COME AGAIN? EVERY CLASS DOES A PRESENTATION?
Longfellow is a magnet dual language and fine arts school. Since all our teachers are bilingual, we are able to use bilingual funding to staff full time music, art, and drama teachers that provide support to staff and students. Over the years, the drama program has grown from a voluntary initiative of a few teachers to a school-wide expectation. The drama program is probably the most fully articulated and developed drama program—in any language—at the elementary-school level in the state.

At Longfellow, it is a requirement that every class, K-5, perform for the entire community. The primary classes join together under a common theme and present a performance incorporating music, dance, and some acting. By third grade, however, each class writes and performs an original bilingual or Spanish play.

While the themes vary, each play must reflect and support the core content being taught in class and incorporate multiple fine arts such as music, visual arts, and dance—all expressed through theater.

Wait a minute? Do I have to do all this by myself?
The research aspect of this process involves everyone at the school. It is the classroom teacher’s duty to inform everyone about the theme of the upcoming play, then to ask for support according to staff specialties. The librarian gathers written publications; the music teacher starts rehearsing related songs; and the art teacher focuses on art manifestations of that period of study and/or on developing the stage set with students. The technology teacher helps the students with internet research, while the

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drama teacher develops students’ acting abilities, stopping to give priority to the students' writing process and then resuming with rehearsal of the actual play. Research resources do not stop here at school, but are extended to the community, which can enrich the learning experience through fieldtrips and guest speakers.

**How do I select a theme for a play?**
The selection of the theme is just as important as the play itself. You must consider what state standards you will address. With careful planning and integration, you can easily include all the core content areas.

“For me, everything starts the first day of school when the inevitable question pops up: 'What’s our play going to be about this year, Mr. Reyes?' That puts me on track thinking about the standards... I guess we develop a preference for certain subjects. Some teachers like to focus on science, literature, or social studies themes. I like my plays to be a history lesson,” explains Mr. Reyes. “My group’s play this year was about the Indian Pueblo Revolt. It was excellent!”

“I feel lucky teaching my kids in third grade about the community they live in, their city, and their state ... Once the play is ready to perform, I like to share it with the community, to inform and to raise awareness about the subject. We have written plays about the history of Route 66, the Great Depression and its effects in Albuquerque, and the history of sanatoriums for tuberculosis in New Mexico,” adds Mrs. Arzate.

Some people might think that it is difficult to incorporate more abstract subjects such as mathematics and science into dramatic expression, but it’s actually very easy and fun to bring to life concepts such as matter, solids, liquids, forces, the solar system, etc. Suddenly abstract concepts become tangible, understandable, and real to the students. We have had on stage a large number of characters like planets, elements of nature, and all sorts of insects and ecosystems. The students have challenged themselves to answer scientific hypotheses on stage, with amazing results.

OK, I HAVE A THEME IN MIND, WHAT DO I DO NOW?
Michael Wilson, fifth grade student notes, “At Longfellow Elementary we learn during our school plays because the play is usually about what you are learning in class. Once you are finished choosing your topic, it’s time to start studying to find information. That can be a pain.” But from Ms. Arzate’s perspective, “Actually the more enjoyable part of the process for me is the research period. I love to see my kids completely involved in the learning process... as they become knowledgeable about the subject. The students start being very selective about the new information and start thinking of hundreds of ways to share it with an audience.”

IT’S TIME TO WRITE THE SCRIPT!
“The thing that is different about Longfellow’s plays than other plays is that we write our own scripts,” observes Michael Wilson. As a result, almost all of the presentations are original works created by the students themselves. These plays expose the students to creative development, reading and writing, and research of academic topics. They also have opportunities to contact and learn from experts. We use different writing techniques to help the students visualize their ideas, moving through the writing process from brainstorming to publication. Once the general topic has been developed as a group, specific related topics are assigned to individuals for additional research. The whole class does a story map; the beginning, middle, and ending

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of the story are identified. Acts are divided into scenes; the scenes are distributed among small groups of students at various levels of academic skill, and they become responsible for writing that part of the dialogue. After several sessions of revising and editing, the various parts of the script are sent to the classroom and drama teachers for one last edition. “I don’t accept just a few short lines in a dialogue from students,” insists Sra. López, fifth grade teacher. “I want them to put effort into their creation, I want good reasons, evidence for the information they are sharing with the audience...”

