



Dual Language Middle School Parent Meeting

Reunión Informativa sobre lenguaje dual en la escuela media

1/23/2025

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Cristin DiRienzo

Associate Principal of Winston Elementary
Directora de Jane Addams Elementary

Amy Molinsky

Principal of Jane Addams Elementary
Directora de Jane Addams Elementary

Maricela Macias

Principal of Winston Campus Middle School
Directora de Winston Campus Middle School

Welcome!

!Bienvenidos!



Agenda

1. Dual Language Program Mission and Vision
2. Middle School Dual Language Model



Agenda

1. Misión y visión del programa DL PAC
2. Modelo de lenguaje dual en la escuela media



Bienvenidos Welcome



Winston Campus



Principal: Maricela Macias
Associate Principal: Cristin DiRienzo

Kindergarten:

Nadya Santiago & Ana Ruenes Anievas

1st grade:

Ashley Erickson & Veronica Macias

2nd Grade:

Brianna Dietz & Vanesa Alonso

3rd Grade:

Leslie Montante & Jose Quintero

4th Grade:

Diana Ortega & Daisy Garcia

5th Grade:

Marcella Watkins & Andrea Marron

6th Grade:

Ana Llorente, Shary Mosquera, Sarai Rivera & Cecy Flores



Jane Addams



Principal: Amy Molinsky
Assistant Principal: John Ibarra

Kindergarten:

Manola Garcia Suits, Claudia Avalos,
Susana Negroni

1st Grade:

Anna Arroyo, Diana Guzman, Danna Quiroga

2nd Grade:

Carina Colon, Maria Flores, Jacquie Erickson

3rd Grade:

Gisela Grimaldos, Jennifer Sanchez, Marilyn
Gutierrez

4th Grade:

Jessica Rivera Garate, Maria Florencia Cuenca
& Shayla Flores

5th Grade:

Lauren Klodnicki, Jasmin Rodriguez, & Ivan
Aparicio

Kimball Hill



Principal: Michelle LaCamera
Assistant Principal: Amber Danielczyk

Kindergarten:

Ana Erdei & Maria Hidrogo

1st Grade:

Yohana Amante Negrete, Michelle Olmos, &
Marla Puntos

Mission and Vision of Dual Language Programs in CCSD 15

The goal of Community Consolidated School District 15's Dual Language Program is to support our learners in the achievement of academic excellence through a standards-based curriculum.

It is our mission for students to become **bilingual** and **biliterate** and to develop **cross-cultural competencies** in preparation for their future as productive leaders in our ever-changing global community.



Misión y Visión del Lenguaje Dual CCSD15

El objetivo del Programa de Lenguaje Dual del Distrito Escolar Consolidado Comunitario 15 es apoyar a nuestros estudiantes en el logro de la excelencia académica, a través de un plan de estudios basado en estándares.

Nuestra misión es que sean **bilingües** y **alfabetizados en dos idiomas** y que desarrollen **competencias interculturales** en la preparación para su futuro como líderes productivos en nuestra comunidad global en constante cambio.



Tres Pilares de Educación de Lenguaje Dual

Three Pillars of Dual Language Education

**Biliterado y
Bilingüismo**
Bilingualism &
Biliteracy



**Alto Logro
Académico**
High Academic
Achievement



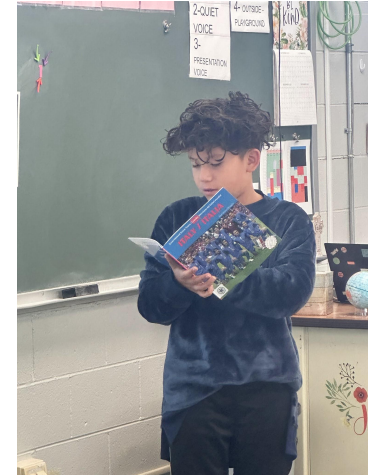
**Competencia
Sociocultural**
Sociocultural
Competence



