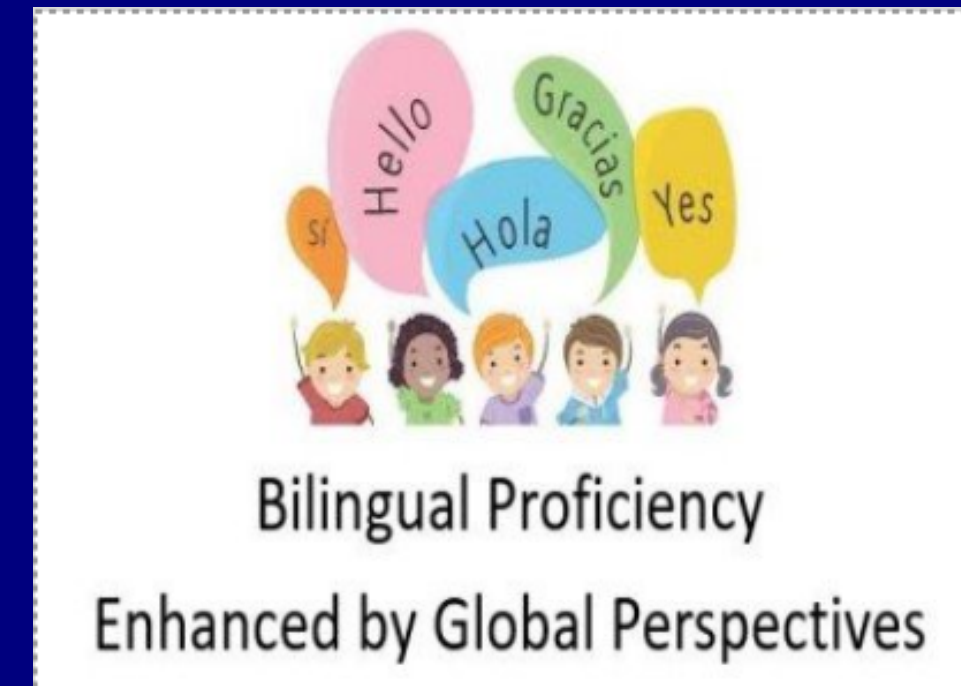




# Dual Language Immersion at Campbell Middle School






As an International Baccalaureate (IB) Middle Years Programme (MYP) school with a Dual Language Immersion (DLI) program, our school offers a distinctive and enriching educational experience. The IB MYP framework encourages students to develop critical thinking, intercultural understanding, and a sense of global responsibility. By integrating the DLI program, students not only gain proficiency in a second language but also enhance their cognitive abilities and cultural awareness. This combination fosters a dynamic learning environment where students are equipped with the skills necessary to thrive in a diverse and interconnected world.






**Audrey C.** Why Study Another Language?



Describe in the Target Language: Yo estudiar un otro lenguaje porque yo quiero a viajar la mundo y aprender más de ellos culturas.

Describe in English: I study another language because I want to travel the world and learn more about their cultures.

**Ian D.** Why Study Another Language?



Describe in the Target Language: Yo estoy estudiando español porque yo quiero viajar a lugares como Perú, México y España. Porque yo se como hablar español, puedo hablar y comunicar con casi 500 millones de los habladores nativos de los 20 países hispanohablantes. Finalmente, yo también puedo entender y estudiar las culturas de ellos países y aprender lenguajes similares al español como italiano o portugués de la rama latina de las lenguajes <sup>Indo-Europeas</sup>.

Describe in English: I am currently studying Spanish because I would like to travel around the world to places such as Peru and Mexico, and Spain. Because I know Spanish, I can also communicate with nearly 500 million native speakers from the 20 Spanish speaking countries. Lastly I can also understand and study the cultures of those countries and learn languages similar to Spanish like Portuguese or Italian from the <sup>Indo-European</sup> Latin branch of languages.

## LANGUAGE ACQUISITION IMPORTANCE

**Acquiring language** is a crucial process for children. It involves **natural interaction**, fostering communication skills and cognitive development, enabling them to thrive in diverse environments.

