs and experiences of others.

Longden – Meet the Staff

- ▶ Principal: Kyle Bender
- ▶ Assistant Principal: Nickie Oh-Saxon
- ▶ Mandarin Translators : Irene Tran, Nickie Oh-Saxon
- ▶ Spanish Translators : Diana Alvarez, Danny Ramirez



Danny Ramirez
School Counselor



Irene Tran
Office Manager



Kyle Bender
Principal



Nickie Oh-Saxon
Assistant Principal



Diana Alvarez
Community Liaison

Longden – Quick Facts

- ▶ TK – 6th Grade
 - 941 Students
 - 40 Teachers
- ▶ School Culture – PBIS
- ▶ Comprehensive School Safety Plan
- ▶ High Achieving Students
- ▶ Award Winning Science Olympiad Team
- ▶ Inclusive School Setting
 - SELPA V.I. Program



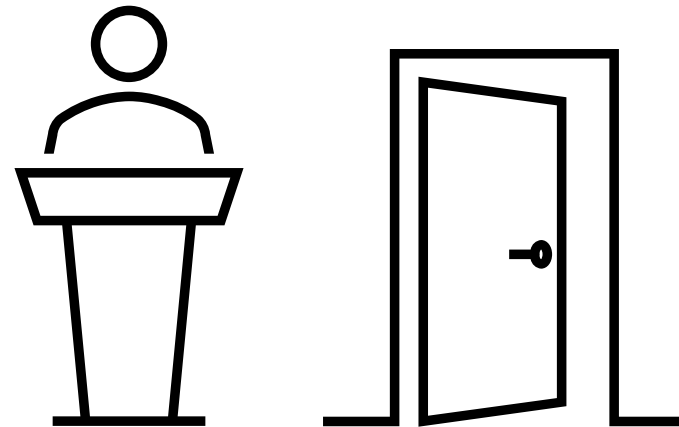
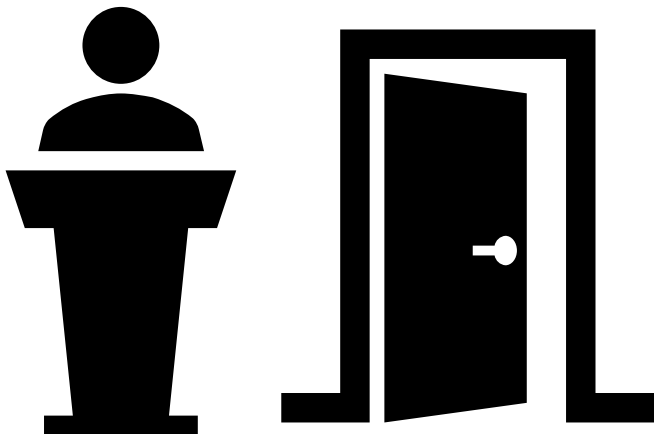
Mandarin and English Teacher – Two Classrooms- All Subjects