Dual Language Program Goals

The goals of dual language are for students to:

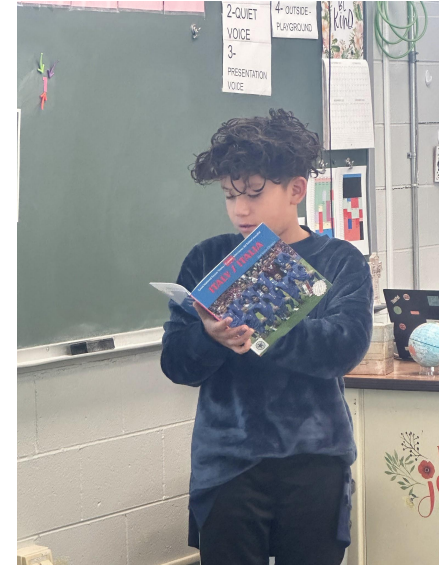
- develop high levels of **language proficiency** and **literacy** in both program languages,
- demonstrate high levels of **academic achievement**, and
- develop an **appreciation** for and an **understanding** of **diverse cultures**.



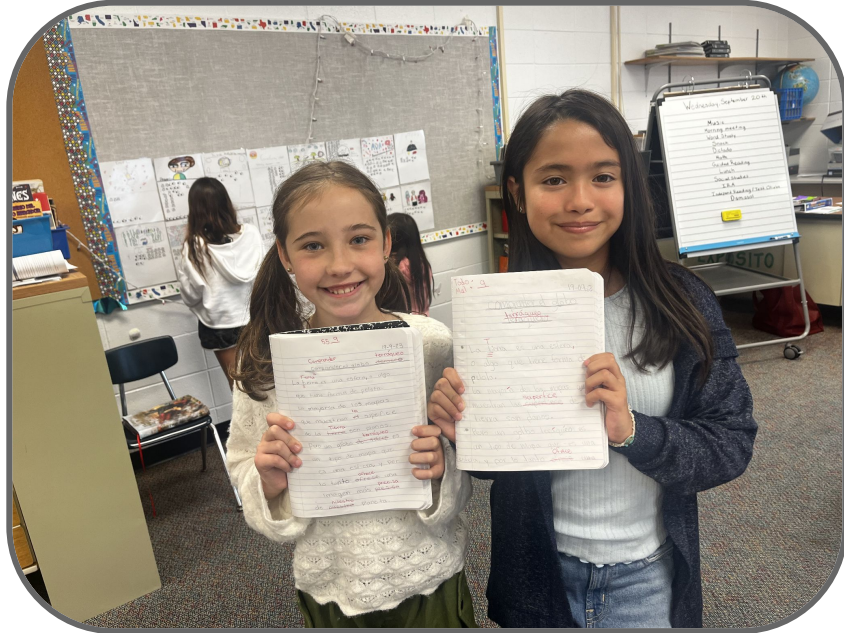
Metas del programa de lenguaje dual

Los objetivos del lenguaje dual son que los estudiantes:

- desarrollen altos niveles de **competencia lingüística y alfabetización en ambos idiomas** del programa,
- demuestren **altos niveles de rendimiento académico**, y
- desarrollen el **aprecio y comprensión de diversas culturas**.



