

Lucas Elementary Dual Language Academy



Lucas Elementary Dual Language Academy: A Deep Dive into Bilingual Education

Are you searching for a nurturing and enriching educational environment for your child that fosters bilingual proficiency? Then you've come to the right place. This comprehensive guide delves into the exceptional offerings of Lucas Elementary Dual Language Academy, exploring its curriculum, benefits, and overall commitment to academic excellence. We'll equip you with all the information you need to determine if Lucas Elementary is the perfect fit for your family.

What Makes Lucas Elementary Dual Language Academy Unique?

Lucas Elementary Dual Language Academy distinguishes itself through its immersive dual language program. Unlike traditional bilingual education models, this academy offers a truly balanced approach, where students receive instruction in both English and [Insert Target Language - e.g., Spanish] throughout the day, from a young age. This isn't just about learning a second language; it's about developing cognitive skills, cultural understanding, and a competitive edge in today's globalized world.

The Power of Immersion: A Bilingual Advantage

The immersive nature of the program is key to its success. Children learn through interaction, play, and real-world application, creating a natural and engaging learning environment. This approach fosters fluency and comprehension in both languages, rather than simply translating between them. Studies show that students in dual language immersion programs often outperform their monolingual peers in academic achievements, including standardized tests.

Curriculum Overview: More Than Just Languages

While language acquisition forms the cornerstone of the Lucas Elementary Dual Language Academy curriculum, it's far from the only focus. The academy provides a well-rounded education encompassing all core subjects - mathematics, science, social studies, and the arts - all taught in a balanced bilingual approach. This ensures students develop a strong foundation in all academic areas while simultaneously building language proficiency. The curriculum is often enriched by culturally relevant activities and materials, broadening student perspectives and celebrating diversity.

The Benefits of a Dual Language Education

Choosing Lucas Elementary Dual Language Academy offers a multitude of benefits for your child. Beyond bilingualism, the program cultivates:

Enhanced Cognitive Skills: Research indicates that bilingualism improves cognitive flexibility, problem-solving skills, and multitasking abilities.

Improved Academic Performance: Students in dual language programs often achieve higher scores on standardized tests in both languages.

Cultural Awareness & Appreciation: Exposure to a different language and culture fosters empathy, understanding, and respect for diversity.

Increased Employability: Bilingualism is a highly sought-after skill in today's job market, giving your child a significant advantage in the future.

Stronger Communication Skills: Mastering multiple languages improves communication skills in general, fostering confidence and clarity.

The Lucas Elementary Community: Support and Engagement

Lucas Elementary Dual Language Academy prides itself on creating a strong and supportive community. This includes:

Dedicated and Qualified Teachers: The academy employs teachers who are not only fluent in both languages but also possess a passion for bilingual education and a commitment to student success.

Parent Involvement: The school encourages active parent participation, recognizing the crucial role parents play in their child's education.

Extracurricular Activities: A range of extracurricular activities further enhances the learning experience, providing opportunities for social interaction and personal growth.

Enrollment and Application Process: Getting Started

The enrollment process at Lucas Elementary Dual Language Academy typically involves completing an application form, providing necessary documentation, and potentially attending an information session. Specific details regarding deadlines and requirements can be found on the school's official website. It is recommended to contact the school directly for the most up-to-date information and to schedule a visit. A school tour is a great way to experience the vibrant learning environment firsthand.

Conclusion

Lucas Elementary Dual Language Academy offers a unique and enriching educational experience that benefits students academically, linguistically, and culturally. By immersing children in a bilingual learning environment, the academy equips them with valuable skills and a competitive edge for the future. If you are looking for a school that fosters bilingual proficiency, cognitive development, and cultural understanding, Lucas Elementary Dual Language Academy is undoubtedly worth exploring.

FAQs

1. What age range does Lucas Elementary Dual Language Academy serve? The age range typically served is [Insert Age Range – e.g., Kindergarten through 5th grade], but it's best to check directly with the school for the most current information.
2. What is the student-teacher ratio at Lucas Elementary? The student-teacher ratio varies by grade

level but generally aims for a manageable class size to ensure individual attention. Contact the school for specific details.

