



Parent/Guardian Commitment

- Maintain child in program through 5th grade
- Support child at home in their native language to continue to develop language and academic skills
- Participate in Dual Language parent meetings and functions

DUAL LANGUAGE IMMERSION PROGRAM

School Board

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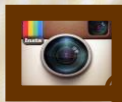
Elementary Schools/Grades

- Bellamy / VPK-5
- Cannella /K-2
- Crestwood /VPK-5
- Deer Park / K-2
- Reddick / K-4
- Ruskin /K-2
- Westchase/ K-4
- Woodbridge/ K

Middle Schools/Grades

- Pierce /6-8
- Turner Bartels/6-8

For more information
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@HCPSWorld

*Preparing Biliterate
Students for Life.*



HCPS Dual Immersion

2022-2023

Visit us at:

World Languages / Dual Language Immersion
Program (hillsboroughschools.org)



What advantages does the Dual Language Program offer students?

COGNITIVE BENEFITS

Increases

- Intellectual growth
- Creativity in thinking and listening
- Higher order reasoning skills

SOCIO-CULTURAL BENEFITS

Strengthens

- Effective communication in both **English and Spanish**
- Literacy in both languages
- Appreciation for cultural diversity
- Pride in own culture
- Skills necessary in a global economy
- College and career readiness

What is the Dual Language Immersion Program?

It is a rigorous program where standards-based academic content and literacy are taught in both Spanish and English. This program adheres to high expectations and state standards.

Program Goals - To develop

- Bilingual, biliterate and bicultural students
- High levels of academic achievement
- An appreciation and understanding of diverse cultures.

Research Findings

Students who acquire advanced levels of proficiency in second languages often experience certain cognitive and linguistic advantages when compared to monolingual students.

(Cummins, 1981; Lambert, Genesee, Halolbow & Chatrand 1993)

Students who are exposed to a second language at an early age have a better chance to learn and be more successful in the acquisition of a second language

(Cognitive Neuroscientist Laura Ann Petitto, 2004)

There is increasing evidence that phonological awareness transfers across languages.

(e.g. Durgunoglu & Verhoeven, 1998; Geva, 2000)

Instructional Program Design

- 50/50 model - students will receive 50% of their instruction in Spanish and 50% in English
- English-dominant and Spanish-dominant students are integrated for instruction throughout the day
- Skills are taught in one language and reinforced in the other language through thematic teaching and cross-linguistic development



Students learn Language Arts, Social Studies, Math and Science in English and Spanish.

