

Secondary Dual Language Immersion Information Night



May 11, 2017



Welcome

- Canyons School District Dual Language Immersion Team
 - Cassie Kapes
 - Secondary DLI
 - Spanish
 - Michèle Harward: French / World Language
 - Polly Buck: Chinese
 - Ofelia Wade
 - Elementary DLI
 - USBE Spanish
 - Michelle McCombs: Administrative Assistant

THANK YOU to...

- Parents and Students



Opportunity

DLI opens the window of opportunities for....

- Affordable University Credit
- Seal of Biliteracy
- Access to study abroad / internships
- Travel enhanced by authentic cultural personal connections
- International and domestic employment
- Serving communities abroad and at home
- Global awareness



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

Careers with DLI proficiency

Proficiency Level	Functions	Corresponding Jobs/Professions	Who has this level of proficiency?
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation	Interpreter, Accountant Executive, Lawyer, Judge, Financial Advisor	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
Advanced Mid		Doctor, Sales representative, Social worker	Native speakers who learned Spanish in the home environment
Advanced Low		Customer service representatives, Police officers, school teachers	Graduates with Spanish degrees
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
Intermediate Mid		Tour guide, cashier	After 4 years of middle/high school, AP, LDS Returned Missionaries
Intermediate Low			After 2 years of high school
Novice High	Communicate minimally with formulaic and rote utterances, lists and phrases		After 1 year of high school
Novice Mid			
Novice Low			

12th Grade

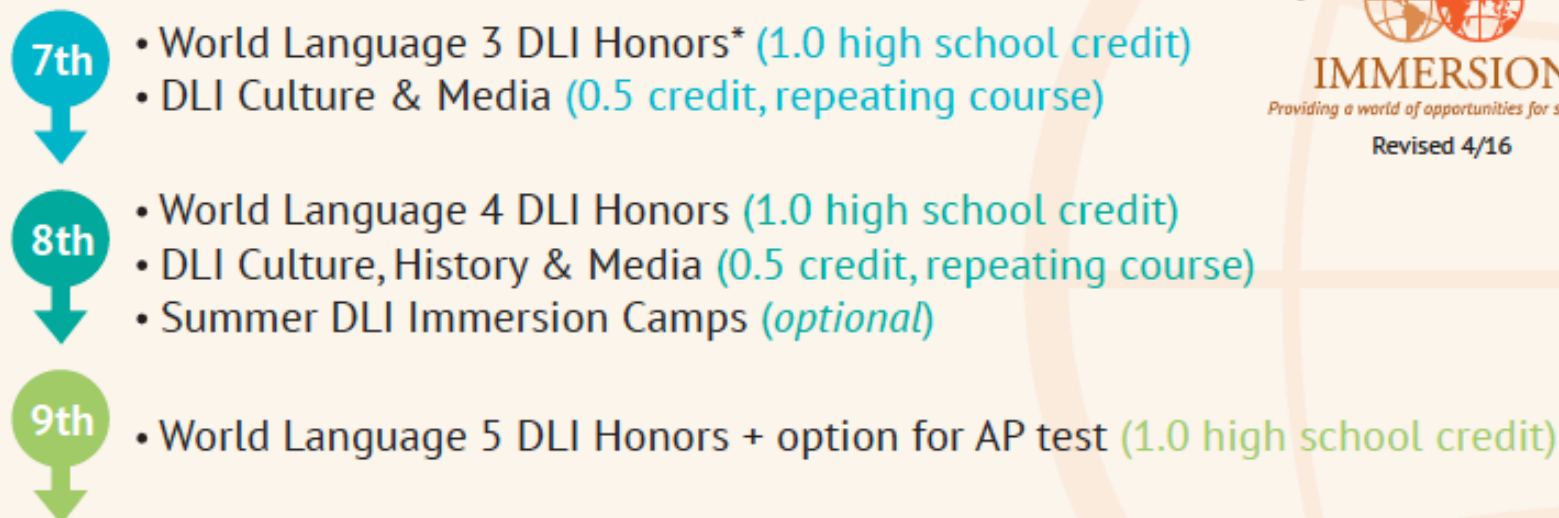
USBE

Utah DLI Secondary Pathway



Providing a world of opportunities for students.