3. Does Lucas Elementary Dual Language Academy offer any special education services? Many dual language academies offer specialized support services; it's crucial to contact the school directly to inquire about their specific offerings and support systems for students with diverse learning needs.

4. What transportation options are available for students attending Lucas Elementary? Transportation options vary depending on location and often include school bus services, carpooling, and private transportation. Contact the school for information on their transportation policies.

5. How can I schedule a school visit or learn more about the admissions process? The best way to schedule a visit or gather detailed information about the admissions process is to visit the official Lucas Elementary Dual Language Academy website or contact the school directly by phone or email using the contact information provided on their website.

lucas elementary dual language academy: Dual Language Education Kathryn J. Lindholm-Leary, 2001-01-01 Dual language education is a program that combines language minority and language majority students for instruction through two languages. This book provides the conceptual background for the program and discusses major implementation issues. Research findings summarize language proficiency and achievement outcomes from 8000 students at 20 schools, along with teacher and parent attitudes.

lucas elementary dual language academy: La Vaca Flaca Ana Arellano, Israel S Gonzalez, 2020-03-21 ¡La vaca flaca no está comiendo! ¿Qué puede hacer el vaquero para ayudarla a comer? El vaquero intentará todo lo que pueda para hacerla comer porque quiere mucho a su vaca. ¿Qué intentará ahora?

lucas elementary dual language academy: Bilingual Education María Estela Brisk, 2006-04-21 This textbook for bilingual educators presents research-based guidelines and examples for implementing quality bilingual education.

lucas elementary dual language academy: *Resources in Education* , 2001

lucas elementary dual language academy: *Pedagogies of Difference* Peter Pericles Trifonas, 2003 First Published in 2003. Routledge is an imprint of Taylor & Francis, an informa company.

lucas elementary dual language academy: Promoting the Educational Success of Children and Youth Learning English National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Children, Youth, and Families, Committee on Fostering School Success for English Learners: Toward New Directions in Policy, Practice, and Research, 2017-08-25 Educating dual language learners (DLLs) and English learners (ELs) effectively is a national challenge with consequences both for individuals and for American society. Despite their linguistic, cognitive, and social potential, many ELs—who account for more than 9 percent of enrollment in grades K-12 in U.S. schools—are struggling to meet the requirements for academic success, and their prospects for success in postsecondary education and in the workforce are jeopardized as a result. Promoting the Educational Success of Children and Youth Learning English: Promising Futures examines how evidence based on research relevant to the development of DLLs/ELs from birth to age 21 can inform education and health policies and related practices that can result in better educational outcomes. This report makes recommendations for policy, practice, and research and data collection focused on addressing the challenges in caring for and educating DLLs/ELs from birth to grade 12.

lucas elementary dual language academy: Rapunzel's Revenge Shannon Hale, Dean Hale, 2011-11-04 Rapunzel escapes her tower-prison all on her own, only to discover a world beyond what she'd ever known before. Determined to rescue her real mother and to seek revenge on her

kidnapper would-be mother, Rapunzel and her very long braids team up with Jack (of Beanstalk fame) and together they perform daring deeds and rescues all over the western landscape, eventually winning the justice they so well deserve.

lucas elementary dual language academy: *Transforming the Workforce for Children Birth Through Age 8* National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

lucas elementary dual language academy: Annual Meeting Program American Educational Research Association, 2005

lucas elementary dual language academy: Preschool English Learners , 2009

lucas elementary dual language academy: *Dual Language Bilingual Education* Kathryn I. Henderson, Deborah K. Palmer, 2020-04-15 This book explores the role of the teacher in dual language bilingual education (DLBE) implementation in a time of nationwide program expansion, in large part due to new and unprecedented top-down initiatives at state and district level. The book provides case studies of DLBE teachers who: (a) implemented the DLBE model with fidelity; (b) struggled to implement the DLBE model; and (c) adapted the DLBE model to meet the needs of their local classroom context. The book demonstrates the way teachers as language policymakers navigate and interpret district-wide DLBE implementation and the tensions that surface through this process. The research, conducted over four years using a variety of methods, highlights the challenges and opportunities faced by teachers implementing DLBE, and will be of interest to both teachers and administrators of DLBE programs as well as scholars working in bilingual education.

