Martin Bilingual Language Allocation Plan

Empower Spanish content through grade 3 bridging it to English concepts. In grade 4, teach in English and bridge to Spanish. The Language Arts piece in English K-3 can be linked to a subject area that has been taught in Spanish, such as social studies. Doing so will result in more transfer of language and content.

20 minutes is about 5% of the day.

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|  | Spanish | Bridge | English |
| ***Kindergarten***  Beginning of year:  **85% - Spanish**  **15% - English**  **End of year:**  **75% - Spanish**  **25%- English (40 minutes by Bilingual teacher.** | Language Arts  Science  Social Studies  Math | K-2 (end of every unit).  Spanish to English   * Language Arts * Science * Social Studies * Math | Language Arts |
| ***First Grade***  **Beginning of Year:**  **80% - Spanish**  **20% - English (20 minutes)**  **End of Year:**  **65%-35% (80 minutes by Bilingual Teacher)** | Language Arts  Science  Social Studies  Math | K-2 (end of every unit).  Spanish to English  • Language Arts | Language Arts  Science  Social Studies  Math |
| **Second Grade**  **70% - Spanish**  **30% - English**  **End of Year:**  **50%-50%** | Language Arts  Science  Social Studies  Math | K-2 (end of every unit).  Spanish to English  • Language Arts | Language Arts  Science  Social Studies  Math |
| **Third Grade**  **50% - Spanish**  **50% - English**  **End of Year: 40%-60%)** | Language Arts  Science  Social Studies  Math | Spanish to English: LA, Science and SS.  English to Spanish: LA and Math | Language Arts  Science  Social Studies  Math |
| **Fourth Grade**  **75% English-**  **25% - Spanish**  **End of Year: 85%-15%)** | Language Arts  Science  Social Studies  Math | English to Spanish: LA Math, Science and SS. | Language Arts  Science  Social Studies  Math |

Necessary components to be done by teachers

***All*** staff members must be trained in understanding why more Spanish in the earlier grades is better for all of the students and more will result in higher levels of biliteracy.

The Bilingual teacher must not mix languages. The Spanish spoken to the kids need to be prioritized to ensure empowerment of Spanish. The English taught needs to be systematic and planned.

Each Bilingual teacher will focus on academic Spanish development to bridge to academic English. The Bilingual teachers’ report card will be different than the mono-lingual teachers. Many concepts will be overlapped but there also may not be exact curriculum alignment. Many of the grades will not be applicable (NA).

The Bilingual teacher must collaborate with the mono-lingual teachers to gather a big idea of what concept needs to be taught.

All teachers will tell their students if there is another language spoken at home, they must read to their children in their home language. This is especially true for Early Childhood or Special Education students.

An ELL teacher must be included in Early Childhood meetings if a decision regarding Bilingual Kindergarten is a concern.

**\*The key component is that each child in the Bilingual program needs to get assessed in BOTH languages. This would include Speech, F&P in English and Spanish as well as any other assessments that can be attained in both. This does not mean that they receive the same assessment in English as in Spanish.**