**Practice, practice, practice!**
The plays give students the opportunity to truly internalize the information they have learned. We use the kinesthetic approach to achieve comprehension. Through our practices, students gain an understanding of the language and content when they immerse themselves in the process of touching their props, smelling the atmosphere, hearing and speaking their lines, and even savoring the dialogue. Innumerable practices also support team-building and develop a bond and closeness among students.

**Lights, camera, ACTION!**
The house lights dim, and children go on stage wearing make-up and costumes, eyes shining with the emotion—time to share their knowledge with the audience. It is rewarding to watch the self-satisfaction in their faces, their smiles, and the self-confidence and maturity they exhibit. Bravo! Parents, friends, and community members applaud, their pride and joy evident. Seeing this makes us feel like we are on the right track. Most importantly, all the children want to know if they can start on another play immediately!

**Is this the end?**
The creation and performing of a play is just the beginning. The experience opens the door to endless opportunities and connections in the learning field. A formal evaluation of the content and linguistic progress is appropriate. Have identified standards and benchmarks been met? Is there sufficient proof of student work and involvement? Can students analyze situations, perspectives, and points of view? Did they have plenty of opportunities to develop their target language? Do they show growth in their confidence and self-esteem? Positively!

“This year our play about the Indian revolt was performed for sixth and seventh grade students at Washington Middle School. They wanted to see in action a model they are contemplating adopting. My third graders took the invitation with pride, seriousness, and excitement. It was impressive to see the students acting for a different audience and later being able to answer questions to clarify historical parts of the play. Students become experts on the subject and in a sense they also become teachers. Our plays don’t just entertain, but they also teach. What better way of learning is there? A play is just the appetizer from life’s buffet,” comments Mr. Reyes.

We take our kids to the theater every other week, and after they leave Longfellow, we know they’ll find applications that will enrich their newly acquired skills. For our part, we’ll continue to be committed to the validation of language and culture in our students, while we strive to forge citizens who are bilingual lovers of the arts.
Creemos en el poder de dos idiomas
por Juan R. Rodríguez, escuela intermedia Washington

Soy educador de Puerto Rico y mi primer idioma es el español. Decidí explorar nuevas oportunidades en el campo de la educación y comencé a navegar a través del Internet. Encontré, por medio de referencias, información sobre el Programa Bilingüe del sistema educativo “Albuquerque Public School” (APS) aquí en New Mexico. Me orienté sobre dicho programa y en las escuelas que lo promovían.

Realicé una llamada telefónica y jamás pensé que el mensaje que escucharía cambiaría mi visión y misión como educador al oír: “Bienvenidos a la escuela elemental Longfellow, la escuela imán dedicada al Lenguaje Dual y a las Bellas Artes. Creemos en el poder de dos idiomas.”

La escuela elemental Longfellow (K-5) y la escuela intermedia Washington (6-8) poseen en su Programa Bilingüe la Academia K-8 de Lenguaje Dual y Bellas Artes, dirigido por la Prof. Cynthia Challberg-Hale. El proceso de enseñanza-aprendizaje del Lenguaje Dual comienza gradualmente llevando al estudiante del lenguaje inglés al español y del lenguaje español al inglés. En el grado K hasta el quinto (K-5) se combinan los cursos de Bellas Artes junto al programa académico para lograr el objetivo de que cada estudiante, hable, escriba, lea y comprenda ambos idiomas, el inglés y el español. En los grados 6-8 se refinan las destrezas de análisis, redacción, comprensión y pensamiento crítico en cada una de las materias básicas: Artes del Lenguaje, Matemáticas, Ciencia, Estudios Sociales y todas las materias electivas.

