

No matter one's first language, learning a second language is becoming critical as we become global citizens.

HISD's Elementary Dual Language program is offering new opportunities for families to become part of this exciting, proven method that helps students become proficient in two languages by being taught in both.

Through the program, not only do English Language Learners acquire the skills they need to be successful in school, but native English speakers are given the gift of becoming bilingual and biliterate.

Dual Language schools also support biculturalism through exposure to customs, traditions, and unique traits of nations and people around the world.

Students maintain the same rigor in their academics and core subjects such as reading, writing, math, science, and social studies. There's no loss of the native language, either -- students retain their first language while acquiring a valuable second language. It's a win-win for everyone.



**HISD MULTILINGUAL
PROGRAMS DEPARTMENT**

www.HoustonISD.org/DualLanguage

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**HOUSTON INDEPENDENT
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**HOUSTON INDEPENDENT
SCHOOL DISTRICT**

HISD DUAL LANGUAGE
BILINGUAL. BILITERATE. BICULTURAL.



**Two languages
Three benefits**

Elementary School

PARTICIPATING CAMPUSES

Early Childhood Ctr

Farias ECC*
Laurenzo ECC*

Elementary Schools

Anderson
Ashford
Briscoe
Browning*
Burnet
Burrus*
Cage*
Condit*
Coop
Daily
Dávila*
DeAnda
De Zavala*
Dogan
Durham*
Elrod*
Emerson
Franklin*
Garden Villas
Gregg
JR Harris*
RP Harris
Helms
Herod
Herrera
Highland Heights*
Hobby*
Kashmere Gardens
Kelso*
Law
Love*
Mading*
McNamara
C. Martinez*

Elementary Schools

Memorial
Northline
Osborne
Patterson*
Robinson*
Roosevelt*
Scarborough*
Shearn
Sherman
Twain
Wainwright*
Whidby
E. White

Elementary K-8

Billy Reagan K-8
Wharton DL Academy

Middle Schools

Burbank
Hamilton*
Johnston

High School

Reagan

*New in 2015 – 2016**

HISD also offers two Magnet language immersion schools -- one in Mandarin Chinese, the other in Arabic. For information, visit: www.HoustonISD.org/SchoolChoice

WHAT ARE THE GOALS OF THE PROGRAM?

- Development of fluency and literacy in English and Spanish for all students
- The integration of native English speakers and English Language Learners for academic instruction. Whenever possible, each campus program should have 50 percent of each.
- The promotion of bilingualism, biliteracy, cross-cultural awareness, and high academic achievement

WHAT ARE THE CHARACTERISTICS OF THE PROGRAM?

- An enriching bilingual environment that has full support of the school's administrators, teachers, and parents
- A minimum five-year commitment, but ideally from kindergarten through 12th grade
- Both English and Spanish speakers are instructed together
- Separation of the two languages, with teachers using the language of instruction
- A rigorous core academic curriculum that is aligned to state standards
- An active parent-school partnership

WHAT ARE THE PROGRAM STANDARDS?

- A minimum of 50 percent to a maximum of 80 percent of daily instruction in the non-English language
- Equitable access to students, screening only for language dominance
- Strategic separation of languages by the teacher -- no translation
- An enrollment commitment from Kindergarten through fifth grade (Kindergarten through 12th grade is encouraged)
- Decisions on program, curriculum, and instruction based on research and best practices for English Language Learners



WHY IS DUAL LANGUAGE BENEFICIAL FOR BOTH SPANISH AND ENGLISH SPEAKERS?

- Spanish speakers maintain their first language while learning a second language.
- English speakers experience no risk to their dominant language. They are taught academics in Spanish with second-language approaches to ensure their success.

WHY SHOULD MY CHILD BE IN A DUAL LANGUAGE PROGRAM?

- Being bilingual expands opportunities by enabling students to communicate and interact with more people from around the world, giving them the skills and knowledge to function competently and confidently in a global society.
- Dual Language students display greater academic, cognitive, and social skills than those in all-English classes.