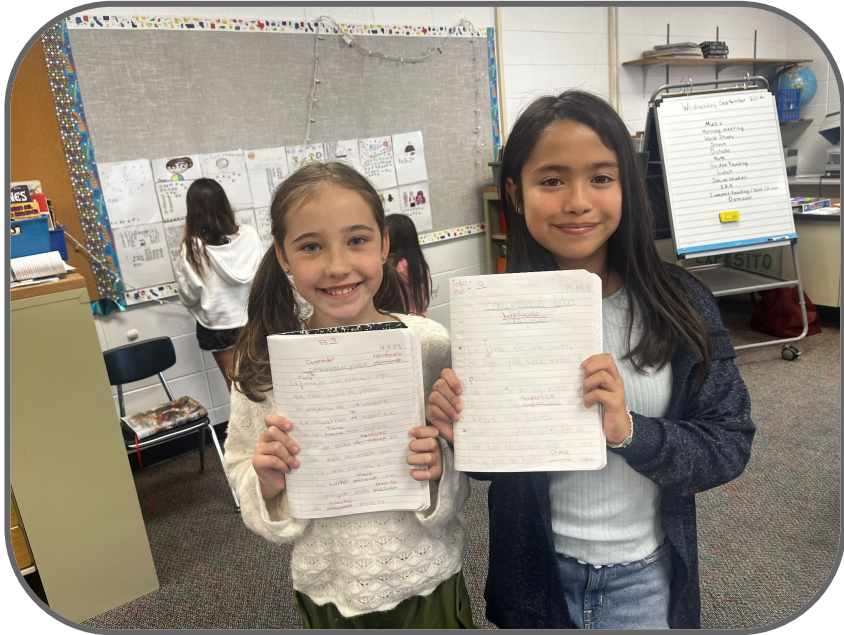
Program Updates and Celebrations



Kindergarten (KH) and Fifth Grade (WCE and JA)

- As a result of our growth, we have 676 Dual Language students.
- 91 students are in 5th grade.
- Fifth Grade Literacy Professional Development Focus: Readers' Workshop and Spanish Language Development

Novedades en el programa y celebraciones



Kindergarten (KH) y quinto grado (WCE y JA)

- Como resultado de nuestro crecimiento, tenemos 676 estudiantes en el programa de lenguaje dual.
- 91 estudiantes en 5° grado
- Desarrollo profesional (PD) en lectoescritura en quinto grado: Enfocado en Lectura Compartida (Eng and SP)

Middle School Model

- Dual language program will continue at WCMS for 6th grade.
 - All students are automatically enrolled.
 - 91 students
- Electives will be the same as the monolingual classmates.
 - Band, Orchestra, Mariachi, Art, STEM, Music
- A commitment form will be sent to all 5th grade parents so we can determine sections and plan staffing accordingly.
 - Due date will be **February 6, 2025**.



Modelo de la Escuela Media

- El programa en lenguaje dual continuará en WCMS para 6^o grado.
 - Todos los estudiantes se matriculan automáticamente.
 - 91 estudiantes
- Las electivas serán las mismas que las de los compañeros monolingües.
 - Banda, orquesta, mariachi, arte, música, y STEM.
- Se enviará un formulario de compromiso a los padres de quinto grado para que podamos determinar las secciones y planificar el personal en correspondiente.
 - La fecha límite será el **6 de febrero de 2025**.



Key Considerations for Secondary DL

Program

- How is secondary different from elementary schooling?
- Who participates in secondary DL programs?
 - English learners
 - Heritage speakers of Spanish
 - Native English speakers who previously participated in a DL program
- Scheduling of MS DL classes
- Instructional strategies for language development in MS



Consideraciones claves para el programa de lenguaje dual en secundaria

- ¿En qué se diferencia la enseñanza secundaria de la primaria?
- ¿Quién participa en programas de DL de secundaria?
 - Aprendices de inglés
 - Hablantes hereditarios de español
 - Hablantes nativos de inglés que previamente participaron en un programa de DL
- Programación de clases MS DL
- Estrategias de instrucción para el desarrollo del lenguaje en la EM