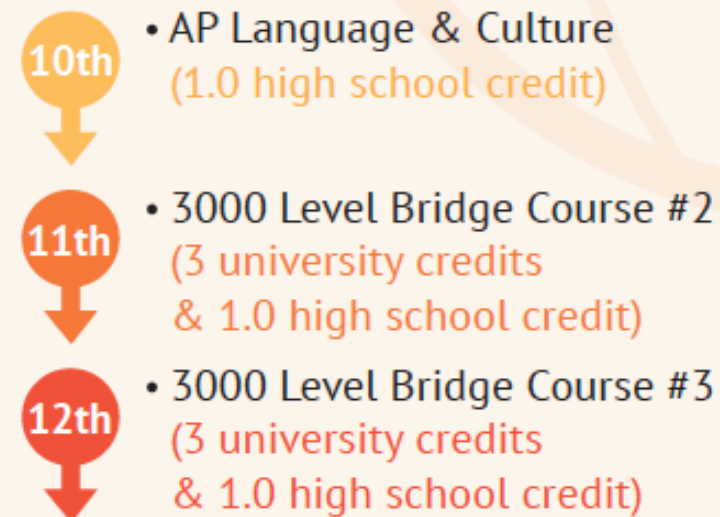
Revised 4/16



If AP test in 9th



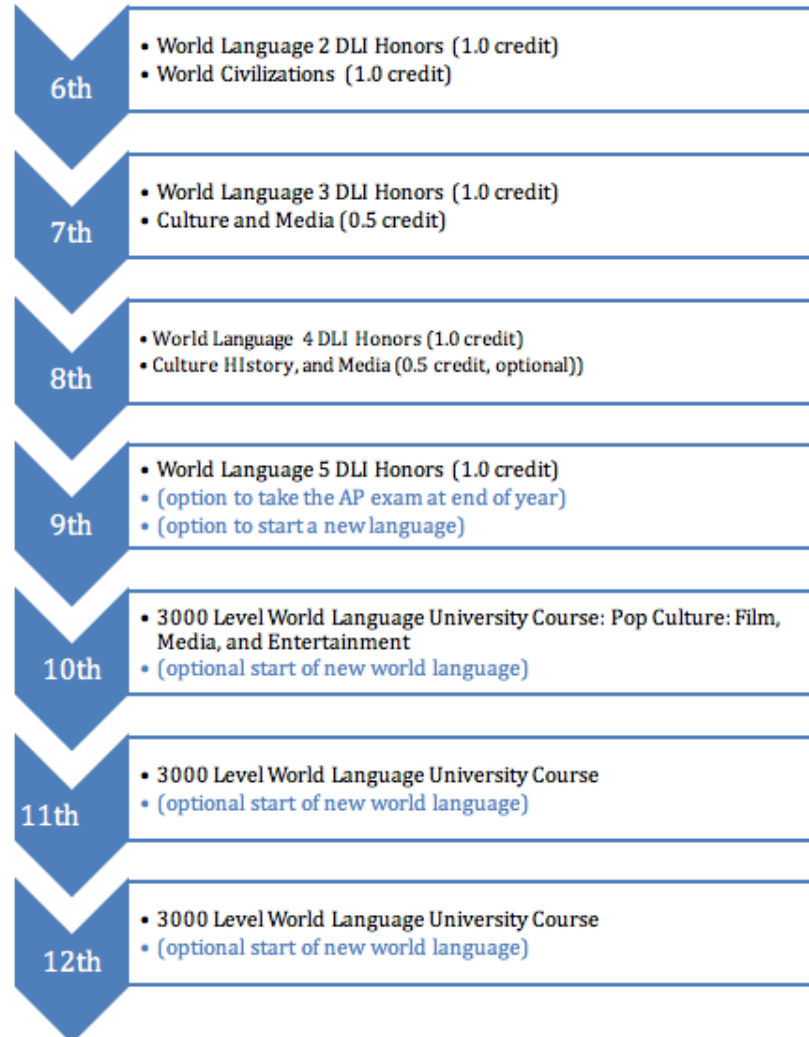
If AP test in 10th



* World Language 3 DLI Honors = Chinese 3 DLI Honors, French 3 DLI Honors, German 3 DLI Honors, Portuguese 3 DLI Honors, Spanish 3 DLI Honors

