

P. S. 94, *The Henry Longfellow International School for Language and Culture* in Sunset Park, Brooklyn is committed to developing inquisitive, critical thinkers who will embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage and become bi-literate. As the global economy continues to open the markets of all nations, it is extremely important that we provide our future generations with the tools that they need in order to strive in this new economy. It is our intention to assure that all of our students are offered the opportunity to become multicultural as well as bi-literate.

We are committed to achieving the highest standards of excellence through an academically rigorous curriculum for all students and through professional development for teachers.

PS 94 uses a thematic approach as well as the workshop model approach to teach literacy and language. In addition, we emphasize integrating language development through arts, mathematics, social studies, science, and music. The school uses this approach to build the foundations of reading in early learners and provide teachers with tools for creating effective language and literacy environments in their classrooms. All teachers use several effective practices that help promote learning in students' first and second language. In addition, teachers allocate time for the development of listening skills and oral comprehension through stories, songs, meetings, and discussions, promote natural oral interaction between peers in large and small groups through projects, collaborations, and hands-on activities.



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**PRINCIPAL, PS 94K**

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**PARENT COORDINATORS**

**ARELI CASTELAN**  
**YANG FENG ZHANG**  
**PTA PRESIDENT & CO-PRESIDENT**

**ANITA SKOP**  
**DISTRICT 15 SUPERINTENDENT**



The central graphic is a large, light blue rectangular frame. On the left side of the frame, the letters 'A', 'B', and 'C' are stacked vertically in red, green, and blue respectively. On the right side, the numbers '1', '2', and '3' are stacked vertically in red, green, and blue respectively. At the top of the frame, a group of diverse children are shown reading books. At the bottom, another group of diverse children are shown reading books. The text of school staff names and titles is centered within the frame.

**PS 94**  
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## **Dual Language Programs**



**Bridging Many Cultures**

**Creando un puente entre culturas**

**文化交流的橋梁**

# Our Dual Language Programs



## Goals of the Dual Language Program

P. S. 94K, The Henry Longfellow International School for Language and Culture is a diverse community where respect and commitment to excellence is valued. P. S. 94K is committed to developing inquisitive, critical thinkers who embark on a lifelong journey of learning. We believe in the value of developing citizens who are proud of their cultural heritage, and are bilingual, bi-literate and multicultural. To meet our mission, students have the opportunity to be part of our Dual Language program.

The Dual Language program integrates native English speakers and native speakers of another language for all or most of their content area instruction. Cultures are explored and students work and learn together, preparing them for a successful future in the multicultural world in which we live. Upon their completion in the Dual Language program students in both language groups will:

- Meet or exceed Common Core Learning Standards in English and Spanish or Chinese
- Increase the use of foreign language among English proficient students
- Develop proficiency in their first language
- Develop proficiency in their second language
- Develop second language skills while learning content knowledge in both languages
- Nurture understanding of the different cultures living side by side at PS94
- Give students an upper edge in middle school, high school, college, and the workplace
- Develop bilingualism, bi-literacy, and multiculturalism
- Develop positive cross-cultural attitudes; behaviors, and skills that will help them function in a global economy and society

## Dual Language Enrollment

All students who are zoned to PS 94 can enroll in the Dual Language program. Students who are English Language Learners (ELLs) or who are English Proficient (EP) are encouraged to participate. Program participation will be based on parent choice. Parents must be committed to the philosophy and goals of the Dual Language model. Students entering Dual Language classes will be assessed to determine language proficiency levels in both languages. We currently offer Dual Language Spanish & Chinese in grades K-5.

## Dual Language Program

We follow a Balanced Language Model (50/50 model), reflecting the fact that the two languages are evenly balanced. Students receive half of their instruction in English and the other half in the target language (Spanish or Chinese). The students are linguistically integrated; there are native speakers of English and native speakers of the other language who are ELLs as well as English Proficient.

The Spanish Dual Language Program follows a stand-alone model. Within the stand alone configuration, there is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated.

The Chinese Dual Language follows a stand-alone model, as well. There is one teacher who provides instruction in both languages at separate times. The classroom contains instructional materials in both languages and is organized so that the language of instruction is clearly designated.

Both Dual Language Programs offer students language, literacy and culture in Chinese, Spanish and English.

The Dual Language teachers plan all instruction together in order to meet the academic and linguistic objectives of all the students. In addition, many of our out of classroom teachers are Bilingual and/or ESL certified and they teach content in the home language when possible.

## Dual Language and Project-Based Learning

PS 94 is committed to develop skills for living in a knowledge-based, highly technological society. Through project base learning, our dual language students learn fundamental skills (reading, writing and mathematics) in both languages in combination with and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing and utilizing high tech tools) to solve highly complex problems. Our goal is that our students become directors and managers of their learning process, guided by a skilled teacher.