Language Instructional Allotment

| Grade Level | % in Spanish | % in English |
|-----------------|--|---|
| Kindergarten | 80% which includes: Spanish Literacy, Social Studies*, Science*, Math | 20% which includes: English Language Development with the focus on English Literacy, Specials |
| 1st Grade | 70% which includes: Spanish Literacy, Social Studies*, Science*, Math | 30% which includes: English Language Development with the focus on English Literacy, Math Cross-Language Connections (approx 30 min./week), Specials |
| 2nd Grade | 60% which includes: Spanish Literacy, Social Studies*, Science*, Math | 40% which includes: English Language Development with the focus on English Literacy, Math Cross- Language Connections (approx 75 min./week), Specials |
| 3rd Grade | 50% which includes: Spanish Language Development with the focus on Spanish Literacy, Math, Social Studies*, Science* | 50% which includes: English Literacy, Math Cross- Language Connections (approx 75 min./week), Specials |
| 4th - 6th Grade | 50% which includes: Spanish Language Development with the focus on Spanish Literacy, Math, Social Studies*, Science* | 50% which includes: English Literacy, Math Cross- Language Connections, Specials |

Asignación de Enseñanza de Idiomas

| Nivel de grado | % en español | % en Inglés |
|-----------------|---|---|
| Kindergarten | 80% que incluye: Lectoescritura en español, estudios sociales *, ciencias *, matemáticas | 20% que incluye: Desarrollo del idioma inglés con enfoque en lectoescritura en inglés, especiales |
| 1er Grado | 70% que incluye: Lectoescritura en español, estudios sociales *, ciencias *, matemáticas | 30% que incluye: Desarrollo del idioma inglés con enfoque en lectoescritura en inglés, conexiones entre idiomas de matemáticas (aproximadamente 30 minutos por semana), especiales |
| 2do Grado | 60% que incluye: Lectoescritura en español, estudios sociales *, ciencias *, matemáticas | 40% que incluye: Desarrollo del idioma inglés con enfoque en la lectoescritura en inglés, conexiones entre idiomas de matemáticas (aproximadamente 75 minutos / semana), especiales |
| 3er Grado | 50% que incluye: Desarrollo del idioma español con enfoque en lectoescritura en español, matemáticas, estudios sociales *, ciencias * | 50% que incluye: Lectoescritura en inglés, conexiones entre idiomas de matemáticas (aproximadamente 75 min./semana), especiales |
| 4to - 6to Grado | 50% que incluye: Desarrollo del idioma español con enfoque en lectoescritura en español, matemáticas, estudios sociales *, ciencias * | 50% que incluye: Lectoescritura en inglés, conexiones entre idiomas matemáticos, especiales |

Sample Schedule-MS

Dual Program

| | |
|----------|--|
| Period 1 | Dual- English Language Arts |
| Period 2 | Dual- English Language Arts Spanish Language Arts-30 minutes/4x week. |
| Period 3 | Dual Math |
| Period 4 | Dual Science |
| Period 5 | Lunch |
| Period 6 | Dual Social Studies |
| Period 7 | Physical Education |
| Period 8 | Elective #1 |
| Period 9 | Elective #2 |

Return to Home School

| | |
|----------|-----------------------|
| Period 1 | English Language Arts |
| Period 2 | English Language Arts |
| Period 3 | Math |
| Period 4 | Science |
| Period 5 | Lunch |
| Period 6 | Social Studies |
| Period 7 | Physical Education |
| Period 8 | Elective #1 |
| Period 9 | Elective #2 |



Ejemplo de horario

Programa de lenguaje dual

| | |
|-----------|---|
| Periodo 1 | Dual- Artes del lenguaje en inglés |
| Periodo 2 | Dual- Artes del lenguaje en inglés -Artes de lenguaje en español 30 min 4x/week |
| Periodo 3 | Dual - Matemáticas |
| Periodo 4 | Dual - Ciencias |
| Periodo 5 | Almuerzo |
| Periodo 6 | Dual - Estudios Sociales |
| Periodo 7 | Educación física |
| Periodo 8 | Electiva #1 |
| Periodo 9 | Electiva #2 |

