

# handouts

- ❖ Course Descriptions and resources
- ❖ Pathways back to back
- ❖ MS flow chart and scenarios back to back with slide from ppt
- ❖ High school flow chart
- ❖ Proficiency report
- ❖ Jill's Flyer from the state

# Secondary DLI

Middle School and Beyond  
January 20, 2016

# DLI Agenda Items

- ❖ Secondary Pathway
- ❖ Progress in Proficiency
- ❖ Course Descriptions
- ❖ Program Locations
- ❖ Intent to Continue Process

# Secondary Pathway A

## Canyons DLI Secondary Pathway A

(Spanish Example, also available in Chinese & French)

**Revised October 2015**

6th

- Spanish 2 DLI Honors (USOE required course, every day)
- World Civilizations (USOE required course, every day)
- Humanities (USOE required course, every other day)

7th

- Spanish 3 DLI Honors (USOE required course, every day)
- Culture and Media (Canyons added course, required)

8th

- Spanish 4 DLI Honors (USOE required course, every day)
- Culture and Media (Canyons added course, required)

9th

- Spanish AP Language and Culture
- (option to start a new world language)

10th

- 3000 Level Spanish University Course: Pop Culture: Film, Media, and Entertainment
- (optional start of new world language)

11th

- 3000 Level Spanish University Course
- (optional start of new world language)

12th

- 3000 Level Spanish University Course
- (optional start of new world language)

handout

# Secondary Pathway B

## Canyons DLI Secondary Pathway B

(Spanish Example, also available in Chinese & French)

**Revised October 2015**

6th

- Spanish 2 DLI Honors (USOE required course, every day)
- World Civilizations (USOE required course, every day)
- Humanities (USOE required course, every other day)

7th

- Spanish 3 DLI Honors (USOE required course, every day)
- Culture and Media (Canyons added course, required)

8th

- Spanish 4 DLI Honors (USOE required course, every day)
- Culture and Media (Canyons added course, required)

9th

- Spanish AP Language and culture OR Level 4/5
- (option to start a new world language)

10th

- Spanish AP Language And Culture
- (optional start of new world language)

11th

- 3000 Level Spanish University Course: Pop Culture: Film, Media, and Entertainment
- (optional start of new world language)

12th

- 3000 Level Spanish University Course
- (optional start of new world language)

handout

# Proficiency Targets



**UTAH DUAL LANGUAGE IMMERSION**  
*Providing a world of opportunities for students.*

**Utah Dual Language Immersion Proficiency Targets**  
 Revised 7/22/14

## **FRENCH, GERMAN, PORTUGUESE & SPANISH**

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Mid	Novice Mid	Novice Mid
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

## **CHINESE**

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Low	Novice Low	Novice Low
2	Novice High	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Intermediate Low	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Advanced Low	Intermediate High	Intermediate High	Intermediate Mid
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Mid	Advanced Low	Advanced Low	Intermediate High

# End of 5<sup>th</sup> Grade Goals

## ❖ French and Spanish

❖ Listening: Intermediate Mid

❖ Reading Writing Speaking Listening: Intermediate Low

## ❖ Chinese

❖ Listening: Intermediate Low

❖ Reading, Writing, Speaking: Novice High

## ❖ Intermediate Low:

❖ Ask simple questions and accomplish what you need.

❖ Use solid formulas, created sentences, strings of sentences, and some linked sentences