El Programa Bilingüe se amplía en su proceso para obtener el lenguaje dual. He entendido, desde que comencé a trabajar en dicho programa, que una persona que hable dos idiomas puede considerarse bilingüe, pero a través la Academia K-8 del Lenguaje Dual y Bellas Artes, el estudiante sale realmente preparado en ambos idiomas. El dominar dos idiomas en toda su estructura: comprensión de lectura, redacción, análisis y la comunicación oral efectiva en ambos idiomas, es la médula de este programa.

Educar a los alumnos desde sus grados primarios en el Lenguaje Dual evitará en el futuro escucharle decir: “Yo hablo un poquito de inglés,” o “I speak just a little bit of Spanish.” El Programa Bilingüe garantiza educar al estudiante, desarrollarlo y fortalecerlo para lograr la meta deseada, tener el poder de dominar dos idiomas. El programa de la Academia se ampliará muy pronto incluyendo los grados 9-12. APS tendría su Academia K-12 donde todos aquellos estudiantes que reciban esta educación lograrían obtener el dominio de los dos idiomas, inglés y español.

Tenemos un gran reto para todo maestro hispanohablante: utilizar sus conocimientos en la metodología en español y ampliar el conocimiento de técnicas y estrategias de manera eficaz. Los profesionales, los artistas y grandes líderes de la nación reconocen que existe una población que domina el idioma

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Helping students progress to meet standards is high up on the list of “must do’s” for educators. One of the most effective, cross-content skills for assuring academic success is summarizing. Indeed, summarization is highlighted in Robert Marzano’s book, Classroom Strategies that Work: Research-based Strategies for Increasing Student Achievement. (ASCD, 2001).

Summarizing is useful—and expected—in all content areas and is also an important, “real world” communication skill. We use it often to relate the important events of the day, to recount information someone may need, to “catch up” with friends and colleagues, etc. There are many techniques teachers use to teach and allow practice time for summarizing; one of these is the Guided Reading and Summarizing Procedure (G.R.A.S.P.).

As indicated in the name, reading is the foundation of this learning activity. Any genre or type of text may be used, but it is especially suited to complex, academic text. The objective of teaching and practicing this procedure is to help students independently synthesize information and create a summary. And the benefits are great: students can negotiate and construct understanding while reading a text as well as using the summary to study and learn text information. And it gets even better! The technique fuses listening, speaking, reading, and writing; is easy to teach and simple to learn; promotes collaboration; and is actually enjoyable for students. The chart below outlines the steps for teaching summarizing through G.R.A.S.P.

### G.R.A.S.P.-ing the Summarizing Process

1. Give students a short text passage and read it aloud to them, use it as a shared reading, or ask them to read it independently or in pairs. Select a passage that is not too difficult.
2. Tell the students to read the passage silently and carefully, remembering all they can.
3. Ask the students to volunteer what they remember. List these on chart paper, an overhead transparency, etc., as suggestions are called out.
4. Tell the students to reread the selection in order to expand what they remembered the first time. Revise the list.
5. Ask the students which items on the list seem to fit together. Help students group the statements or phrases to make an “outline” for the summary. Suggest categories which could “frame” the piece, if needed.
6. Do a shared writing of a summary from the categorized list/outline, discussing the order of sentences, variations, etc.
7. Ask students to copy the summary and revise and edit it as a class, in small groups, or independently.
8. Repeat occasionally with other texts for practice and mastery of the process.

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Los estudiantes están resumiendo unos artículos del periódico “La Crónica.”
There are sounds of laughter and nervous excitement in the classroom as several students making up two teams engage themselves in a game of chance which has been adapted from the traditional Navajo Shoe Game. Others sit in the background and watch as a student from one team tries to guess where the other team has hidden a ball in their hands. “Si’á (It’s here),” she cries out. The other student from the other team opens his hand and reveals nothing. “Doo si’á da (It’s not there),” they reply. There is more laughter as the teams continue with the game.