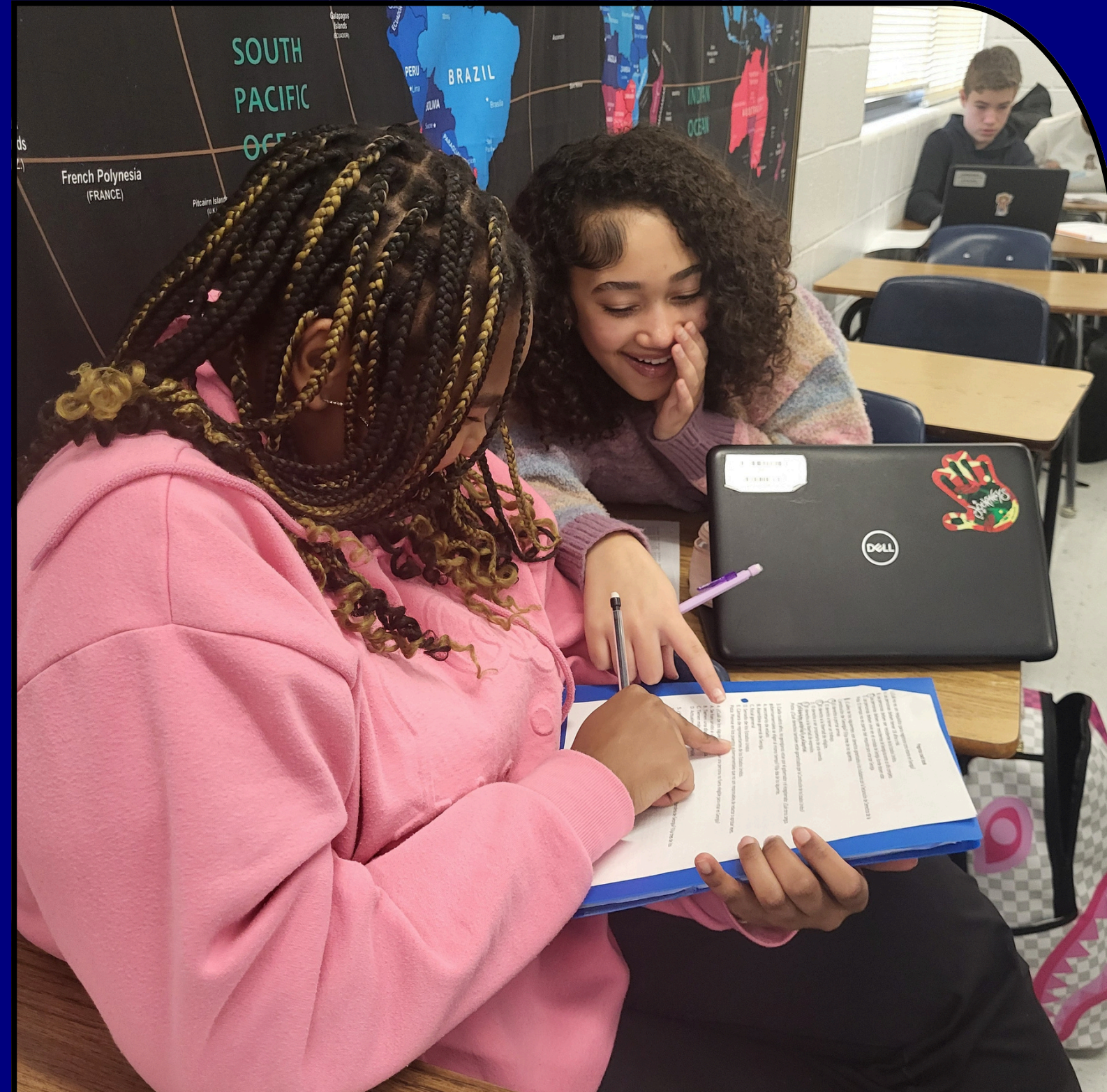
## CULTURAL COMPETENCE SIGNIFICANCE

**Cultural competence** shapes a child's understanding of **diverse perspectives**. Through immersion, students learn to respect and appreciate differences, preparing them for a globalized world.