**6th Grade Student Proficiency Report: SPANISH**

Student Name School	Language FRENCH	Teacher Date										
<p><b>LISTENING ABILITY</b> <i>Your child's listening ability in the immersion language is best described as...</i></p> <table border="1"> <thead> <tr> <th>INTERMEDIATE LOW</th> <th>INTERMEDIATE MID</th> <th>INTERMEDIATE HIGH</th> <th>ADVANCED LOW</th> <th>ADVANCED MID</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Understands familiar questions, commands and statements in a limited number of content areas</li> <li>Understands questions and statements in new content areas with strong contextual support</li> <li>Follows information that is being given as a fully narrated text</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Understands most sentence-level speech in new contexts as a normal rate of speech although slow-downs may be necessary for unfamiliar topics</li> <li>Carries out commands</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Understands longer stretches of connected speech as a number of topics at a normal rate of speech</li> <li>Follows key messages comprehending topics related to everyday life and familiar subject areas</li> <li>Carries out requests (clarification variety)</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech</li> <li>May have difficulty with highly idiomatic speech</li> </ul> </td> </tr> </tbody> </table>			INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID	<ul style="list-style-type: none"> <li>Understands familiar questions, commands and statements in a limited number of content areas</li> <li>Understands questions and statements in new content areas with strong contextual support</li> <li>Follows information that is being given as a fully narrated text</li> </ul>	<ul style="list-style-type: none"> <li>Understands most sentence-level speech in new contexts as a normal rate of speech although slow-downs may be necessary for unfamiliar topics</li> <li>Carries out commands</li> </ul>	<ul style="list-style-type: none"> <li>Understands longer stretches of connected speech as a number of topics at a normal rate of speech</li> <li>Follows key messages comprehending topics related to everyday life and familiar subject areas</li> <li>Carries out requests (clarification variety)</li> </ul>	<ul style="list-style-type: none"> <li>Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</li> </ul>	<ul style="list-style-type: none"> <li>Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech</li> <li>May have difficulty with highly idiomatic speech</li> </ul>
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handout

# Monitoring & Reporting Proficiency

❖ Proficiency Report

❖ Fall Data Meeting

❖ AAPPL Report

UTAH DUAL LANGUAGE IMMERSION <i>Providing a world of opportunities for students.</i>		6th Grade Student Proficiency Report: SPANISH	
Student Name	Language <b>FRENCH</b>	Teacher	
School	District	Date	

**LISTENING ABILITY** *Your child's listening ability in the immersion language is best described as . . .*

INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH	ADVANCED LOW	ADVANCED MID
<ul style="list-style-type: none"> <li>Understands familiar questions, commands and statements in a limited number of content areas</li> <li>Understands questions and statements in new content areas with strong contextual support.</li> <li>Follows information that is being given at a fairly normal rate.</li> </ul>	<ul style="list-style-type: none"> <li>Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics.</li> <li>Carries out commands.</li> </ul>	<ul style="list-style-type: none"> <li>Understands longer stretches of connected speech on a number of topics at a normal rate of speech.</li> <li>Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.)</li> </ul>	<ul style="list-style-type: none"> <li>Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects</li> </ul>	<ul style="list-style-type: none"> <li>Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech.</li> <li>May have difficulty with highly idiomatic speech</li> </ul>

**SPEAKING ABILITY** *Your child's speaking ability in the immersion language is best described as . . .*

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p><b>Partial ability to</b> create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <ul style="list-style-type: none"> <li>ask and answer questions</li> <li>handle a simple survival situation (daily needs) in the language</li> <li>Uses vocabulary from everyday topics and subject area content to provide basic information.</li> <li>Uses memorized expressions with ease and accuracy.</li> <li>Can respond in intelligible sentences most of the time but does not sustain detailed speech</li> <li>Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</li> <li>May revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics</li> </ul>	<p><b>Sustained but minimal ability to</b> create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</p> <ul style="list-style-type: none"> <li>ask and answer questions</li> <li>handle a simple survival situation (daily needs) in the language</li> <li>Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</li> <li>Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</li> <li>Handles a limited number of everyday social and subject content interactions.</li> <li>Uses a variety of common verbs in present tense (formations may be inaccurate)</li> <li>Other verb tenses/forms may appear but are not frequent.</li> <li>The listener may be confused by this speech due to the many grammatical inaccuracies.</li> </ul>	<p><b>Confident ability to</b> create with language to convey personal meaning by adapting learned material in single sentences &amp; strings of sentences</p> <ul style="list-style-type: none"> <li>ask and answer questions</li> <li>handle a simple survival situation (daily needs) in the language</li> <li>Has basic vocabulary to permit discussions of a personal nature and subject area topics.</li> <li>May attempt circumlocution when appropriate vocabulary is missing.</li> <li>Maintains simple sentence-level conversations.</li> <li>May initiate talk spontaneously without relying on questions or prompts.</li> <li>May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however)</li> <li>Uses an increasing number and variety of verbs.</li> <li>Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident.</li> <li>Meaning is generally clear in spite of some grammatical inaccuracies.</li> </ul>	<p><b>Partial ability to</b> converse freely on autobiographical topics as well as issues related to daily living (in school, home, community)</p> <ul style="list-style-type: none"> <li>describe and narrate across the major time-frames of present, past and future</li> <li>speak in paragraph-length utterances</li> <li>have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners</li> <li>Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail.</li> <li>Sometimes achieves successful circumlocution when precise word is lacking.</li> <li>Initiates and sustains conversations by using language creatively.</li> <li>Shows a developing but not sustained ability to use paragraph-level speech with connected sentences (e.g., then, so, that, etc.) in descriptions and narrations</li> <li>Control of present tense is solid but patterns of breakdown appear in past &amp; future tenses</li> <li>Grammatical inaccuracies are still present.</li> </ul>