In the past four years of teaching Navajo, I have had many students from all walks of life. Navajo students make up the majority of students in my class, but I have also worked with Native American students from other tribes, Hispanic students, white students, and students from mixed ethnic backgrounds. Over the years, I have learned that students are students when it comes to learning, but they all come from different cultural backgrounds. Similarly, in many classrooms and schools today, educators are increasingly faced with diverse populations of students from many racial, cultural, and ethnic backgrounds and communities. Clearly, our current educational paradigms and models demand some unique and innovative approaches in the classroom which will acknowledge and validate the many differences that our students bring to the classroom.

For many of these students, past attempts at doing multicultural education have been very superficial and watered down. In many cases, the curriculum content is kept the same and tidbits of cultural customs, foods, games, and holidays are integrated into classroom lessons. However, multicultural education requires first and foremost an understanding of important critical issues like racism, diversity, and equitable education. Accordingly, ideas of school transformation and empowerment through multicultural education are important because these ideas get straight to the issues of asymmetrical power relations and unequal access in education and the perpetuation of specific forms of oppression.

As a Navajo language teacher, I have had to constantly remind myself and my students of the history of the Navajo language. From a cultural perspective, our language goes back many generations to time immemorial. From a young age, I was always told to watch what I say for there are always consequences in life. I learned that our language is sacred and powerful because it belongs to the Holy People who in turn bestowed the gift of language to the Diné or Navajo.

**A Historical Perspective**

Historically and culturally, Native American languages and cultures were not taught within a rigid, formal school setting. Instead, they were passed on and taught through the everyday interactions of people within a tightly knit, social community setting. Up until about the 1950’s, Navajo was a spoken language and mostly everyone spoke Navajo in all aspects of their lives. My parents and grandparents tell of a time when Navajo was one of several languages spoken. In addition to Navajo, Spanish and some Pueblo languages were also spoken for trade.

However, as many Navajo people were forced to go to boarding schools and learn English, the value of Navajo as a spoken language decreased. Although my parents and their generation were literally forced to forget their language

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and learn English, they did not altogether stop speaking their heritage language. Consequently, it is during this time that the Navajo language began to decline in use, especially as an intergenerational language. As a result, many Navajo children today are not learning their heritage language at home from their parents or grandparents. Ironically, parents are now looking to schools for help in teaching the Native American languages.

I would like to point out here that multicultural education should be more than integrating the language and culture of minority groups into content areas like history, language arts, math, and science. Instead the idea should be about integrating multicultural education across, within, and throughout the school curriculum and the entire process of schooling. This is a very powerful and noble idea because then multicultural education is not only an add-on to curriculum, it is embedded within everything in the educational system.

**Teaching with Cultural Awareness**

In my work with Navajo language students and teachers, it is crucial to recognize the importance of multicultural education as a means of transformation and empowerment. I have been asked whether Navajo language should be taught only to Navajo students. The real question should be: “Is our current educational system ready to accept Navajo in the classrooms on an equal footing with the English language?”

Over the past year and a half, I have coordinated with other Navajo teachers and educators within and outside of the district to create a curriculum model and framework that would be specific to Navajo language teaching yet inclusive and cognizant of other cultures in the classroom. More so, we have been working on creating thematic lessons that draw upon contemporary and traditional Diné cultural life ways, teaching strategies and methods that acknowledge the importance of multiple learning styles and different cultural backgrounds.

It is important to note that as the curriculum content moves away from the individual to the world or global level and increases in difficulty, more time and energy must be spent in teaching the Diné language in a multicultural setting. Also, since one of the main goals of teaching native languages is oral language development, it is imperative for me to engage my students by speaking Diné all the time. Even more, much time and energy should be spent on creating the space and environment for the students to hear and begin to comprehend the language.

In this way, for Navajo teachers, it is important that directions are given in Navajo, basic commands and verbs are integrated into daily lessons, everyday phrases and expressions are used in the classroom, and special time is allotted for students to share their ideas.