lucas elementary dual language academy: *Because Cockroaches Rule* John Janezic, 2021-12-07 Because Cockroaches Rule: Did you know that a cockroach can live for up to one week without its head? Louie The Roach knows that and is excited to share this and other amazing facts about cockroaches. Louie loves to sing, dance, and use his imagination. In the end you will learn that you have a lot in common with cockroaches. You may even become best friends!

lucas elementary dual language academy: English Learners in STEM Subjects National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and

Education, Board on Children, Youth, and Families, Board on Science Education, Committee on Supporting English Learners in STEM Subjects, 2019-01-28 The imperative that all students, including English learners (ELs), achieve high academic standards and have opportunities to participate in science, technology, engineering, and mathematics (STEM) learning has become even more urgent and complex given shifts in science and mathematics standards. As a group, these students are underrepresented in STEM fields in college and in the workforce at a time when the demand for workers and professionals in STEM fields is unmet and increasing. However, English learners bring a wealth of resources to STEM learning, including knowledge and interest in STEM-related content that is born out of their experiences in their homes and communities, home languages, variation in discourse practices, and, in some cases, experiences with schooling in other countries. *English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives* examines the research on ELs' learning, teaching, and assessment in STEM subjects and provides guidance on how to improve learning outcomes in STEM for these students. This report considers the complex social and academic use of language delineated in the new mathematics and science standards, the diversity of the population of ELs, and the integration of English as a second language instruction with core instructional programs in STEM.

lucas elementary dual language academy: Book Fiesta! Pat Mora, 2009-03-10 Take a ride in a long submarine or fly away in a hot air balloon. Whatever you do, just be sure to bring your favorite book! Rafael López's colorful illustrations perfectly complement Pat Mora's lilting text in this delightful celebration of El día de los niños/El día de los libros; Children's Day/Book Day. Toon! Toon! Includes a letter from the author and suggestions for celebrating El día de los niños/El día de los libros; Children's Day/Book Day. Pasea por el mar en un largo submarino o viaja lejos en un globo aerostático. No importa lo que hagas, ¡no olvides traer tu libro preferido! Las coloridas ilustraciones de Rafael López complementan perfectamente el texto rítmico de Pat Mora en esta encantadora celebración de El día de los niños/El día de los libros. ¡Tun! ¡Tun! Incluye una carta de la autora y sugerencias para celebrar El día de los niños/El día de los libros. The author will donate a portion of the proceeds from this book to literacy initiatives related to Children's Day/Book Day. La autora donará una porción de las ganancias de este libro a programas para fomentar la alfabetización relacionados con El día de los niños/El día de los libros.

lucas elementary dual language academy: Froggy Plays in the Band Jonathan London, 2004-04-12 Here comes Froggy's marching band, led by the one and only Frogilina. Froggy and his pals are sure they can win the big prize in the Apple Blossom Parade, even though they haven't been playing together very long. They just need to remember the rules: Don't look left. Don't look right. And DON'T STOP FOR ANYTHING! But when Froggy's around, things never go quite as planned...

lucas elementary dual language academy: Book Love Penny Kittle, 2013 Describes why secondary students don't read, and offers teachers practical advice and strategies for developing depth, stamina, and passion in adolescent readers.