# Monitoring & Reporting Proficiency

- ❖ AAPPL: ACTFL Assessment of Performance towards Proficiency in Language
  - ❖ Interpersonal Listening/Speaking
  - ❖ Presentational Writing
  - ❖ Interpretive Listening
  - ❖ Interpretive Reading
- ❖ CFA: Common Formative Assessments
- ❖ “I can” statements
- ❖ Objective Trackers

# Courses

## ❖ 6<sup>th</sup> Grade

- ❖ Target Language Literacy
- ❖ Social Studies
- ❖ Humanities

## ❖ 7<sup>th</sup> Grade

- ❖ Target Language Literacy
- ❖ Culture and Media

## ❖ 8<sup>th</sup> Grade

- ❖ Target Language Literacy
- ❖ Culture and Media

# Course Description

- ❖ **Target Language Literacy 6<sup>th</sup>-8<sup>th</sup>**
  - ❖ Designed around thematic units and essential questions that reflect real world application
  - ❖ Targets Language Arts Core Standards
  - ❖ Prepares for AP and college level courses
  - ❖ Focuses on Speaking, Listening, Reading, & Writing

# Course Description

## ❖ Social Studies 6<sup>th</sup> Grade

- ❖ World Civilizations

- ❖ Relationships over time of the world's people among major regions of the world within all aspects of human activity

# Course Description

## ❖ Humanities 6<sup>th</sup> Grade

- ❖ Students use the target language to examine human expression and culture through art, music, history and literature.
- ❖ Aligned to chronological and thematic framework of the Social Studies Course

# Course Description

- ❖ **Culture and Media 7<sup>th</sup> and 8<sup>th</sup> Grade**
  - ❖ Builds skills in cultural-linguistic competencies necessary for successful communication with native speakers (reading, writing, speaking and listening).
  - ❖ Focuses on media and authentic texts to examine cultural perspectives, products, and practices.
  - ❖ Aligned to AP language and culture exam.

# Bridge



# Advanced Placement (AP)

AP World Language and Culture

[ap.central.collegeboard.com](http://ap.central.collegeboard.com)

# Course Description

- ❖ Contemporary societies
- ❖ Study of cultures through examining their products, practices and perspectives through thematic themes
- ❖ 6 Themes

# The Advanced Placement Advantage

- ❖ Build Critical thinking skills
- ❖ Develop Study Habits
- ❖ Study the subjects in which you are interested
- ❖ Receive college credit
- ❖ Challenge your students
- ❖ Encourage team work

# Bridge



# High School Courses

- ❖ Application of language into global career opportunities
- ❖ Building global competencies
- ❖ 3000 level courses accepted by 7 Utah Universities
- ❖ Graduate just a few credits short of a minor
- ❖ First Spanish Course next year in Granite and Davis Districts
  - ❖ SPAN 3116 Pop Culture: Film, Media, and Entertainment

# Minimum Proficiency Levels Needed in the Work Field

Proficiency Level	Functions	Corresponding Jobs/ Professions	Who has this level of proficiency?	Utah Dual Immersion Target
<b>Superior</b>	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation	<b>Interpreter, Accountant Executive, Lawyer, Judge, Financial Advisor</b>	Educated native speakers; students from abroad after a number of years working in a professional environment	
Advanced High	Narrate and describe in past, present and future and deal effectively with an unanticipated complication	University professor of foreign languages	Students with masters degrees or doctorates	<b>Grade 12</b>
<b>Advanced Mid</b>		<b>Doctor, Sales representative, Social worker</b>	<b>Native speakers who learned Spanish in the home environment</b>	
<b>Advanced Low</b>		<b>Customer service representatives, Police officers, school teachers</b>	<b>Graduates with Spanish degrees</b>	
Intermediate High	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Aviation personnel, telephone operator, receptionist	After 6 years of middle/ high school, AP, LDS Returned Missionaries	Grades 8-9
Intermediate Mid		Tour guide, cashier	After 4 years of middle/ high school, AP, LDS Returned Missionaries	Grade 6-7
Intermediate Low			After 2 years of high school	Grades 4-5