In the end, the Diné language, as an indigenous heritage language, is changing, but it also retains many traditional core elements of respect and awareness which can be adapted to work in a modern contemporary context. By working together with other teachers and culturally knowledgeable individuals, I believe that all teachers can accomplish great things for students. They will be able to create some exciting, innovative, and culturally appropriate thematic lessons for their classrooms by embracing multicultural education as a process for transformative education. In the end, I believe it is important that all educators come to fully understand and embrace the multiple forms of knowledge of all cultural groups.

Manzano High School students create flash cards by following directions in Navajo.
One of the ways in which I help my young students learn to appreciate and respect all cultures is to take them on an imaginary trip around the world. This thematic unit is based on several kindergarten social studies standards. In addition, my personal goal is to foster an appreciation and respect for differences and similarities among cultures. Children all around the world have similar wants and needs even when their families and cultures may be different! Hopefully, by understanding this, students will have the foundation to celebrate diversity in their peers and others and will develop, or have reinforced, a sense of pride in their own heritage.

Our journey begins in New Mexico, where we learn about cultures in our own state. We celebrate the Native American, Hispanic, African American, Asian and European influences that make New Mexico so culturally rich. After a two-week study of New Mexico, we leave the USA and “fly” across the ocean to Kenya. I have a thatched-roofed house for my dramatic play center, to which I have added items collected through the years, such as colorful fabric and clothing, burlap bags, baskets, beads, wooden toys and other artifacts. In our centers, we make drums from coffee containers and rain sticks from paper towel tubes. I have a collection of CD’s that celebrate traditional African music. In our sand table and at the block center we have an ample supply of plastic animals native to Kenya. There are many art projects that may be used to demonstrate the artistic heritage of Africa, but mask-making, bead-painting, clay-sculpting and rain-painting are most popular with my students. Math can easily be integrated through geometric designs, drum beats, counting sets of beads, etc.

One of the richest experiences of this unit is the literature. For Kenya, one of my personal favorites is the beautifully illustrated GuGu’s House by Katherine Stock, which celebrates the seasonal rains, the art of sculptures painted with colors found in nature, the relationship between a young girl and her grandmother, as well as the tradition of story telling. The story is rich with the art of African “mud” sculpture. Kukumba, the young girl, helps GuGu, her grandmother, make beautiful mud sculptures of all the animals of Africa, bake them in the hot sun, and paint them with colors made from the white ash of the fireplace, the red of the clay, and so on.

The story goes on to say that they also paint designs on the walls of the compound and thatched-roofed houses, making everything they touch beautiful. Then the seasonal rains wash all the statues and paintings away, back to brown mud. And GuGu takes Kukumba out to find the colors of the world which the rain has brought. Kukumba sees the richness and hurries her grandmother home to paint and sculpt again. My students love making sculptures like the ones in the book and trying out rain-painting. They completely paint white
construction paper with water colors, then take them outside in the rain to collect raindrops that naturally alter their creations.

Another book we enjoy is *Bringing the Rain to Kapiti Plain*, a cumulative story written by Verna Aardema. Again, the seasonal rains are very important to the story. African animals are beautifully illustrated by Beatriz Vidal. My students love to chime in and repeat the text with me as it builds to the coming of the rain to the parched world. The thatched-roofed homes, the vast plains, the wild animals, and the thirsty cattle all help give my students an appreciation for African life.

Two alphabet books, *Jambo Means Hello* by Muriel Feelings and *Ashanti to Zulu* by Margaret Musgrove, are important to this unit. Their beautiful illustrations help the children visualize aspects of African life, and the words give them a feeling for African languages. They learn a few terms, like “jambo”, and enjoy using a new way to say familiar things.

After Kenya, we continue on our journey to a total of nine countries before returning to Washington, D.C. and back to New Mexico. This year I have a student from Egypt and one whose family comes from El Salvador, so I shall integrate these countries into my unit. I feel that it is important for children to “see” their countries of origin in the curriculum, and for the other students to appreciate their classmates’ cultures. As part of this theme, students make a flag of each country, and we do at least one art or cooking project from each location. We read books about each country, and I post photographs of children from each country (mostly from old *National Geographic* magazines) going about their daily lives on a bulletin board. I also have made miniature flags that I put on our classroom globe to help my students locate where we have “been”.