# We offer 2 courses in Spanish

- **\*\*Individuals & Societies\*\***:
  - Social studies content in Spanish
- **\*\*High School World Language Courses\*\***:
  - **\*\*Spanish 1\*\*** (6th grade)
  - **\*\*Spanish 2\*\*** (7th grade)
  - **\*\*Spanish 3\*\***: (8th grade)





# Current DLI Student Schedule 2024-2025

- Attend six classes daily:
  - Four core content classes:
    - English Language Arts (ELA)
    - Science
    - Social Studies (in Spanish)
    - Math
  - Two connection classes:
    - One Spanish language class (year long)
    - One choice of connection per semester
      - Health/PE
      - Band, Chorus, Orchestra (year long)
      - Reading or Math Support (placed)
      - Theater
      - Art
      - Technology





# Future DLI Student Schedule 2025-2026

- Attend seven classes daily:
  - Five core content classes:
    - English Language Arts (ELA)
    - Science
    - Social Studies (in Spanish)
    - Math
    - **Spanish 1 (6th), 2 (7th), 3 (8th)**
  - Two connection classes:
    - Health/PE
    - Band, Chorus, Orchestra (year long)
    - Reading or Math Support (placed)
    - Theater
    - Art
    - Technology





**"Multilingual education  
opens doors to cultural  
understanding and enhances  
cognitive skills for life."**

NELSON MANDELA





# Reasons to stay in DLI

3 HS Language Credits

Wonderful Teachers

# 8th grade Puerto Rico Trip





# The data shows DLI Students achieve at higher levels

Name	Australia Geography CFA
Campbell Middle School   0290	88.45 %
Name	Australia Geography CFA
Teacher	
[Redacted]	61.22 %
[Redacted]	85.33 %
[Redacted]	89.52 %
[Redacted]	83.41 %
[Redacted] AC Class	90.39 %
[Redacted] AC Class	92.2 %
[Redacted] DLI Class	97.14 %