lucas elementary dual language academy: Handbook of Latinos and Education Enrique G. Murillo, Jr, Dolores Delgado Bernal, Socorro Morales, Luis Urrieta, Jr, Eric Ruiz Bybee, Juan Sánchez Muñoz, Victor B. Saenz, Daniel Villanueva, Margarita Machado-Casas, Katherine Espinoza, 2021-07-29 Now in its second edition, this Handbook offers a comprehensive review of rigorous, innovative, and critical scholarship profiling the scope and terrain of academic inquiry on Latinos and education. Presenting the most significant and potentially influential work in the field in terms of its contributions to research, to professional practice, and to the emergence of related interdisciplinary studies and theory, the volume is now organized around four tighter key themes of history, theory, and methodology; policies and politics; language and culture; teaching and learning. New chapters broaden the scope of theoretical lenses to include intersectionality, as well as coverage of dual language education, discussion around the Latinx, and other recent updates to the field. The Handbook of Latinos and Education is a must-have resource for educational researchers; graduate students; teacher educators; and the broad spectrum of individuals, groups, agencies, organizations, and institutions that share a common interest in and commitment to the educational

issues that impact Latinos.

lucas elementary dual language academy: Foundations of Bilingual Education and Bilingualism Colin Baker, Wayne E. Wright, 2021-03-08 The seventh edition of this bestselling textbook has been extensively revised and updated to provide a comprehensive and accessible introduction to bilingualism and bilingual education in an everchanging world. Written in a compact and clear style, the book covers all the crucial issues in bilingualism and multilingualism at individual, group and societal levels. Updates to the new edition include: Thoroughly updated chapters with over 500 new citations of the latest research. Six chapters with new titles to better reflect their updated content. A new Chapter 16 on Deaf-Signing People, Bilingualism/Multilingualism, and Bilingual Education. The latest demographics and other statistical data. Recent developments in and limitations of brain imaging research. An expanded discussion of key topics including multilingual education, codeswitching, translanguaging, translingualism, biliteracy, multiliteracies, metalinguistic and morphological awareness, superdiversity, raciolinguistics, anti-racist education, critical post-structural sociolinguistics, language variation, motivation, age effects, power, and neoliberal ideologies. Recent US policy developments including the Every Student Succeeds Act (ESSA), Seal of Biliteracy, Proposition 58, LOOK Act, Native American Languages Preservation Act, and state English proficiency standards and assessments consortia (WIDA, ELPA21). New global examples of research, policy, and practice beyond Europe and North America. Technology and language learning on the internet and via mobile apps, and multilingual language use on the internet and in social media. Students and Instructors will benefit from updated chapter features including: New bolded key terms corresponding to a comprehensive glossary Recommended readings and online resources Discussion questions and study activities

lucas elementary dual language academy: Limitless Mind Jo Boaler, 2019-09-03 “Boaler is one of those rare and remarkable educators who not only know the secret of great teaching but also know how to give that gift to others.” — CAROL DWECK, author of *Mindset* “Jo Boaler is one of the most creative and innovative educators today. *Limitless Mind* marries cutting-edge brain science with her experience in the classroom, not only proving that each of us has limitless potential but offering strategies for how we can achieve it.” — LAURENE POWELL JOBS “A courageous freethinker with fresh ideas on learning.” — BOOKLIST In this revolutionary book, a professor of education at Stanford University and acclaimed math educator who has spent decades studying the impact of beliefs and bias on education, reveals the six keys to unlocking learning potential, based on the latest scientific findings. From the moment we enter school as children, we are made to feel as if our brains are fixed entities, capable of learning certain things and not others, influenced exclusively by genetics. This notion follows us into adulthood, where we tend to simply accept these established beliefs about our skillsets (i.e. that we don’t have “a math brain” or that we aren’t “the creative type”). These damaging—and as new science has revealed, false—assumptions have influenced all of us at some time, affecting our confidence and willingness to try new things and limiting our choices, and, ultimately, our futures. Stanford University professor, bestselling author, and acclaimed educator Jo Boaler has spent decades studying the impact of beliefs and bias on education. In *Limitless Mind*, she explodes these myths and reveals the six keys to unlocking our boundless learning potential. Her research proves that those who achieve at the highest levels do not do so because of a genetic inclination toward any one skill but because of the keys that she reveals in the book. Our brains are not “fixed,” but entirely capable of change, growth, adaptability, and rewiring. Want to be fluent in mathematics? Learn a foreign language? Play the guitar? Write a book? The truth is not only that anyone at any age can learn anything, but the act of learning itself fundamentally changes who we are, and as Boaler argues so elegantly in the pages of this book, what we go on to achieve.

