

# **BILINGUAL PROGRAMS**

## **ESOL and RELATED PROGRAMS**

**English for Speakers of Other Languages (ESOL K-12)** - *Established in the early 1960s* English for Speakers of Other Languages is a required program for students whose home language is other than English and who are classified as less than independent in English. It is a Language Arts program that incorporates all aspects of Language Arts instruction, content, and language development. The pacing guides for each grade level address the following components:

1) Reading/Literature 2) Composition 3) Vocabulary/Word Study/Language 4) Listening/Speaking/Viewing 5) Information Literacy/Study and Test Taking 6) Culture

**Curriculum Content in the Home Language (CCHL)/Bilingual Curriculum Content (BCC)** - *Established in the early 1970s* In Elementary schools, Curriculum Content in the Home Language (CCHL) is designed to provide in a language other than English selected basic skills and concepts to provide comprehensible instruction that supports the acquisition of content as the student acquires English. Such instruction in the home language implements in each curriculum area (i.e., Mathematics Science, Social Science) the same instructional objectives as are implemented in the regular curriculum in English. It is offered where there are limited English proficient students and in special programs, such as Bilingual School Organizations, the Elementary Extended Foreign Program and special language centers. In the Secondary schools, a parallel program of Bilingual Curriculum Content (BCC) is offered.

### **Home Language Assistance Program (HLAP)**

In Secondary schools, the Home Language Assistance Program (HLAP) is offered when a school has a sufficient number of English Language Learners' (ELL) who speak the same home language. It is designed to provide assistance in the content areas (i.e., Mathematics, Science, Social Science) while further developing skills as a means of maintaining the students' academic standing in the home language in relation to the regular English curriculum. The languages involved are Spanish and Haitian Creole.

**Alternative Language Arts** - *Established in 1990* (i.e., **Spanish for Spanish Speakers/Haitian-Creole Language Arts**) For Elementary students classified as limited English proficient, the Spanish-S/Haitian-Creole instruction represents the Home-Language Arts portion of their curriculum and is considered as Alternative Language Arts under the Consent Decree. Past practice, which left with the parent/guardian the decision of English Language Learners' (ELL) participation in Home Language Arts, has been superseded by the Consent Decree and State Board of Education rules, which place such decision in the hands of the English Language Learners' (ELL) committee.

**Project New Beginning** Project New Beginning is designed to address the needs of a selected group of newly-arrived secondary students entering M-DCPS who are English Language Learners' (ELL) with limited or no prior school experience. These students have a dual problem: lack of English proficiency and lack of literacy and academic skills in their home language. The program serves ages 11-13 (grades 6 – 8) in selected Middle Schools and ages 14 and up (grades 9 -12) Senior High School.

**Multilingual Team** The Multilingual Team is a group of foreign teachers and/or paraprofessionals who provide English Language Learners' (ELL) with the necessary skills and knowledge in the areas of Mathematics, Science, and Social Science. Their goal is to assist students in acquiring the skills that will allow ELL's to be mainstreamed into the regular classes. The Multilingual Team services students in a variety of languages at the Elementary, Middle, and Senior High school levels.

## **WORLD LANGUAGES PROGRAMS**

### **Heritage Languages - Spanish for Spanish Speakers K-5**

Spanish for Spanish Speakers is a full Language Arts program, which enables students whose native language is Spanish and others whose proficiency in Spanish allows them to benefit from the program to become functionally literate in Spanish. The program is comprehensive, sequential, and spiral, designed to develop functional proficiency in all language skills. It emphasizes the reinforcement and acquisition of skills in listening, speaking, viewing, reading, and writing. The program is planned to be relevant to all students and to reflect present Hispanic societies and cultural values. Instructional time recommended for this program is 150 minutes/week. The program is offered in all district elementary schools that have a population of native Spanish speakers.

### **World Languages – (2-5) - Chinese/Mandarin, French, Spanish**

World Languages is a foreign language program designed to help participants develop a functional use of a second language and enable them to communicate and interact in a second language at various levels of proficiency as determined by length of time and achievement in the program. The program provides for the systematic development of all five-skill areas in language learning: listening, speaking, viewing, reading, and writing and an awareness and understanding of the cultures in which that language is spoken. It strives to provide a structural approach to the acquisition of communicative competency in an articulated progression from simple to complex and from concrete to abstract. Instructional time recommended for this program is 150 minutes/week. The program is offered throughout district elementary schools. Spanish is the most prevalent choice with one school each offering French and Chinese Mandarin.

### **Bilingual School Organization (BISO) Pre-K – 8**

BISO schools offer a school-wide dual language program model. This program serves those students who are especially interested in developing their bilingual and bi-literate proficiency in English and one other language. BISO schools follow an instructional schedule where 60% of the day is devoted to instruction in or through English and 40% of the day is devoted to instruction in or through the language other than English. The time for instruction in the several areas of study follows the norms established for all elementary schools with the addition of sixty minutes daily for language arts in the language other than English. Instruction in the curriculum content areas is delivered in or through both languages. Upper academy students at K-8 Centers and middle school students pursue language and literature courses in the language of choice and take an additional course of Humanities instructed in the language-other than-English. The Program offers sections of English/Spanish, English/French and English/Portuguese.

### **Extended Foreign Language Program (EFL) K-12**

The EFL program offers a school within a school approach to dual language education. The goal of the program is offer students the opportunity to become proficient in speaking, reading, and writing in English and one other language. At the elementary level the program is designed for a group of students at each grade level who after participation in the program for one school year are automatically enrolled in the subsequent grade level. The time for instruction in the several areas of study follows the norms established for all elementary schools with the addition of sixty minutes daily for language arts in the language other than English. Instruction in the curriculum content areas is delivered in or through both languages. Schools wishing to implement the program determine the language other than English to be instructed and the amount of instructional time delivered in and through that language. Schools may choose to offer from one to two hours of instruction in the target language. At the secondary level students pursue studies in literature, mathematics, social sciences, or science in the target language. Secondary programs offer instruction from two to three periods in the target language. The EFL program is offered in English/Chinese-Mandarin, English/French, English/Haitian Creole, English/Italian and English/Spanish.

### **International Studies (IS) Program K-12**

This IS program is the result of the collaborative efforts between Miami-Dade County Public Schools (M-DCPS) and the education ministries of France, Germany, Italy and Spain. Students pursue an academic curriculum with an international focus that addresses rigorous standards of both US and European Union (EU) educational systems. At the elementary level the program is delivered in an extended day model. In addition to the study of standard subject areas in English, students receive up to three hours of instruction in the language of choice, French, German, Italian or Spanish. Students acquire language mastery as they study language arts, mathematics, social science, and science in the target language, working at a level commensurate with that of their peers in Europe. At the secondary level students pursue studies in literature, mathematics, and the social sciences in the target language and are encouraged to work at the highest levels in Honors and Advanced Placement (AP) courses in English. This program offers students the opportunity to receive dual recognition of their studies.

### **World Languages (6-12)**

Foreign Language is an elective program at the secondary level. Course offerings range from the Middle/Junior (MJ) sequence through a six-year high school foreign language course sequence (FL-I-VI). High School credit is available for middle school students who are on an accelerated track. Heritage Language courses in Haitian Creole and Spanish are offered. Advanced Placement (AP) and Honors courses in language and literature are available in American Sign Language, French, German, Italian, Portuguese, and Spanish.

World Language Courses offered: American Sign Language, Chinese Mandarin, French, German, Greek, Haitian Creole, Japanese, Latin, Portuguese, and Spanish.