

# **WHAT DO WE KNOW ABOUT SCHOOLING STUDENTS IN A NEW LANGUAGE?**

# Immersion Program Key Features

- Additive bilingualism
- At least 50% of the school day in the new language
- New language is the vehicle for teaching the school curriculum
- Support for home language outside the school day

# Teachers

- Highly qualified for grade level(s) taught.
- Native or near-native oral and written proficiency in the language of instruction (academic and social language).
- Skilled in sheltering academic content.
- Sufficient proficiency to interact with parents and school staffs in the 'other' language.
- Models of intercultural competence.

# Instructional Features

- Separation of languages
  - Use of target language by teachers and students\*\*
- Teachers as content AND language teachers
- Interaction of language, literacy, and academics
- Frequent, regular opportunities for extended student discourse and interaction\*\*





# UTAH DUAL LANGUAGE IMMERSION

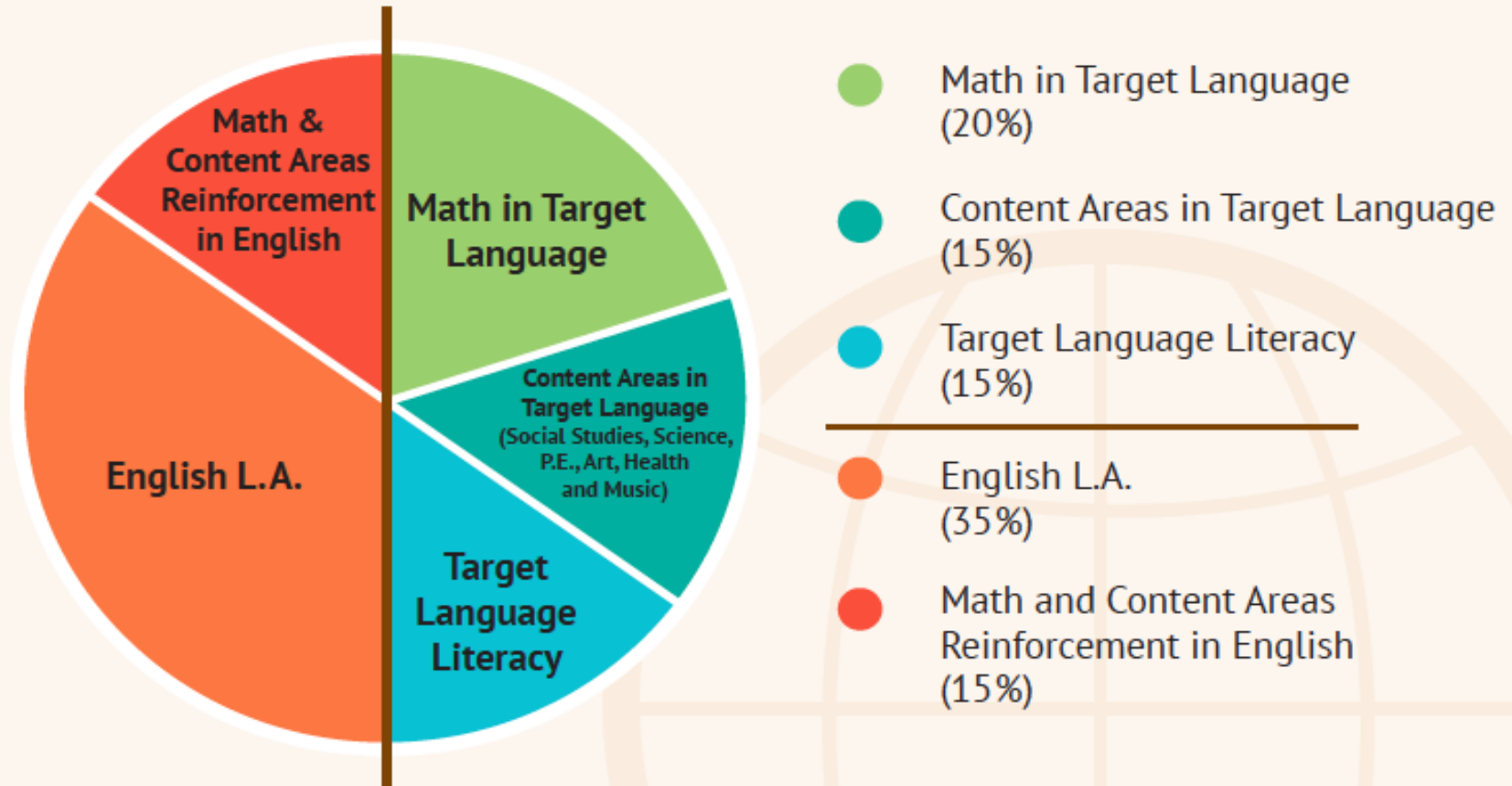
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## Instructional Model

Instruction is divided between two high quality, creative classrooms:

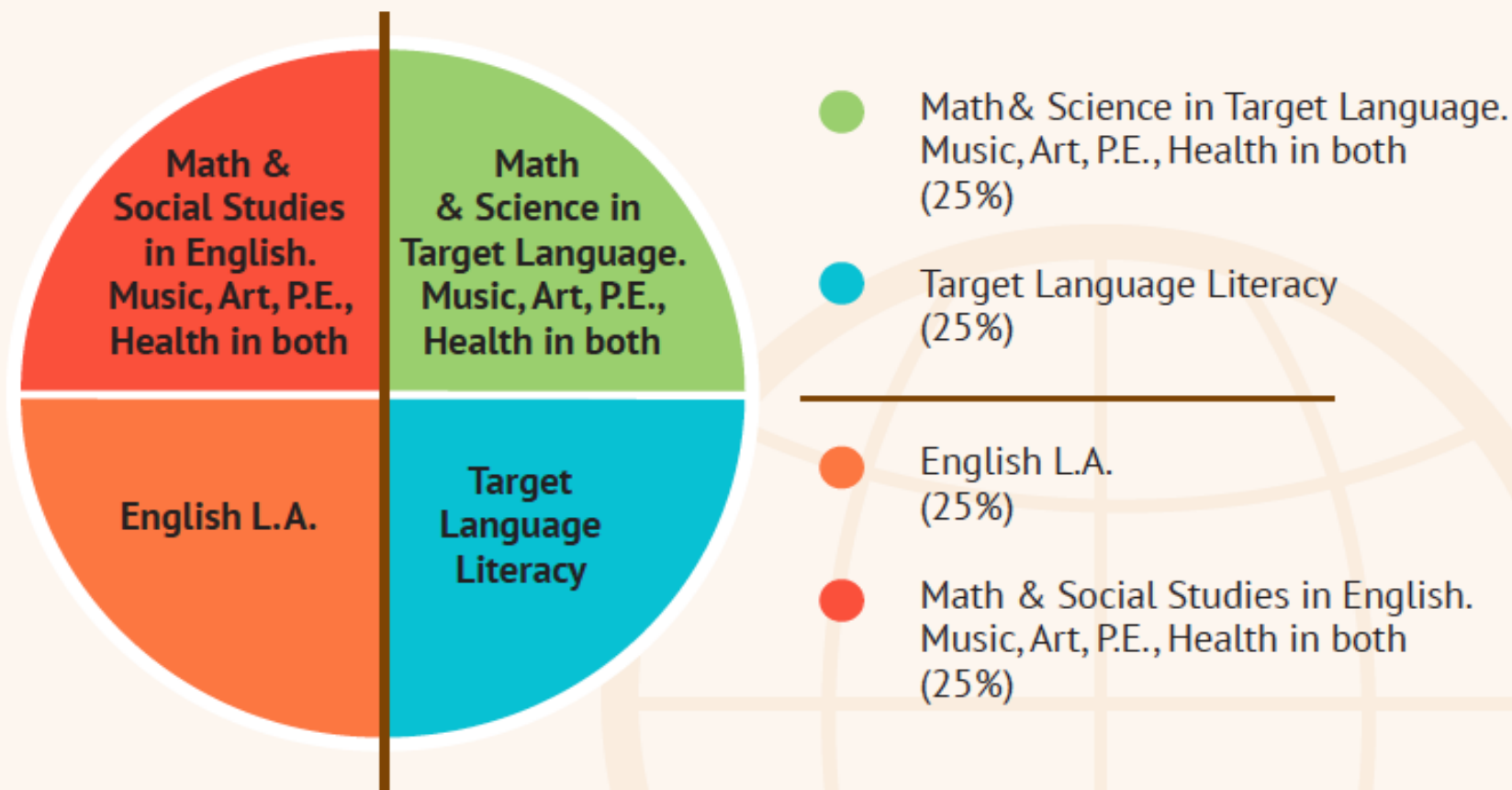
- **One teacher ONLY teaches in English**
- **One teacher ONLY teaches in Target Language**  
**(Chinese, French, Portuguese or Spanish)**
- **Content Subjects are divided by languages**

# Dual Language Immersion Instructional Time : Grades 1-3



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## Dual Language Immersion Instructional Time : Grades 4-5



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# Utah Dual Language Immersion Model Secondary Course Sequencing

To satisfy the requirements of the Utah Secondary Dual Language Immersion Model, students must enroll in 2 courses in grades 7-9, which are taught entirely in the immersion language (Chinese, French, Spanish, or Portuguese). Students will have the option to take the AP exam as a 9th grader. Upper division university courses will be offered in grades 10-12 to students who pass the AP exam.

Students will have the option to start a 3<sup>rd</sup> or 4<sup>th</sup> language in grades 10-12.



World Languages 3 Honors = Chinese 3 Honors, French 3 Honors, Spanish 3 Honors, Portuguese 3 Honors

World Languages 4 Honors = Chinese 4 Honors, French 4 Honors, Spanish 4 Honors, Portuguese 3 Honors

World Languages AP = Chinese AP, French AP, Spanish AP, Portuguese AP



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# STAFFING

Teacher Recruitment

Certification

Visa Process

Mentoring

Hiring criteria

Professional Development

# PROFESSIONAL DEVELOPMENT

Training and Networking for:

- language immersion teachers
- their English teaching partners



# Program Support

Curriculum

Summative Assessment

Commercial Materials

Proficiency  
Targets