lucas elementary dual language academy: Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals Yvonne S. Freeman, David E. Freeman, 2014-09-22 Teacher educators from institutions across the U.S. report their research with preservice teachers in large cities, suburban communities, and rural border areas. The authors explain what

they have learned as they have conducted research on education for preservice teachers who will teach emergent bilinguals in mainstream, bilingual, and ESL.

lucas elementary dual language academy: Handbook on Family and Community Engagement
Sam Redding, Marilyn Murphy, Pam Sheley, 2011-12-01 Thirty-six of the best thinkers on family and community engagement were assembled to produce this Handbook, and they come to the task with varied backgrounds and lines of endeavor. Each could write volumes on the topics they address in the Handbook, and quite a few have. The authors tell us what they know in plain language, succinctly presented in short chapters with practical suggestions for states, districts, and schools. The vignettes in the Handbook give us vivid pictures of the real life of parents, teachers, and kids. In all, their portrayal is one of optimism and celebration of the goodness that encompasses the diversity of families, schools, and communities across our nation.

lucas elementary dual language academy: Handbook of School-Family Partnerships
Sandra L. Christenson, Amy L. Reschly, 2010-06-10 Family-school partnerships are increasingly touted as a means of improving both student and school improvement. This recognition has led to an increase in policies and initiatives that offer the following benefits: improved communication between parents and educators; home and school goals that are mutually supportive and shared; better understanding of the complexities impinging on children's development; and pooling of family and school resources to find and implement solutions to shared goals. This is the first comprehensive review of what is known about the effects of home-school partnerships on student and school achievement. It provides a brief history of home-school partnerships, presents evidence-based practices for working with families across developmental stages, and provides an agenda for future research and policy. Key features include: provides comprehensive, cross-disciplinary coverage of theoretical issues and research concerning family-school partnerships. describes those aspects of school-family partnerships that have been adequately researched and promotes their implementation as evidence-based interventions. charts cutting-edge research agendas & methods for exploring school-family partnerships. charts the implications such research has for training, policy and practice especially regarding educational disparities. This book is appropriate for researchers, instructors, and graduate students in the following areas: school counseling, school psychology, educational psychology, school leadership, special education, and school social work. It is also appropriate for the academic libraries serving these audiences.

lucas elementary dual language academy: America's Bilingual Century Steve Leveen, 2021-01-04 How can Americans make our country stronger, kinder, smarter? By marshaling our enviable can-do ethic and learning another language. We can do it, no matter what our age: author Steve Leveen chose Spanish as his adopted language in midlife. America's Bilingual Century is filled with tips for learning a language, some mechanical-like changing your phone and laptop settings to your adopted language--and some philosophical. For instance, start by having a place in your life where you'll use the language, Steve says. The where makes the how more attainable. And recognize that, as with any adoption, you do it for love, and for life--so don't fret when you're not fluent in five months. If you have kids, start them young. You'll be glad you did when you read about the explosive growth of dual language schools across the country and the significant, measurable advantages they give our young people. Steve also takes us to the top summer language immersion camps, for both children and adults. And he shares his findings from leading language scholars, teachers, sociolinguists, app creators, and bilinguals of all stripes that he discovered during his dozen years of research. Then he topples 12 myths about Americans and languages that no longer hold in this century. Like thinking the whole world speaks English (it doesn't), that being monolingual is natural (it isn't), and that Americans suck at language (quite the opposite, as he demonstrates). Here and now in the 21st century, America is embracing its many ethnic and cultural heritages. How natural, then, that we enfold the many languages that these heritages thrive on as part of that quintessentially American pursuit of happiness. If you've never thought of bilingualism as being a patriotic act, America's Bilingual Century may persuade you otherwise. Knowing a second language changes the way we perceive the world, and the way the world perceives us. English is what unites

us, Steve says. Our other languages are what define and strengthen us. And even if becoming bilingual leans more toward aspiration than arrival, that's okay. The journey is as rewarding as the destination.