Regreso a la escuela de origen

| | |
|-----------|------------------------------|
| Periodo 1 | Artes del lenguaje en inglés |
| Periodo 2 | Artes del lenguaje en inglés |
| Periodo 3 | Matemáticas |
| Periodo 4 | Ciencias |
| Periodo 5 | Almuerzo |
| Periodo 6 | Estudios Sociales |
| Periodo 7 | Educación física |
| Periodo 8 | Electiva #1 |
| Periodo 9 | Electiva #2 |



Additional Considerations for 6th Grade-HOLD

- When a 6th grade dual language student qualifies for advanced math, that course will be in the general education program and delivered in English.
- Students can continue in band and orchestra for a year-long elective selection.

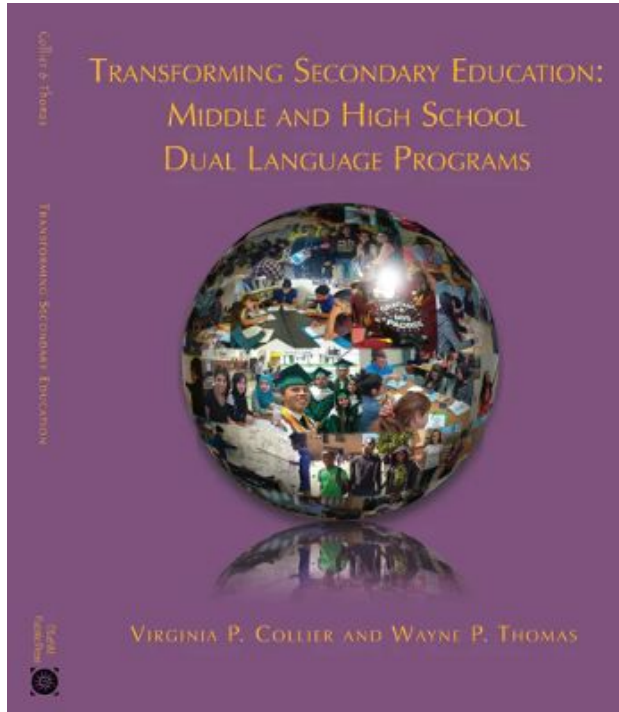


Consideraciones adicionales para el 6º grado

- Cuando un estudiante de 6º grado de lenguaje dual califique para matemáticas avanzadas, estas se incluirán en el programa de educación general y se impartirán en inglés.
- Los estudiantes pueden continuar en banda y orquesta como electiva durante el año.



7th and 8th Grade Dual Plan

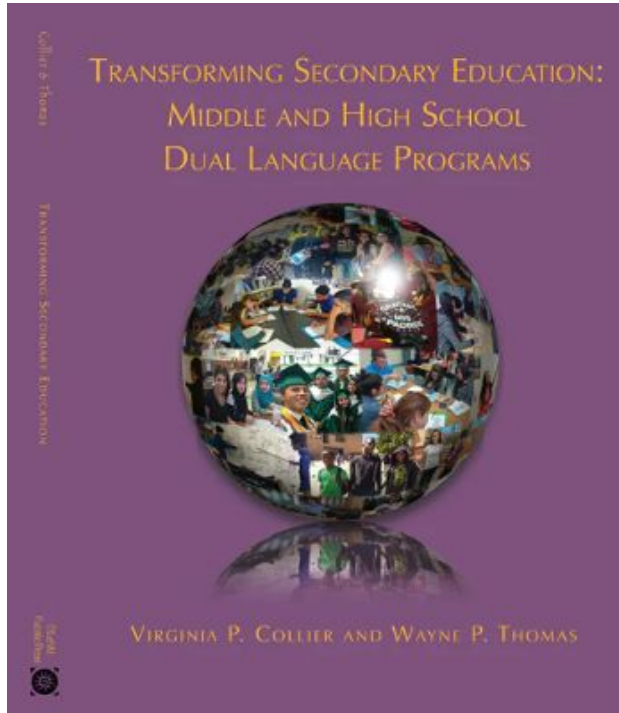


Partners in Middle School Model

- D15 Middle School Committees
- October School Visits to U-46
- November School Visits to Schaumburg 54
- Dual Language Education of New Mexico Sites Visit