## DLI

Name	SS8H3 American Revolution
Campbell Middle School   0290	81.63 %

Name	Unit 6 Exam: Area and Volume 2024-25
Campbell Middle School   0290	80.09 %

Name	CFA 2 - Argumentative Writing
Campbell Middle School   0290	85.12 %

## non-DLI

Name	SS8H3 American Revolution
Campbell Middle School   0290	70.86 %

Name	Unit 6 Exam: Area and Volume 2024-25
Campbell Middle School   0290	70.24 %

Name	CFA 2 - Argumentative Writing
Campbell Middle School   0290	80.58 %





**Not in DLI? No worries!  
We still have language options!**



**Language Options for Non-DLI students:**

**\*5th core class: Spanish or French\***

**OR**

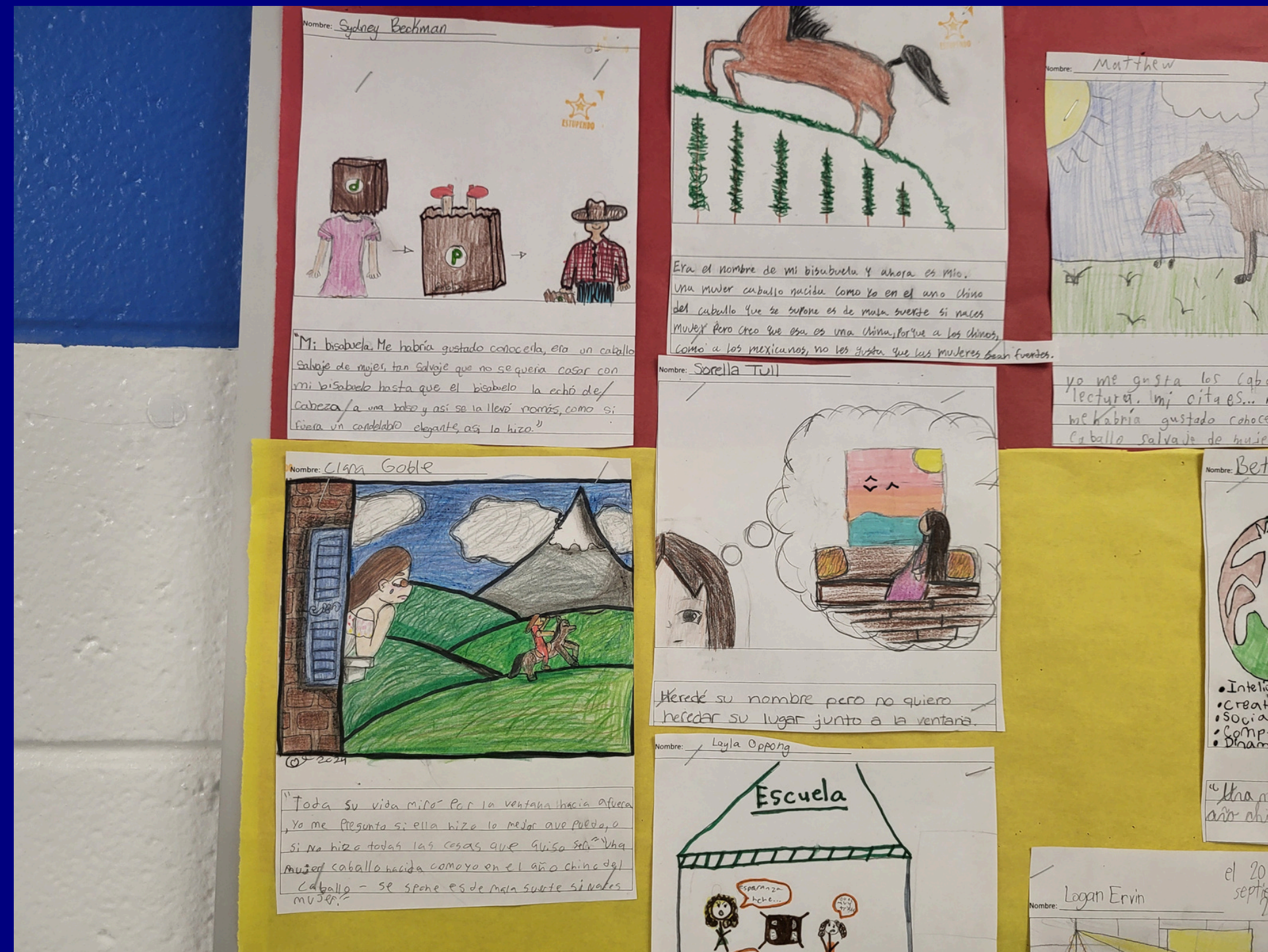
**\*Connections: Spanish or French**

**\*Students will be placed in a World Languages class or Reading based on Lexile**



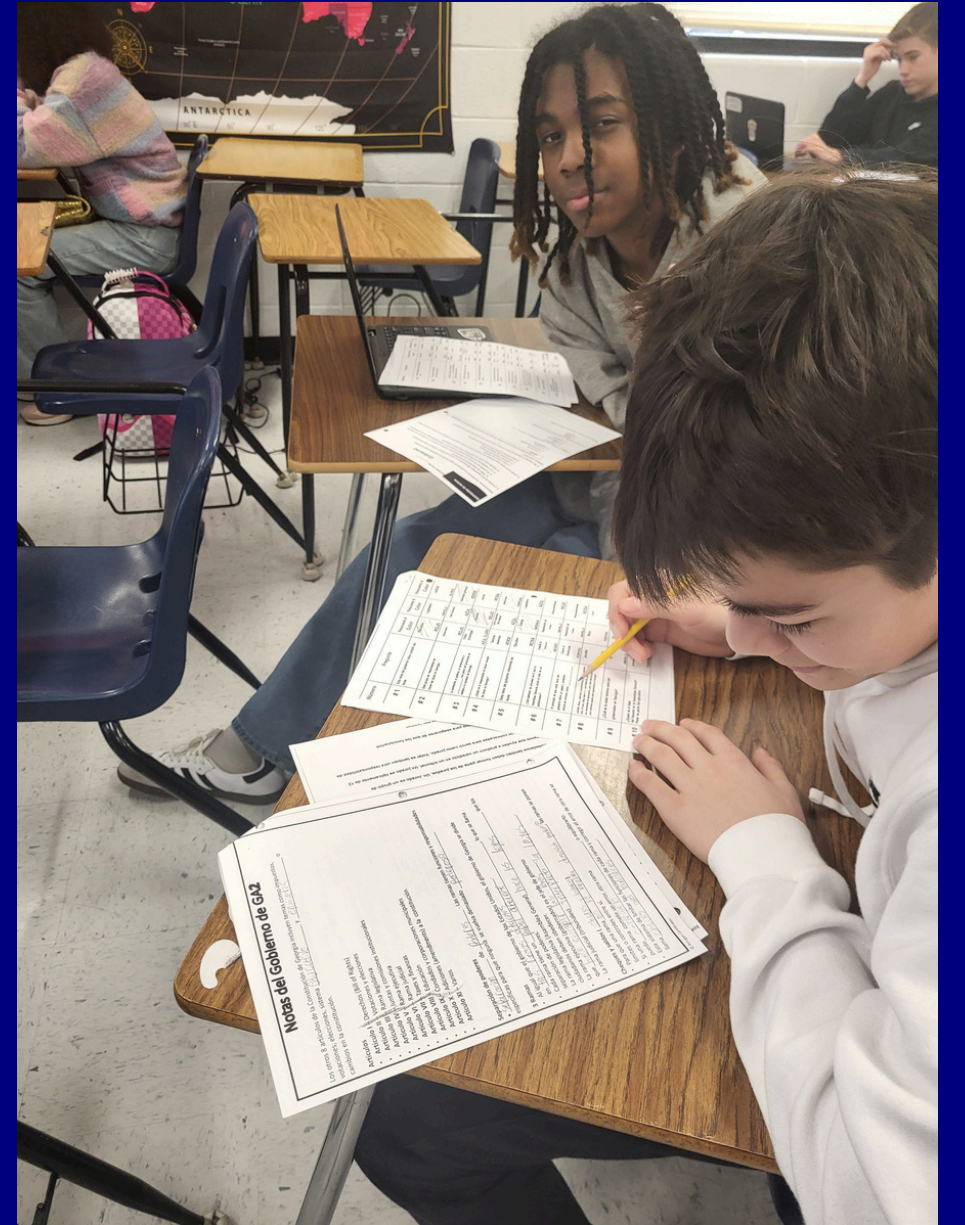
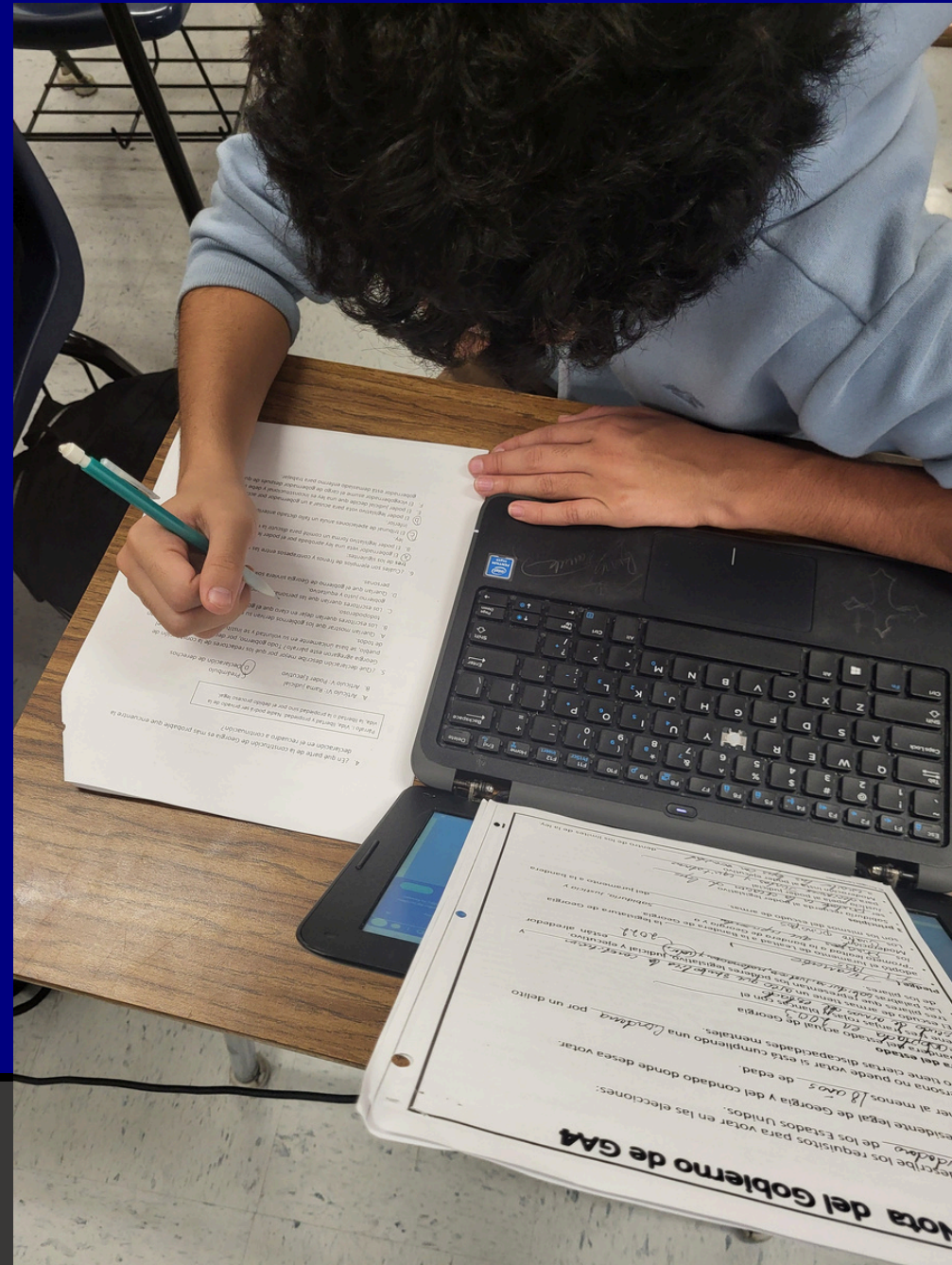
# Future non-DLI Student Schedule 2025-2026