AM: all subjects in Mandarin to Class #1

PM: all subjects in Mandarin to Class #2

AM: all subjects in English to Class #2

PM: all subjects in English to Class #1

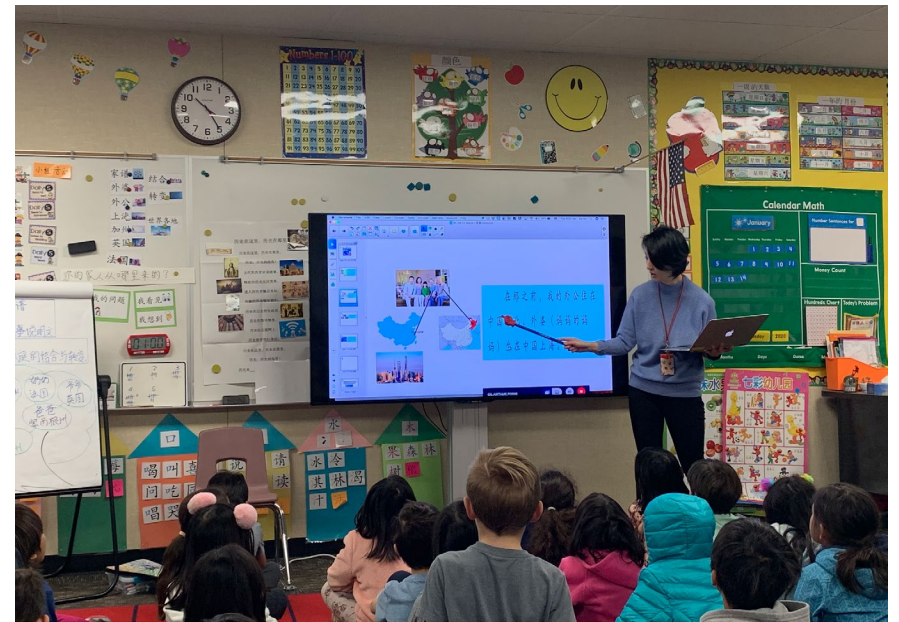
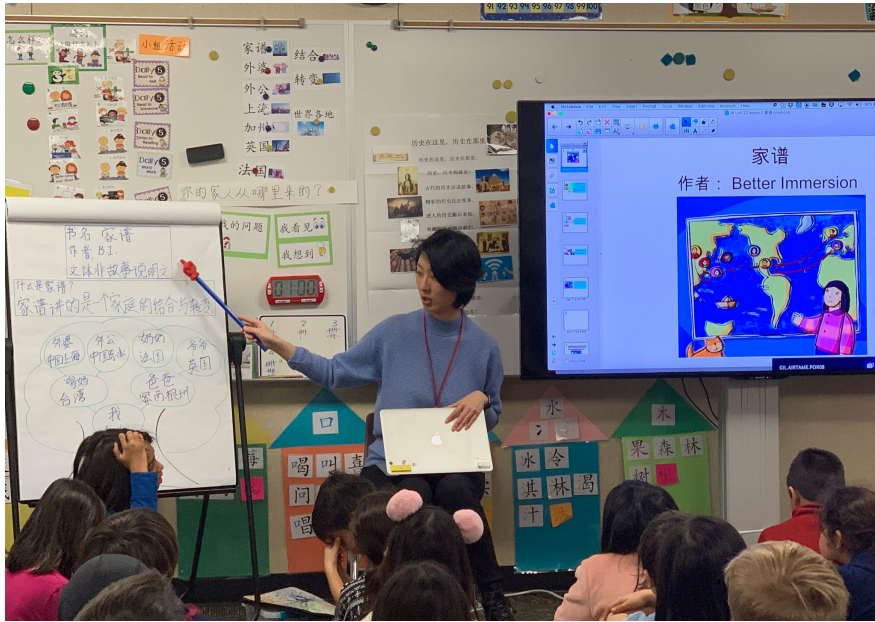


Sample Daily Classroom Schedule

Sample 1: AM V.S. PM Model
 (Usually Mandarin and English switch the time after Winter Break)

B	C
Kindergarten Drafted Schedule	
	Time
Arrival / Free Exploration 到校	10
Morning Meeting 早会/晨会 (Calendar, School days, weather, Sharing Time, Song & Movements)	15
MLA+Social Study/ Science Integration Whole Group 中文	20
Mandarin Small Groups/Independent work 中文小组	20
Social Study/Science Hands on Activities/Project /Small Groups	25
Math Whole Group + Getting Ready for Recess	30
Recess & Snack Time (English or Mandarin) 课间活动	15
Math Small Groups	20
ELD/MLD	20
Exploration	10
Lunch (English or Chinese) 午饭	
Song & Movements&Other Community Building	10
ELA Whole Group	20
English Literacy Small Groups	30
Math	20
Exploration / Free Choices	20
Reflection, Homework, Packing, Clean Up, Dismissal	20

Pictures of the Classroom



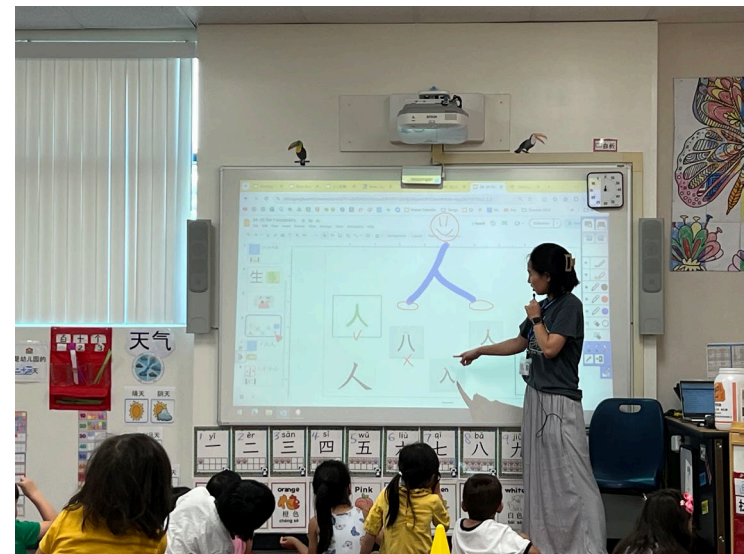
Whole Group Literacy Lesson:
Using Graphic Organizer for
Reading Comprehension