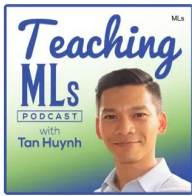
Plan dual de 7° y 8° grado



Modelo de compañeros en Secundaria

- Comités de Escuelas Secundarias D15
- Visitas escolares en octubre al U-46
- Visitas escolares en noviembre a Schaumburg 54
- Educación en lenguaje dual de Nuevo México

Apple Podcasts Preview



Ep 135. Dr. Collier & Dr. Thomas: Transforming Secondary Education: Middle and High School Dual Language Programs
Teaching MLs
Education

[Listen on Apple Podcasts](#)

1 hr 19 min PLAY

Dr. Collier & Dr. Thomas, the two legends of dual language programs share their 35 years of research and suggestions in this heartfelt conversation. By purchasing their book through this Amazon Affiliate's link, you will support the costs associated with maintaining the blog at no cost to yourself. Thank you in advance! <https://amazon.to/2SUFJEJ> You can connect with Tan on Twitter at @tankhuynh and Tankhuynh.com. You can learn more about my courses at <https://tankhuynh.com/courses>.



7th and 8th Grade Dual Plan

Bridging to HS

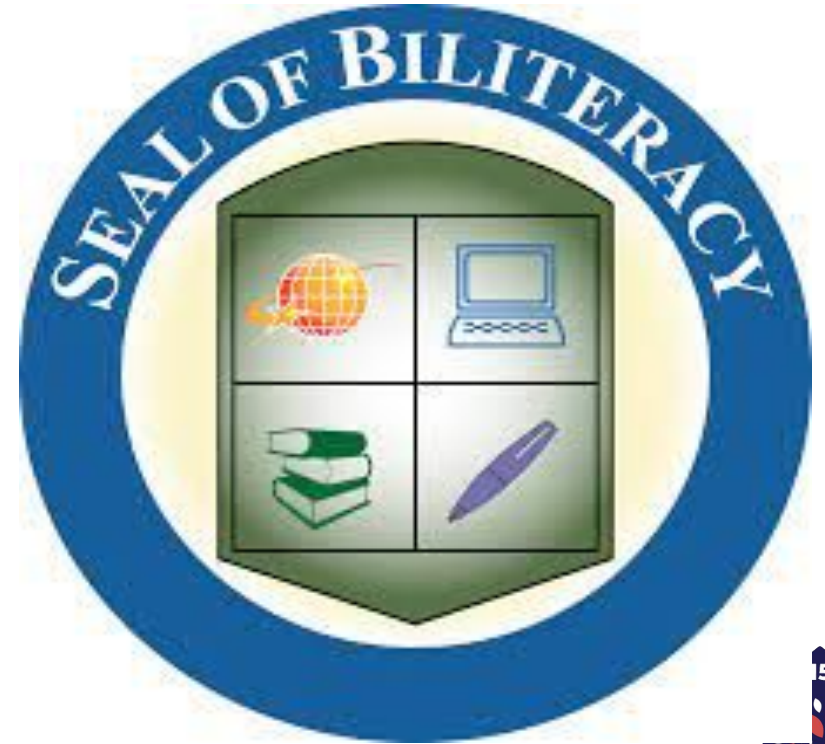
- Language Arts
 - 42 min English LA
 - 42 min Spanish LA
- Math & Science: English
- History
 - Week A in English
 - Week B in Spanish
- World Language: Heritage Learners Spanish Class
- D15 Curriculum



Plan de dual de 7° y 8° grado

Transición a HS

- Lengua y literatura
 - 42 min Inglés LA
 - 42 min Español LA
- Matemáticas, ciencias: Inglés
- Historia
 - Semana A en Inglés
 - Semana B en español
- Clase lengua Mundial:
Estudiantes heredados de español
- D15 Currículo



Tentative 7th and 8th Grade Dual Plan

Language Arts

- Week 1

- 21 minutes Shared and Guided Reading in English
- 21 minutes of Guided Reading and writing in Spanish

- Week 2

- 21 minutes of writing in English with 20 minutes of Shared Reading
- 21 minutes of Shared and Guided Reading in Spanish




What does HS programming look like?