After our world journey, we study the solar system. We pretend that we are seeing the world as we journey into outer space! It really is a small world after all.

Recently, my students were asked to recount a memorable experience from kindergarten to a new student. Several told her that the trip around the world and the African thatched-roofed house were the best. I sincerely hope that the lessons taught and learned during this unit have a life-long impact on how my students view the people they chance to meet throughout their lives.

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**Seeking an ESL Endorsement?**

UNM and APS will again sponsor an ESL Summer Institute to help in-service and pre-service teachers of all grade levels acquire an ESL endorsement. This summer, the six-week institute will run from June 5 to July 14, Monday through Friday from 8:00 a.m. to 12:00 p.m.

The following courses are offered at the ESL Summer Institute:

- LLSS 453—Foundations of Bilingual Education
- LLSS 482—Teaching English as a Second Language
- LLSS 459/559—Second Language Literacy

Students need to take all three of the integrated courses; LLSS 456, 1st and 2nd Language Development, is a prerequisite. Deadline for application is April 1, 2006. For more information, please call 277.8961.
As part of the November dual language conference, *La Cosecha 2005*, students from Albuquerque and Río Grande High Schools, and Del Valle High School from the Ysleta Independent School District near El Paso, Texas, took part in an exchange and student shadowing project. Ms. Cheryl Sizemore, director of the Ysleta Del Valle Dual Language Program, Mr. Carlos Chávez of Río Grande High School, Mr. Antonio Gonzales of Albuquerque High School, and Ms. Reina Romero-Velarde of Dual Language New Mexico organized and sponsored the exchange.

On Wednesday, November 9, the Del Valle students attended classes with students at Albuquerque High School. The following morning they arrived early at Río Grande High School where they were welcomed by teachers and staff: Mr. Carlos Chávez, Spanish and social studies teacher and a member of the New Mexico Bilingual Advisory Committee; Ms. Reina Romero-Velarde of Dual Language NM; Mr. Gordon Douglas, RGHS bilingual coordinator; and Mr. Robert Cisneros, the RGHS home/school liaison. The Del Valle students, Kirsten Callaway, Rebeca González, Edwin Najera, Alejandra Peña, Viviana Valles, Miguel Rosas, and Cristina Galvéz were accompanied by their sponsors: Mr. Fernando Márquez, teacher in the Career and Technical Education Department, Ms. María Natividad, art instructor, and Ms. Sizemore, who also teaches Russian and German. They were introduced to Río Grande students Francisco Hernández, Jesús Oaxaca, Jaime Leanos, Fátima Hernández, Cassandra García, and Karen Mora. The students attended classes together for the remainder of the school day. At noon, all of the students and teachers met together in the school cafeteria for a lunch provided by Mr. Al Sánchez, RGHS principal.

**TAKING THE CHALLENGE**
After classes for the day ended, the students and teachers met in a classroom for a “challenge activity,” designed and facilitated by the Del Valle students. The activity involved dividing the RGHS students and staff into teams, who were given instructions to empty a can of popcorn into another slightly larger container, placed inside a six-foot diameter circle. The Río students were only given eight lengths of rope and a bicycle inner tube as tools and could not enter into or place any part of their body over or inside the circle. The “challenge” part came as Del Valle students would interfere with Río’s progress by prohibiting students from talking or remove one from participation. After Río finally successfully managed to complete the task, there was a discussion session. When the Río students objected to the interference by Del Valle, it was explained that the interference was to provide a “real life” atmosphere, in which people are constantly facing unanticipated challenges or accidents that impact their progress and are outside their control.