# Middle Schools

## ❖ Chinese

- ❖ Draper Park
- ❖ Butler
- ❖ Indian Hills

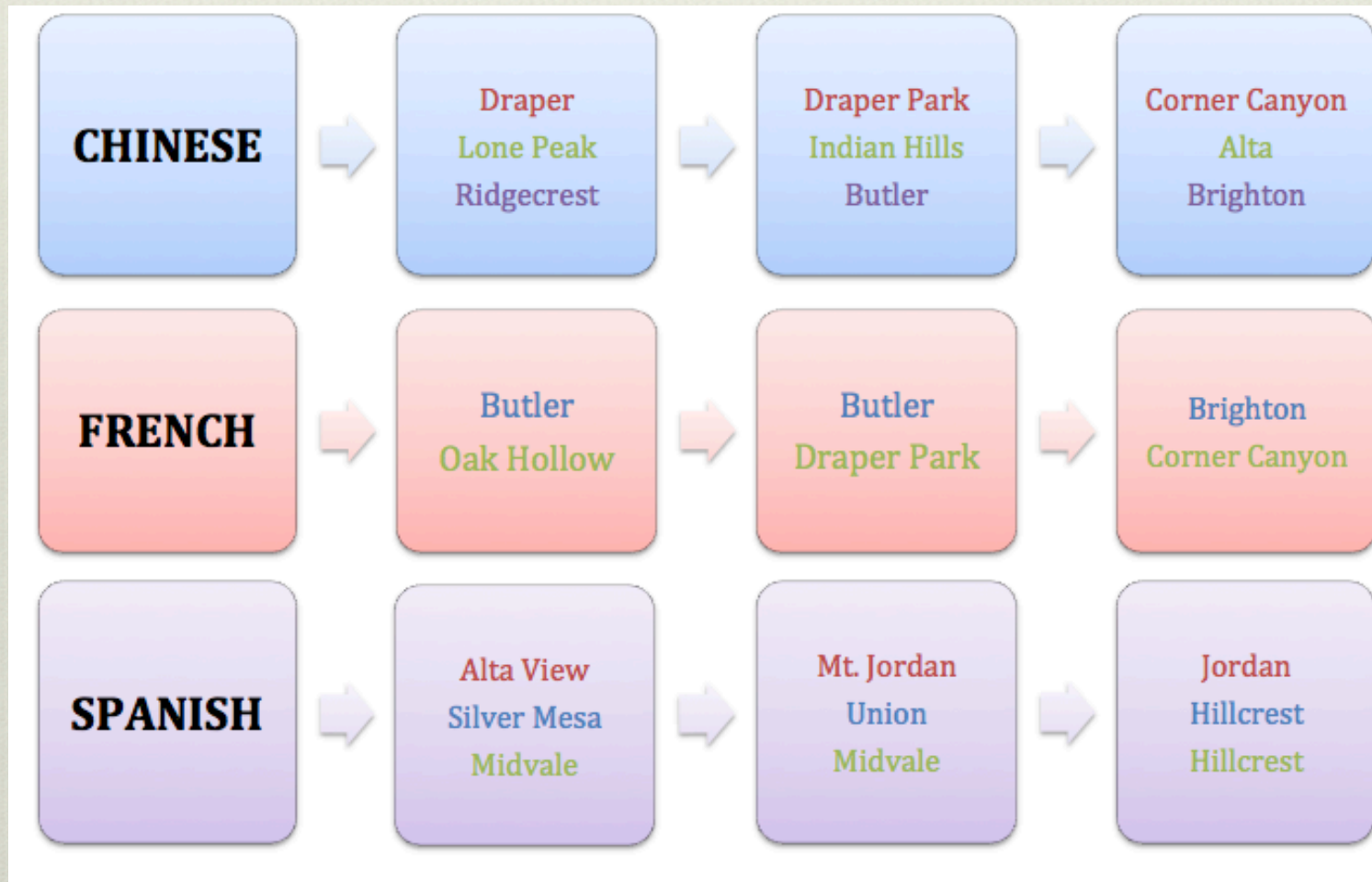
## ❖ Spanish

- ❖ Midvale
- ❖ Mt. Jordan
- ❖ Union