D211

Curriculum Guide

WORLD LANGUAGE



| SPANISH LANGUAGE PROGRAM | | SPANISH FOR HERITAGE LEARNERS | |
|--|---|---|--|
| L166 Spanish 1 Full Year/1 Unit | | L276 Spanish for Heritage Learners - Intermediate I 1 Unit | |
| L266 Spanish 2 Full Year/1 Unit | | L376/L675 *Harper College Dual Credit (SPA112) Spanish for Heritage Learners - Intermediate II 1 Unit | |
| L366 Spanish 3 Full Year/1 Unit | | L579 AP Spanish Language & Culture 1 Unit | |
| L466/L666 Harper Dual Credit (SPA202) Spanish 4 Full Year/1 Unit | | L589 AP Spanish Literature & Culture 1 Unit | |
| L579 AP Spanish Language & Culture Full Year/1 Unit | L476/L676 Advanced Topics *Harper College Dual Credit (SPA205) Spanish Advanced Topics & Conversation Full Year/1 Unit | | |
| L589 AP Spanish Literature & Culture Full Year/1 Unit | | | |

D214

Course Descriptions


World Languages

| | | | |
|---|---------------------------|--------------------|-----|
| Japanese 1 | | 07501/07502 | |
| Grade Level | 9-12 | Credit/Semester | 0.5 |
| Prerequisite | None | | |
| Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings. | | | |
| Japanese 2 | | 07511/07512 | |
| Grade Level | 9-12 | Credit/Semester | 0.5 |
| Prerequisite | 07501/07502 | | |
| Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings. | | | |
| Spanish 1 | | 07331/07332 | |
| Grade Level | 9-12 | Credit/Semester | 0.5 |
| Prerequisite | None | | |
| Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings. | | | |
| Spanish 2 | | 07341/07342 | |
| Grade Level | 9-12 | Credit/Semester | 0.5 |
| Prerequisite | 07331/07332 or Equivalent | | |
| Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings. | | | |
| Spanish for Heritage Learners 2 | | 07361/07362 | |
| Grade Level | 9-12 | Credit/Semester | 0.5 |
| Prerequisite | Teacher Recommendation | | |
| Students will be introduced to the formal study of Spanish and Latin American literary texts, from medieval times through the present. The course content reflects the equivalent of a third-year college course. Students will learn the biographical, historical, and cultural information related to each particular reading in order to fully conceptualize the work. Text analysis, thematic analysis, poetry analysis, literary terminology, and essay development will also be covered in great depth. Students will also further their knowledge of the Spanish language and Hispanic cultures and increase oral proficiency. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations. | | | |



¿Cómo es la programación HS?

D211

Curriculum Guide
WORLD LANGUAGE 

| SPANISH LANGUAGE PROGRAM | |
|--|---|
| L166 Spanish 1 Full Year/1 Unit | |
| L266 Spanish 2 Full Year/1 Unit | |
| L366 Spanish 3 Full Year/1 Unit | |
| L466/L666 Harper Dual Credit (SPA202) Spanish 4 Full Year/1 Unit | |
| L579 AP Spanish Language & Culture Full Year/1 Unit | L476/L676 Advanced Topics *Harper College Dual Credit (SPA205) Spanish Conversation Topics & Conversation Full Year/1 Unit |
| L589 AP Spanish Literature & Culture Full Year/1 Unit | |

| SPANISH FOR HERITAGE LEARNERS | |
|---|--|
| L276 Spanish for Heritage Learners - Intermediate I 1 Unit | |
| L376/L675 *Harper College Dual Credit (SPA112) Spanish for Heritage Learners - Intermediate II 1 Unit | |
| L579 AP Spanish Language & Culture 1 Unit | |
| L589 AP Spanish Literature & Culture 1 Unit | |