lucas elementary dual language academy: *Ask a Manager* Alison Green, 2018-05-01 From the creator of the popular website Ask a Manager and New York's work-advice columnist comes a witty, practical guide to 200 difficult professional conversations—featuring all-new advice! There's a reason Alison Green has been called "the Dear Abby of the work world." Ten years as a workplace-advice columnist have taught her that people avoid awkward conversations in the office because they simply don't know what to say. Thankfully, Green does—and in this incredibly helpful book, she tackles the tough discussions you may need to have during your career. You'll learn what to say when • coworkers push their work on you—then take credit for it • you accidentally trash-talk someone in an email then hit "reply all" • you're being micromanaged—or not being managed at all • you catch a colleague in a lie • your boss seems unhappy with your work • your cubemate's loud speakerphone is making you homicidal • you got drunk at the holiday party Praise for Ask a Manager "A must-read for anyone who works . . . [Alison Green's] advice boils down to the idea that you should be professional (even when others are not) and that communicating in a straightforward manner with candor and kindness will get you far, no matter where you work."—Booklist (starred review) "The author's friendly, warm, no-nonsense writing is a pleasure to read, and her advice can be widely applied to relationships in all areas of readers' lives. Ideal for anyone new to the job market or new to management, or anyone hoping to improve their work experience."—Library Journal (starred review) "I am a huge fan of Alison Green's Ask a Manager column. This book is even better. It teaches us how to deal with many of the most vexing big and little problems in our workplaces—and to do so with grace, confidence, and a sense of humor."—Robert Sutton, Stanford professor and author of *The No Asshole Rule* and *The Asshole Survival Guide* "Ask a Manager is the ultimate playbook for navigating the traditional workforce in a diplomatic but firm way."—Erin Lowry, author of *Broke Millennial: Stop Scraping By and Get Your Financial Life Together*

lucas elementary dual language academy: *Educating English Language Learners* Fred Genesee, Kathryn Lindholm-Leary, Bill Saunders, Donna Christian, 2006-01-16 The book provides a review of scientific research on the learning outcomes of students with limited or no proficiency in English in U.S. schools. Research on students in kindergarten to grade 12 is reviewed. The primary chapters of the book focus on these students' acquisition of oral language skills in English, their development of literacy (reading & writing) skills in English, instructional issues in teaching literacy, and achievement in academic domains (i.e., mathematics, science, and reading). The reviews and analyses of the research are relatively technical with a focus on research quality, design characteristics, and statistical analyses. The book provides a set of summary tables that give details about each study, including full references, characteristics of the students in the research, assessment tools and procedures, and results. A concluding chapter summarizes the major issues discussed and makes recommendations about particular areas that need further research.

lucas elementary dual language academy: *Multilingualism for All* T. Skutnabb-Kangas, 1995-01-01 This text offers a synthesis of what is known about the principles that must be followed by education designed to lead to multilingualism. It combines research with practical implications and makes international comparisons in order to arrive at possible (generalizable) universal principles.

lucas elementary dual language academy: *A Big Mooncake for Little Star (Caldecott Honor Book)* Grace Lin, 2018-08-28 A gorgeous picture book that tells a whimsical origin story of the phases of the moon, from award-winning, bestselling author-illustrator Grace Lin Pat, pat, pat... Little Star's soft feet tiptoed to the Big Mooncake. Little Star loves the delicious Mooncake that she bakes with her mama. But she's not supposed to eat any yet! What happens when she can't resist a nibble? In this stunning picture book that shines as bright as the stars in the sky, Newbery Honor author Grace Lin creates a heartwarming original story that explains phases of the moon.

lucas elementary dual language academy: *Multilingual Literacy* Esther Odilia Breuer, Dr.