## ❖ French

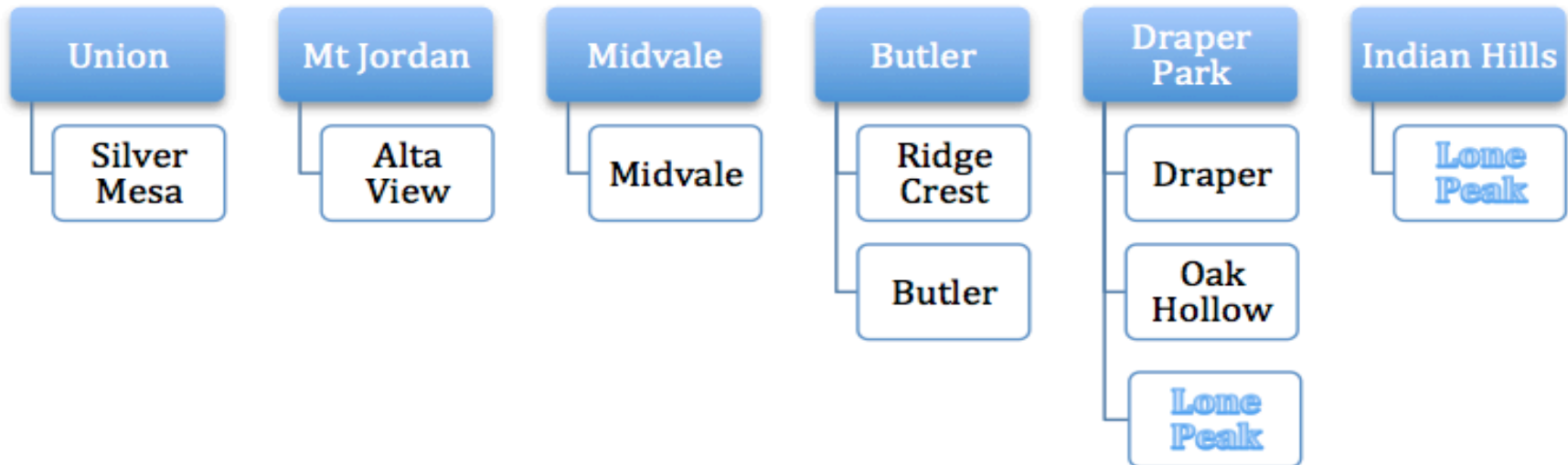
- ❖ Draper Park
- ❖ Butler

# AP High Schools



# Transition Protocol

ALL STUDENTS MUST COMPLETE  
INTENT TO CONTINUE PROCESS  
(*online*)