- Attend seven classes daily:
  - Five core content classes:
    - English Language Arts (ELA)
    - Science
    - Social Studies (in Spanish)
    - Math
    - Reading or World Language\*
  - Two connection classes:
    - Health/PE
    - Band, Chorus, Orchestra (year long)
    - Reading or Math Support (placed)
    - Theater
    - Art
    - Technology
    - Spanish or French



\*based on lexile and other factors





Questions?





**Welcome  
Rising  
6th Graders**

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## Our Mission

Academic Success

for

EVERY STUDENT  
DAY

## Our Vision

TO DEVELOP  
PASSIONATE LEARNERS  
ENHANCED BY GLOBAL  
PERSPECTIVES



CAMPBELL  
MIDDLE  
SCHOOL



*Its Grow  
Time!!!*



# SPECIAL EDUCATION SERVICES AND SUPPORT





# MEET THE ADMINISTRATORS



**ASHLEY RENZ, SUPPORT AND SERVICES ADMINISTRATOR**



**ERIN THALER, SPECIAL EDUCATION ADMINISTRATOR**




# 6<sup>th</sup> GRADE CMS SPECIAL EDUCATION TEACHERS & STAFF

- ☐ **Mr. Xavier Glenn, Math Teacher**
- ☐ **Dr. Maria Osakwe, ELA Teacher**
- ☐ **Mr. Robert Purchase, Science Teacher**
- ☐ **Ms. Carla Chatman, Social Studies Teacher**
- ☐ **Ms. Parizah Knowles, Speech Pathologist**
- ☐ **Ms. Susan Isakson, Psychologist**





A photograph of a classroom. In the foreground, several rows of wooden desks and blue chairs are visible. A teacher, a woman with dark hair wearing a blue shirt, stands at the front of the room. The background shows a wall with a large window and some posters. The lighting is bright, and the overall atmosphere is that of a typical school classroom.

**Special education is a service, not a place.**



# WHAT IS SPECIAL EDUCATION?

- ❑ **Special education is governed by federal law under the Individuals with Disabilities Education Act (IDEA).**
- ❑ **IDEA grants children with disabilities the right to receive a Free and Appropriate Public Education. (FAPE)**
- ❑ **It is defined as specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability including adapting content, teaching methodology and delivery instruction to meet the appropriate needs of each child.**
- ❑ **The range of special education support will vary based on a student's need.**





