

**WELCOME
TO
SANDPIPER
FLITE**

(Foreign Language Immersion Teaching Experience)

MISSION STATEMENT

The mission of Sandpiper's Partial Immersion program is to promote highest student achievement, while developing English and Spanish proficiency through content area instruction, thereby enabling students to appreciate cultural diversity while creating 21st century world-class innovative thinkers.

GOALS

- ★ *To develop oral proficiency in English and Spanish*
- ★ *To develop a positive attitude toward learning a second language*
- ★ *To develop a positive attitude toward other cultures*

PROGRAM DESCRIPTION

Language immersion is a method of teaching a second language, in which the learners' second language is the medium of classroom instruction. Through this method, learners study school subjects in the second language. At Sandpiper, the school subjects used are math, science and social studies. The main purpose of our language immersion program is to foster bilingualism, enabling students to develop communication skills and language proficiency in Spanish, in addition to their first language. Research shows that the results of student participation in language immersion programs similar to Sandpiper's, are high levels of Spanish proficiency and grade level (or higher) academic achievement in English. In our program, Spanish itself is not the primary focus of instruction; rather, students learn the language as they use it to learn academic content.

COMMITMENT TO THE PROGRAM

Research shows that achieving cognitive academic language proficiency in a second language can take from 4 - 10 years. All second language learners progress through the same stages as they acquire the language, however, the length of time each student spends at a particular stage may vary greatly from child to child.

It is crucial to your child's success that you make a strong commitment to the program. Exiting the program without careful consideration and qualifying circumstances is HIGHLY discouraged! Parents who wish to exit their child from the program must make an appointment with the Principal and current teacher to determine if it is in the best interest of the student.

SANDPIPER'S MODEL

Instructional Time for K - 4th Grade:

50% English: Language Arts and Social Studies

50% Spanish: Math and Science

(4th grade gifted students receive advanced instruction once/week in English)

Instructional Time for 5th and 6th Grade:

50% English: Language Arts and Math

50% Spanish: Science and Social Studies

STAFFING

Depending on the student numbers and availability of qualified teachers, Sandpiper utilizes either of the following options:

- *Immersion Team: Students in a grade level are divided into two groups where the Spanish teacher and the English teacher share students, teaching the respective curriculum to the two groups, which are alternated midway through each day.*
- *Self-Contained: One bilingual, grade level teacher, teaches a single class and assumes responsibility for all curriculum, teaching the appropriate subjects in the assigned language.*

ENTRY REQUIREMENTS

There are no formal criteria for enrollment into our Kindergarten or First Grade immersion classrooms. Students in 2nd grade and beyond need to demonstrate a level of Spanish language proficiency appropriate for the grade they are entering, or provide transcripts from a similar program in the school district they are transferring from, showing work at or above grade level. A “late entry” interview/screening, with one of our immersion teachers, and a meeting with the Principal, will be made, by appointment only.

*Research shows that any child can benefit from acquiring a second language, regardless of ability level or background, and can succeed in an immersion program. However, students with a **diagnosed language processing disorder** may experience difficulty in an immersion setting and their placement into the program should be considered carefully.*

Sandpiper’s partial immersion program is a one-way immersion model. It is designed for English-proficient students to acquire Spanish. If your child’s first language is anything other than English, he or she will need to demonstrate English proficiency by testing proficient on the AZELLA exam. This is a requirement of the Arizona Department of Education.

PROGRAM GUIDELINES AND ASSESSMENTS

Sandpiper follows the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines, in four areas: listening, speaking, reading and writing. There are specific proficiency targets for each grade level. Students are assessed once a year using a “can do” progress report. Student assessments are sent home at the end of the school year.

IMPORTANT FACTS!

Taken from ACTFL.org - see website for specific studies that support these claims

HOW DOES LANGUAGE LEARNING SUPPORT ACADEMIC ACHIEVEMENT

- ★ *Language learning correlates with higher academic achievement on standardized test measures.*
- ★ *Language learning is beneficial to both monolingual English and English language learners.*
- ★ *Language learning is beneficial in the development of students' reading abilities.*
- ★ *There is evidence that language learners transfer skills from one language to another.*
- ★ *There is a correlation between second language learning and increased linguistic awareness.*
- ★ *There is a correlation between language learning and students' ability to hypothesize in science.*
- ★ *Language learning can benefit all students.*
- ★ *There is a correlation between young children's second language development and the development of print awareness.*
- ★ *There is a correlation between language study and higher scores on the SAT and ACT Tests*
- ★ *There is a correlation between high school foreign language study and higher academic performance at the college level.*

HOW DOES LANGUAGE LEARNING PROVIDE COGNITIVE BENEFITS TO STUDENTS?

- ★ *There is evidence that early language learning improves cognitive abilities.*
- ★ *There is a correlation between bilingualism and intelligence.*
- ★ *There is a correlation between bilingualism and metalinguistic skills.*
- ★ *There is a correlation between bilingualism and memory skills.*
- ★ *There is a correlation between bilingualism and problem solving ability.*
- ★ *There is a correlation between bilingualism and improved verbal and spatial abilities.*
- ★ *There is a correlation between bilingualism and the offset of age-related cognitive losses.*
- ★ *There is a correlation between bilingualism and attentional control on cognitive tasks.*

Research suggests that language learners develop a more positive attitude toward the target language and/or the speakers of that language.

For more information go to: ***actfl.org (American Council on the Teaching of Foreign Languages)***