Whole Group Shared Reading

Pictures of the Classroom



Whole Group Early Literacy Lesson:
Identify the book title

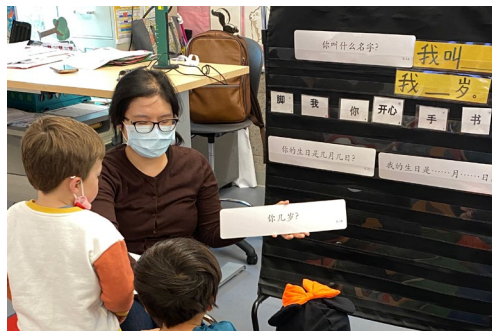


Foundational Skill Lesson :
Mandarin Character Learning Game

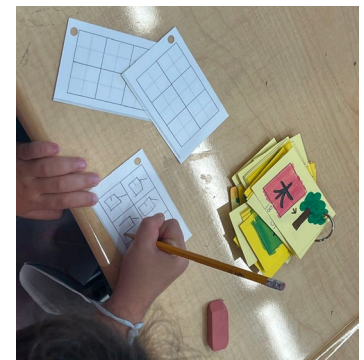
Pictures of the Classroom



Guided Reading



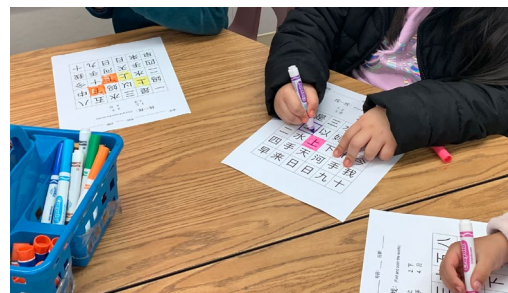
Speaking Group



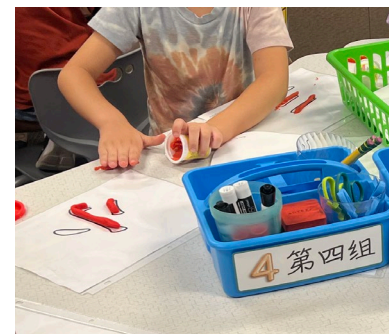
Make Word Ring



Trace
Character



Word Match



Make Characters

Pictures of the Classroom



Speaking Practice:
Headbanz Game for Practice New
Words and create simple
sentences using words learned

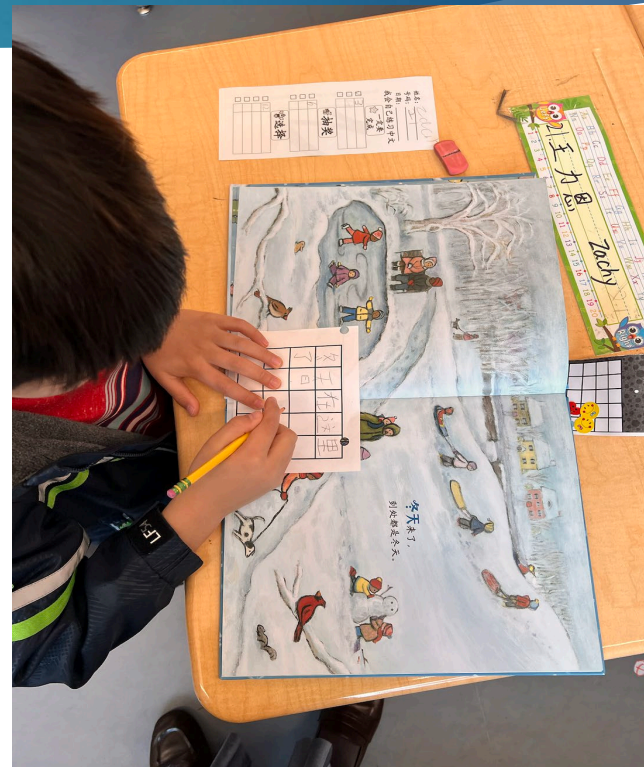


Speaking Practice : Bingo
Game to Practice Vocabulary

Pictures of the Classroom



Independent Reading Practice:
Retell the Story with Key Words



Independent Reading Practice:
to Recycle High Frequency
Words using Word Match Game