# 6<sup>TH</sup> GRADE INSTRUCTION

**Standard-Based Teaching**

**Use the same curriculum as all CMS 6<sup>th</sup> grade students**

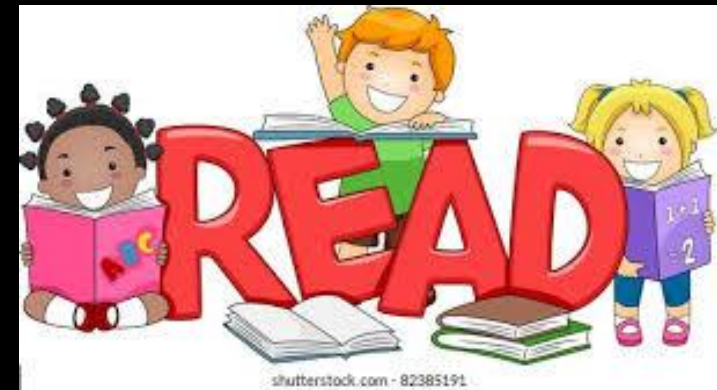
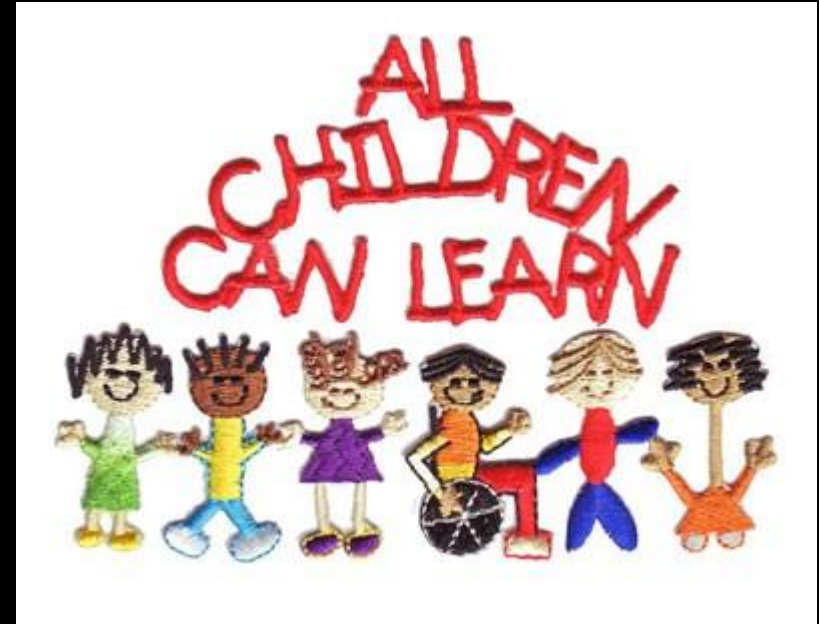
**Have access to the same resources and tools as all CMS 6<sup>th</sup> grade students**





# SERVICES

- ❑ Reading
- ❑ Written Expression
- ❑ Math
- ❑ Communication (Speech)
- ❑ Study Skills
- ❑ Occupational Therapy
- ❑ Social and Emotional/Behavioral





# CLASSROOM SETTINGS

## SMALL GROUP

- ❑ **Purpose:** To provide more personalized instruction tailored to the unique needs of each student.
- ❑ **Group Size:** Typically consists of 2-8 students to ensure individual attention and specialized instruction. (class size maybe larger)
- ❑ **Approach:** Focuses on differentiated instruction, addressing each student's learning style, pace, and level
- ❑ **Environment:** Designed to be less distracting and more supportive, fostering a positive and inclusive atmosphere. (outside of the General Education classroom)





# IT TAKES TWO

Co-teaching (shared teaching) and Collaborative teaching are service delivery options





# CO-TEACHING & COLLABORATIVE TEACHING

- Two or more teachers with equal status sharing classroom responsibilities
- Purposeful instruction – both teachers actively engaged
- **Takes place in the general education classroom**
- Provides opportunities for differentiated and specialized instruction
- **In the co-teaching setting the special education teacher remains in the classroom the entire class segment**
- Students benefit from having multiple teachers
- **In the collaborative setting, the student does not receive services for the total class segment.**





# CLASSROOM SETTINGS

## CONSULTATIVE SETTING

- ❑ **A consultative approach in special education provides support without direct instruction.**
- ❑ **Special education teachers work with general education teacher to meet students' needs.**
- ❑ **Special education teachers provide guidance and strategies rather than teaching students directly.**
- ❑ **Equips general education teachers with skills to support students with special needs.**
- ❑ **Services are provided in the general education classroom**



Learning Knows No Bounds



**THANK YOU**

**FOR YOUR**

**ATTENTION**



**QUESTIONS?**