Anat Stavans, Elke Van Steendam, 2021-01-21 This book investigates multilingual literacy practices, explores the technology applied in different educational frameworks, the centrality of multilingual literacy in non-formal, informal and formal educational contexts, as well as its presence in everyday life. Thematically clustered in four parts, the chapters present an overview of theory related to multilingual literacy, address the methodological challenges of research in the area, describe and evaluate projects set up to foster multilingual literacy in a variety of educational contexts, analyze the literacy practices of multilinguals and their contribution to language and literacy acquisition. This volume aims to initiate a change in paradigms, shifting from structured and conservative problematizations to inclusive and diverse conceptualizations and practices. To that end, the book showcases explorations of different methodologies and needs in formal and non-formal educational systems; and it serves as a springboard for developing multivocal participatory spaces with opportunities for learning and identity-building for all multilinguals, across different settings, languages, ages and contexts.

lucas elementary dual language academy: *Identity Safe Classrooms* Dorothy M. Steele, Becki Cohn-Vargas, 2013-09-05 This practitioner-focused guide to creating identity-safe classrooms presents four categories of core instructional practices: Child-centered teaching ; Classroom relationships ; Caring environments ; Cultivating diversity. The book presents a set of strategies that can be implemented immediately by teachers. It includes a wealth of vignettes taken from identity-safe classrooms as well as reflective exercises that can be completed by individual teachers or teacher teams.

lucas elementary dual language academy: *Vibrant and Healthy Kids* National Academies of Sciences, Engineering, and Medicine, Health and Medicine Division, Board on Population Health and Public Health Practice, Committee on Applying Neurobiological and Socio-Behavioral Sciences from Prenatal Through Early Childhood Development: A Health Equity Approach, 2019-12-27 Children are the foundation of the United States, and supporting them is a key component of building a successful future. However, millions of children face health inequities that compromise their development, well-being, and long-term outcomes, despite substantial scientific evidence about how those adversities contribute to poor health. Advancements in neurobiological and socio-behavioral science show that critical biological systems develop in the prenatal through early childhood periods, and neurobiological development is extremely responsive to environmental influences during these stages. Consequently, social, economic, cultural, and environmental factors significantly affect a child's health ecosystem and ability to thrive throughout adulthood. *Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity* builds upon and updates research from *Communities in Action: Pathways to Health Equity* (2017) and *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000). This report provides a brief overview of stressors that affect childhood development and health, a framework for applying current brain and development science to the real world, a roadmap for implementing tailored interventions, and recommendations about improving systems to better align with our understanding of the significant impact of health equity.

lucas elementary dual language academy: Culturally Responsive School Leadership Muhammad Khalifa, 2020-07-27 *Culturally Responsive School Leadership* focuses on how school leaders can effectively serve minoritized students—those who have been historically marginalized in school and society. The book demonstrates how leaders can engage students, parents, teachers, and communities in ways that positively impact learning by honoring indigenous heritages and local cultural practices. Muhammad Khalifa explores three basic premises. First, that a full-fledged and nuanced understanding of “cultural responsiveness” is essential to successful school leadership. Second, that cultural responsiveness will not flourish and succeed in schools without sustained efforts by school leaders to define and promote it. Finally, that culturally responsive school leadership comprises a number of crucial leadership behaviors, which include critical self-reflection; the development of culturally responsive teachers; the promotion of inclusive, anti-oppressive school environments; and engagement with students’ indigenous community contexts. Based on an

ethnography of a school principal who exemplifies the practices and behaviors of culturally responsive school leadership, the book provides educators with pedagogy and strategies for immediate implementation.