Pictures of the Classroom



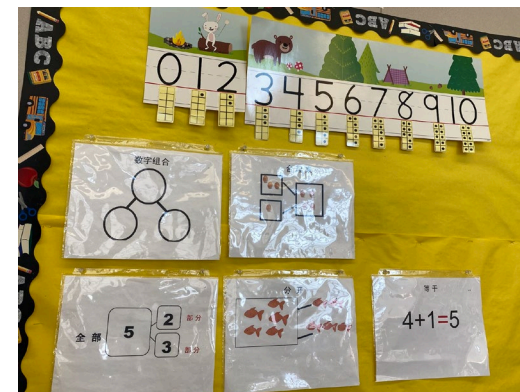
Morning Meeting/Calendar Time



High-Frequency Word Wall



Radical House



Math Strategy Wall

Application Process

- ▶ Complete the TCUSD Dual Language Immersion Applications between October 21 at 9AM and December 20 at noon.
- ▶ 44 students will be selected (two-way immersion):
 - ▶ 50% Mandarin Dominant
 - ▶ 50% English/Other Language Dominant
- ▶ The lottery will be held in January 15 at 10AM in the Board Room at the District office: 9700 Las Tunas Temple City. These lottery numbers will be mailed by the end of January.
- ▶ Acceptance letters will be sent out by Friday, January 24, 2024.
- ▶ Siblings need an application to request transfer to Longden
- ▶ Out of district residents will be accepted through the Waitlist process for inter-district transfers.

It's a Commitment . . .

- ▶ I understand that in the DLI program begins in Kindergarten and will continue through 6th grade with 50% of the day conducted in Mandarin instruction.
- ▶ I understand that strong native language skills are an excellent predictor of success in an immersion program. My child has not had difficulties with language development, and I believe that my child has strong native language skills.
- ▶ I understand that for the first few weeks my child may not understand what the teacher is saying, and this could cause some frustration and stress if my child is a native English speaker. I believe my child will be able to cope with this situation and adjust accordingly.
- ▶ I understand that the Dual Language Immersion program is designed for a minimum of a seven-year period and removing my child from the program, particularly in the earlier years (grades K-3) could require supplementary tutoring for my child to transition successfully into an English program if removed. The district will likely not provide this necessary tutoring.

It's a Commitment . . .

- ▶ I understand that the more exposure my child has to Mandarin the faster that language is acquired. I will seek opportunities outside school to provide further Mandarin language exposure to my child, through books, events, arranging cross-language play opportunities, etc.
- ▶ I understand that even if I don't speak Mandarin, demonstrating a supportive attitude of interest and enthusiasm for Mandarin language and Chinese culture will have an important influence on my child's interest and success. It is important that both parents/guardians agree to support entry into the Dual Language Immersion program.
- ▶ I understand that a SST meeting will be held with administration to discuss an exit strategy, if we decide that we no longer want our child in the Dual Language Immersion program.
- ▶ I understand family involvement is highly correlated with success at school. I will support my child academically, even if I don't speak or understand Mandarin, by showing interest in school, assuring that homework is completed, reading together (in any language), and communicating with the teacher.

It's a Commitment . . .

- ▶ I understand that the students in the Dual Language Immersion are held to the same academic standards and will be required to do the same assessments as the students in English-only classrooms.
- ▶ If my child is discovered to have learning problems which are making success in the program very difficult, I will agree to have him/her reassigned to an English classroom if it is academically appropriate. I understand that my child will receive Response to Intervention (RtI) in the areas of need in Mandarin and English after a universal screening is determined.
- ▶ I understand that family involvement is one of the strengths of the Dual Language Immersion program. I and/or a family member will be actively involved at Longden through classroom volunteering, projects, committees, or organizations, such as the PTO (Parent Teacher Organization), ELAC, or SSC.
- ▶ I understand that all families have a shared responsibility with the school as stated in the included Home School Compact.