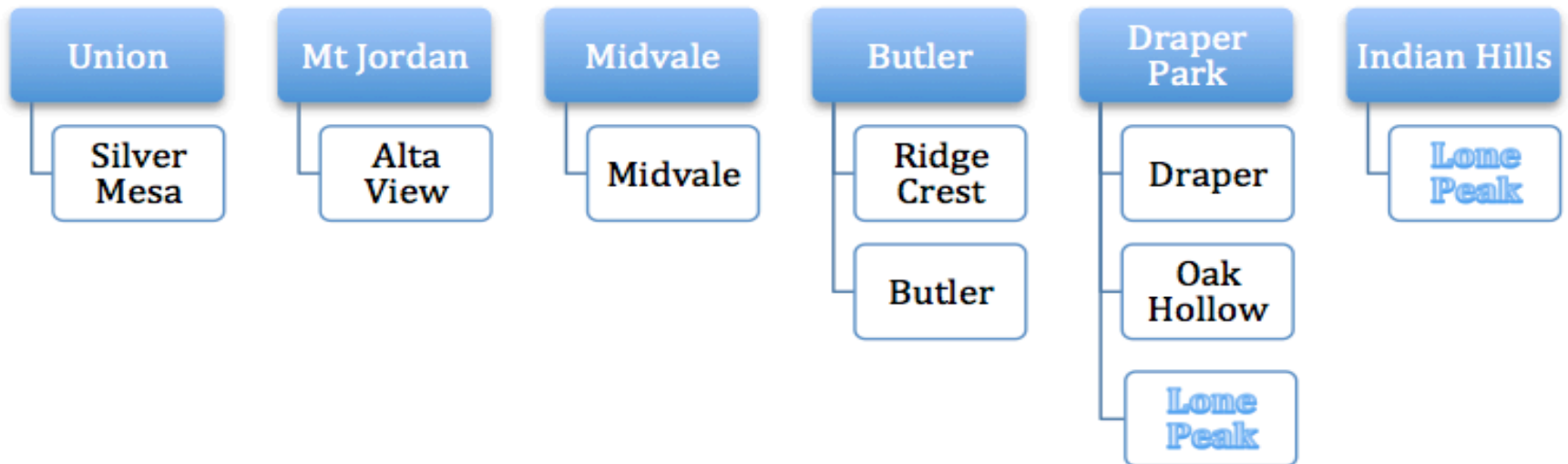


# Transition Protocol

- ❖ ALL STUDENTS MUST COMPLETE the online INTENT TO CONTINUE PROCESS
- ❖ Feeder Schools (other than Lone Peak)
  - ❖ Students are guaranteed placement in the middle school assigned as a feeder to the elementary school they are currently attending.
  - ❖ This guarantees the required permit
    - ❖ Parents must still fill out the permit paperwork
    - ❖ Here tonight or at the school in the future

# Lone Peak

- ❖ Lone Peak feeds into more than one middle school.



# Lone Peak

- ❖ All Lone Peak DLI students are guaranteed placement at **either** Draper Park or Indian Hills.
- ❖ Students who *live in* either Draper Park or Indian Hills boundaries, will be guaranteed placement into the DLI program of the designated middle school based on their *home address*.

# Lone Peak

- ❖ Students with a home address *outside both* Draper Park and Indian Hills boundaries;
  - ❖ Must request their preferred placement through the online **Intent to Continue Process**
  - ❖ Placement will be based on space available in the DLI program *and* the availability of permits for out-of-boundary students

# Disclaimer

- ❖ In the case that the ratio of students who enroll in the Elementary DLI programs, significantly differs from the ratio of the general student population feeding into their boundary middle schools, adjustments to the DLI procedures for middle school placement may need to be considered.

# Intent to Continue Process

## ❖ Purpose:

- ❖ To inform Canyons School district of students' intent to continue in the DLI program in middle school and beyond
- ❖ Identify number of students projected to attend each middle school

# On Line Process


- ❖ Chromebooks on site tonight
- ❖ Enter Student name and birthdate

Middle School Dual Immersion Intent to Continue

### Student Lookup

**First Name \***

**Last Name \***

**Date of Birth \***  

**Current School \***

# Verify Information

## Please Verify Your Address Information

Address \*

City \*

Sandy

State \*

UT

ZIP \*

84094

Is this information correct? \*    Yes ☐    No ☐

Do you live in the boundary? \*    Yes ☐    No ☐

# Identify Your School Preference

## Additional Information

**The Dual Program is not available at INDIAN HILLS MIDDLE.**

**Which school is your first choice?**

Union Middle - Spanish

**Which school is your second choice?**

Union Middle - Spanish

**Does your child have a sibling currently enrolled in a Middle School Dual Immersion program at CSD? \***

Select an Item

**Does the student have a twin/triplet also enrolled in the program? \***

Select an Item

# Permit Paperwork

- ❖ Carbon Copies Here Tonight
- ❖ Obtain them from the school in the future

# On Line Process Deadline

January 31, 2016

[https://dual.canyonsdistrict.org/  
secondarydual/start.cfm](https://dual.canyonsdistrict.org/secondarydual/start.cfm)

# Intent To Continue Process

**Tonight**

**By January 31**

❖ [https://  
dual.canyonsdistrict.org/  
secondarydual/start.cfm](https://dual.canyonsdistrict.org/secondarydual/start.cfm)

❖ Verify student information

❖ Select your school  
preference

❖ Submit

❖ Fill out permit paperwork  
if necessary.

❖ [https://  
dual.canyonsdistrict.org/  
secondarydual/start.cfm](https://dual.canyonsdistrict.org/secondarydual/start.cfm)

❖ Verify student information

❖ Select your school  
preference

❖ Submit

❖ Fill out permit paperwork  
at your preferred middle  
school if necessary

\*You will receive notification of availability via email by February 20, 2016

# Notification

- ❖ You will receive notification of availability and placement via email by:

February 20, 2016