**ATTENDING THE CONFERENCE**
Friday, November 1, was Veterans’ Day, and there were no classes for APS students and faculty. The students from Río met with the Del Valle students at the Hotel Albuquerque, the *La Cosecha* conference hotel. Mr. Carlos Chávez and Mr. Gordon Douglas from

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RGHS also attended to assist and supervise student activities. The students spent the morning in various La Cosecha workshops and presentations and then had lunch together with conference participants in a well-decorated and attractive ballroom facility, complete with entertainment. The students were involved in a workshop during the afternoon, preparing for a Saturday presentation for La Cosecha attendees. They also took part in a panel discussion, asked questions about the programs at their respective schools, and got to know each other better. Friday evening the students were invited to attend a dance for all La Cosecha participants.

On Saturday morning there was a brief rehearsal before the students gave a presentation about their experiences in the dual language programs. It was held in La Capilla, a separate church-style building at the hotel. The format of the session began with a PowerPoint presentation accompanied by abundant verbal explanations and student exchanges. This was followed by a brief interactive question-and-answer session. After a formal lunch in the hotel ballroom, the conference ended, and the Del Valle students thanked their Albuquerque hosts, bid them farewell, and left for El Paso.

High school dual language programs in New Mexico might gather ideas from a sample four-year graduation plan for students in the Del Valle Dual Language Program. It includes four years of English, social studies, math, and science; two years of science, math, and social studies are taught in Spanish, two in English. In addition, there are required business, physical education, fine arts, health and community service classes as well as advanced Spanish language courses. Students may choose at least one elective per year.

“Leadership Unmasked” is a conference geared toward developing leadership and language skills for future success. It will be facilitated by Del Valle Dual Language students at the Chito Samanego Conference Center in El Paso in late March. Río Grande students and staff have been invited to participate.

Students from Río Grande and Del Valle High Schools prepared their presentation to be given at the dual language conference.

Developing a High School Dual Language Program

Over the years, the Del Valle dual language program gradually switched from administrative control to a student-directed program. The students now decide which courses they would like to have available and they recruit the teachers, as well. Students have several course choices including elective and core classes. In order to earn their honor seal, students must complete eight courses through the dual language program, four of which must be core classes. All students in the dual language program are required to study both English and Spanish and are encouraged to study another language, either German, French, or Russian. Students also perform community service. The program fosters a mature, broad understanding of the world in which the students must function, now and in the future, and it offers a solid preparation for post-secondary education.
Coming Events

- TESOL’s 40th Annual Convention—TESOL 2006: Daring to Lead: March 15-18, Tampa Convention Center, Tampa, Florida. For more information, e-mail conventions@tesol.org or visit the TESOL website at www.tesol.org.


- New Mexico Association for Bilingual Education—Expanding Our Horizons Through Languages: April 6-8, Albuquerque. For more information, go to www.nmabe.net/conference.html.

- Historical Research Patrons First International Bi-Annual Symposium—Blacks in the West, 1100-1899: June 14-17, Albuquerque, New Mexico. This symposium offers presentations on topics ranging from “Black Migration” and “Buffalo Soldiers” to “Black Towns” and the building of the west. Dr. Raymond C. Bowen will give the keynote speech on the topic, “The Historical Significance of African American Education.” In addition to the presentations, Historical Research Patrons will host the art exhibit “Blacks in the West,” as well as sponsoring a reception on June 14 for participants and presenters. Special rates are available for APS teachers. To register or for more information, call 505.830.6005 or visit www.blacksinthewest.org.

Cross Cultural Resource Library

Monday and Wednesday: 8:00-5:00
Tuesday, Thursday, Friday: 8:00-4:30
Closed daily for lunch: 12:00-1:00
Library Specialist: Jo Ann Gonzales
Please call 880.8429, ext. 154, before making the trip to be sure the library is open.

FYI...

On January 24, 2006, the Multicultural Education Bureau of the New Mexico Public Education Department recognized ten schools from across New Mexico for the effectiveness of their bilingual education programs. Congratulations to the following three APS elementary schools which were among those acknowledged for their accomplishments: Dolores Gonzales Elementary, La Mesa Elementary, and Longfellow Elementary. These schools received a plaque and a $2,000 award funded by NCLB to recognize Title III funded schools where English language learners are making demonstrable progress. We celebrate the successes of these schools!