“

OTHER WORLD LANGUAGE PROGRAM OPTIONS IN TEMPLE CITY

”

Wen Ling Yang TK Mandarin Program 50 minutes/week



Table of Contents

Lesson 1.	Playing with Friends
Lesson 2.	Eating Ice Cream
Lesson 3.	What Do They Like?
Lesson 4.	What Are They Looking At?
Lesson 5.	Drinking
Lesson 6.	Eating More Foods
Lesson 7.	Xiǎolóng and His Dog
Lesson 8.	What Color Is the Ball?
Lesson 9.	Counting from 1-5
Lesson 10.	What Do They Want?
Lesson 11.	What Color Is the Butterfly?
Lesson 12.	Counting Pencils
Lesson 13.	What Are They Drawing?
Lesson 14.	What Do They Do at Home?
Lesson 15.	At the Park
Lesson 16.	Returning Home
Lesson 17.	Mother and Father
Lesson 18.	Where Are They Going?
Symbol Dictionary

Wen Ling Yang Kindergarten Mandarin 50 minutes/week

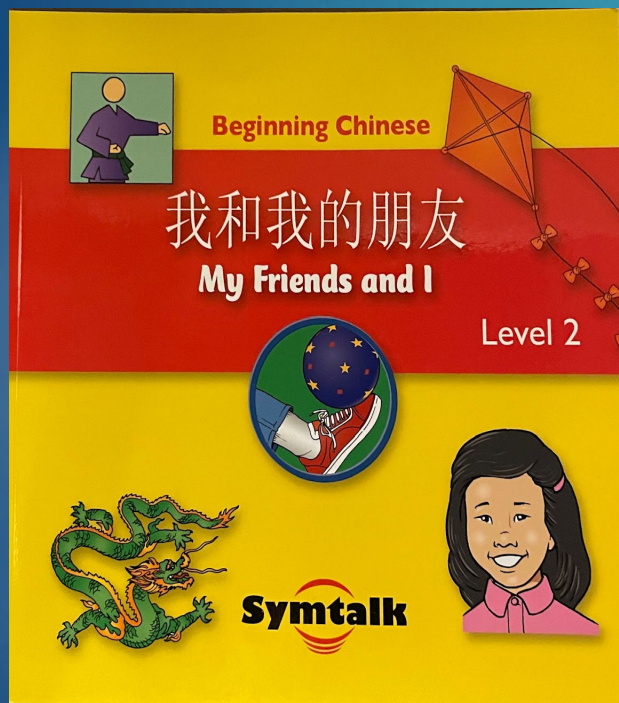


Table of Contents

Lesson 1.	Making Introductions
Lesson 2.	Foods I Like
Lesson 3.	The Animal Zodiac
Lesson 4.	Talking about Themselves
Lesson 5.	Family
Lesson 6.	Counting
Lesson 7.	Sports We Like
Lesson 8.	Playing Sports
Lesson 9.	Chinese New Year
Lesson 10.	Colors
Lesson 11.	Wanting and Having
Lesson 12.	What We Drink
Lesson 13.	What We Eat
Lesson 14.	Greetings
Lesson 15.	Pets
Lesson 16.	Classroom Objects
Lesson 17.	What Objects Do They Have?
Lesson 18.	More Objects
Lesson 19.	Going to School and the Park
Lesson 20.	What They Use and Draw
Lesson 21.	Days of the Week and Review
	Symbol Dictionary

Current World Language Programs at TCHS

Chinese

- Chinese 1
- Chinese 2
- Chinese 3
- AP Chinese
- Heritage Chinese

French

- French 1
- French 2
- French 3
- AP French

Spanish

- Spanish 1
- Spanish 2
- Spanish 3
- AP Spanish

California State Seal of Biliteracy

- ▶ The Dual Language Immersion program starts the pathway to biliteracy at Kindergarten. The program recognizes accomplishments and growth at various stages throughout the program culminating in the award of the State Seal of Biliteracy at high school graduation.

Resources for Further Research

- ▶ Center for Applied Linguistics (CAL)
- ▶ The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota
- ▶ Collier & Thomas:
<http://www.thomasandcollier.com/>