lucas elementary dual language academy: North Carolina Schools and Academies, 1790-1840 Charles Lee Coon, 1915

lucas elementary dual language academy: International Handbook of Leadership for Learning Tony Townsend, John MacBeath, 2011-07-10 The International Handbook of Leadership for Learning brings together chapters by distinguished authors from thirty-one countries in nine different regions of the world. The handbook contains nine sections that provide regional overviews; a consideration of theoretical and contextual aspects; system and policy approaches that promote leadership for learning with a focus on educating school leaders for learning and the role of the leader in supporting learning. It also considers the challenge of educating current leaders for this new perspective, and how leaders themselves can develop leadership for learning in others and in their organisations, especially in diverse contexts and situations. The final chapter considers what we now know about leadership for learning and looks at ways this might be further improved in the future. The book provides the reader with an understanding of the rich contextual nature of learning in schools and the role of school leaders and leadership development in promoting this. It concludes that the preposition 'for' between the two readily known and understood terms of 'leadership' and 'learning' changes everything as it foregrounds learning and complexifies, rather than simplifies, what that word may mean. Whereas common terms such as 'instructional leadership' reduce learning to 'outcomes', leadership for learning embraces a much wider, developmental view of learning.

lucas elementary dual language academy: Strategies for Teaching English Learners Lynne Diaz-Rico, 2012-03-13 Referred to by readers as the greatest language book I have every read, and touted as the best overview of basic principles and strategies for English language teaching, this widely used guide is a one-stop introduction to teaching English to speakers of other languages. A highly-praised, passionately-written overview of basic principles, practices, and methods for educating English learners, this much-used guide covers such topics as multi-level methods for differentiated instruction, Common Core standards, teaching of content vocabulary, and computer-mediated instruction. It's designed to maximize teachers' effectiveness in three major areas-1) expanding English learners' access to the core curriculum, 2) instructing all students with a rich and demanding curriculum, and 3) making crosscultural connections through teaching practices and curricular content-and to work at many levels simultaneously. A breakthrough in language teaching and learning, this thought-provoking text includes coverage of second-language-acquisition issues and techniques, as well as attention to such controversial topics as the influence of culture on schooling, the cultural practices of schooling, and the sociopolitical context of education.

lucas elementary dual language academy: Biliteracy, Meaning Construction, and the Socioccontext Barbara Jean Greybeck, 1995

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lucas elementary dual language academy: The Texas Model for Comprehensive School Counseling Programs , 2018-02-15 The Texas Model for Comprehensive School Counseling Programs is a resource to develop effective and high quality comprehensive school counseling programs that align with Texas statutes and rules governing the work of school counselors. It outlines a process for tailoring school counseling programs to meet the varying needs of students across an array of school districts through implementation of the four components of school counseling programs, Guidance Curriculum, Responsive Services, Individual Planning, and System Support. With this resource, a school counselor will learn to use campus-specific data to identify the unique needs of a campus and design a comprehensive school counseling program to meet those needs. Recognizing the important roles of the entire educational community, the Texas Model for Comprehensive School Counseling Programs provides examples of how parents, teachers, administrators, principals and school counselors can best contribute to implementation of each of the four components of comprehensive school counseling programs. It provides a developmental framework for a school counseling program curriculum that includes activities at each grade level to enhance students' educational, career, personal and social development.

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lucas elementary dual language academy: *English Plus, Issues in Bilingual Education* Courtney B. Cazden, Catherine E. Snow, 1990 This volume presents background information, research reports, and case studies of exemplary programs in bilingual education in the United States. The title is taken from a recent study of the National Coalition of Advocates for Students on the problems faced by immigrant children who are entitled to education but fail to find the support and services inside the school. The authors argue that business as usual in English-only is not enough, but additional language support is essential for equality of educational opportunity. Three case studies exemplify the diversity in language use in the United States and in educational programs that fit that diversity. There is diversity in the communities served: recent immigrant, established language minority, or indigenous Native American; diversity in what special resources, especially teachers and texts, are created and used; and diversity in the use of language or languages in instruction. ISSN 0002-7162: \$12.00 (pbk.).

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