D214

Course Descriptions
World Languages

| Japanese 2 | | 07511/07512 | |
|--|-------------|-----------------|----------|
| Grade Level | 9-12 | Credit/Semester | 0.5 NCAA |
| Prerequisite | 07501/07502 | | |
| <p>Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.</p> | | | |

| Spanish 1 | | 07331/07332 | |
|---|------|-----------------|----------|
| Grade Level | 9-12 | Credit/Semester | 0.5 NCAA |
| Prerequisite | None | | |
| <p>Students will be introduced to the target language and culture with a focus on listening, speaking, reading and writing. Students will develop topical vocabulary and knowledge of elementary grammar. Students will also gain insight into a variety of cultures through geography, class discussions and readings.</p> | | | |

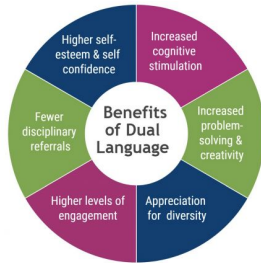
| Spanish 2 | | 07341/07342 | |
|--|---------------------------|-----------------|----------|
| Grade Level | 9-12 | Credit/Semester | 0.5 NCAA |
| Prerequisite | 07331/07332 or Equivalent | | |
| <p>Students will expand on the skills introduced in level 1. Students will engage in reading and writing activities, which reinforce the listening and speaking activities. In addition, students will develop the ability to read and write for educational and recreational purposes. Students will refine their cultural knowledge through films, songs, articles and supplementary readings.</p> | | | |

| Spanish for Heritage Learners 2 | | 07361/07362 | |
|--|------------------------|-----------------|----------|
| Grade Level | 9-12 | Credit/Semester | 0.5 NCAA |
| Prerequisite | Teacher Recommendation | | |
| <p>Students will be introduced to the formal study of Spanish and Latin American literary texts, from medieval times through the present. The course content reflects the equivalent of a third-year college course. Students will learn the biographical, historical, and cultural information related to each particular reading in order to fully conceptualize the work. Text analysis, thematic analysis, poetry analysis, literary terminology, and essay development will also be covered in great depth. Students will also further their knowledge of the Spanish language and Hispanic cultures and increase oral proficiency. This course will prepare students to take the College Board Advanced Placement Exam as well as college entrance examinations.</p> | | | |



Closing

Questions



Research on Dual Language Middle School Programs

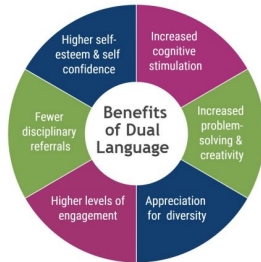


[Parent Preference Form](#)



Para finalizar

Preguntas



Investigación sobre los Programas de Lenguaje Dual en la Escuela Media



[Formulario de las Preferencia de los Padres](#)



Additional Resources

Recursos Adicionales

★ [Spanishroom.com](https://www.spanishroom.com)



★ [Varsitytutors.com](https://www.varsitytutors.com)



★ [Superprof.com](https://www.superprof.com)



★ *These are shared for your information but not endorsed by D15 specifically.



★ Future Partnerships: Palatine Public Library and D15 Survey for Dual Teachers Interested in Tutoring

★ After school Spanish Language and Culture Club offered at PG each week.



Muchas
gracias

Dual Language Parents!
!Padres de Lenguaje Dual!

Kari Keith

Director of Multilingual Programs
Directora de Programas Multilingües
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