Secondary Pathway A

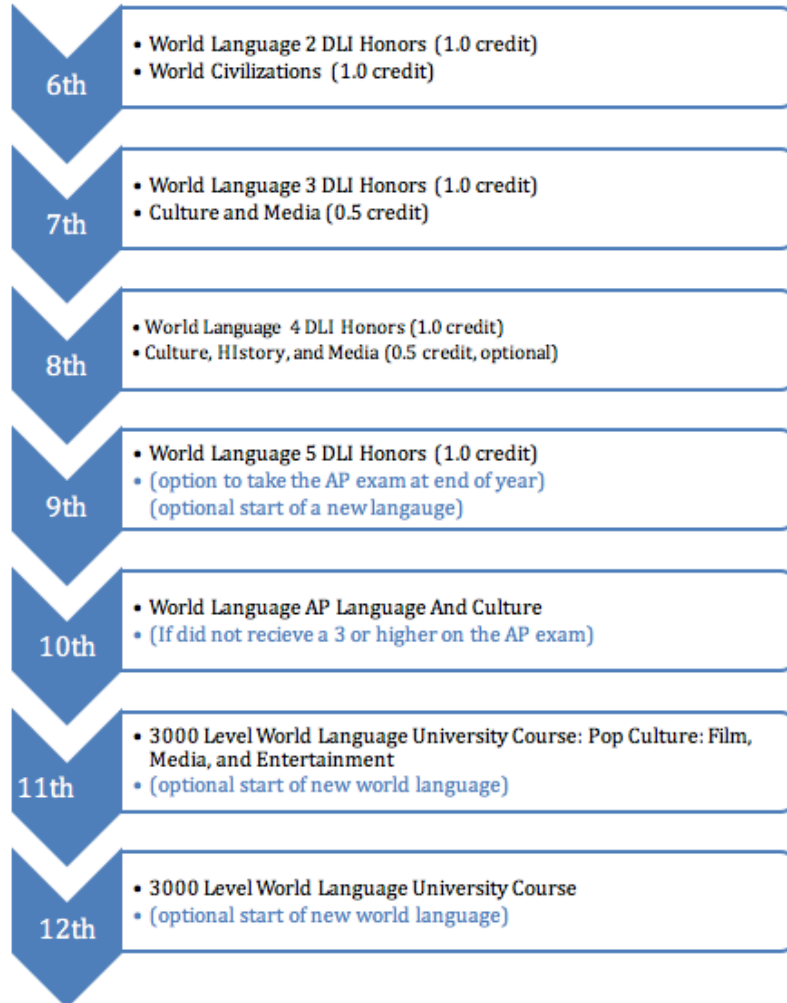
Pathway A



handout

Secondary Pathway B

Pathway B



handout



Course Description

➤ **Target Language Literacy 6th-9th**

- 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 6th 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

➤ **Culture, History, and Media**

➤ **7th and 8th 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 and their historical relationships.
- Aligned to AP language and culture exam.

End of 8th Grade Goals

➤ French and Spanish

- Listening and Speaking: Intermediate High
- Reading Writing: Intermediate Mid

➤ Chinese

- Listening: Intermediate High
- Reading, Writing, Speaking: Intermediate Mid

➤ Intermediate Mid:

- Ask simple questions and accomplish what you
- Use solid formulas, created sentences, strings of sentences, and some linked sentences

6th Grade Student Proficiency Report: SPANISH

Student Name _____ Language FRENCH
School _____ District _____ Teacher _____
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
Understands familiar questions, commands and statements in a limited number of content areas. Understands questions and statements in new content areas with strong contextual support. Follows information that is being given at a fairly normal rate.	Understands most sentence-level speech in new contexts at a normal rate of speech although slow-downs may be necessary for unfamiliar topics. Carries out commands.	Understands longer stretches of connected speech on a number of topics at a normal rate of speech. Understands the gist of comprehending topics related to everyday life and familiar subject area content. Can request clarification verbally.	Understands main ideas and many details in connected speech on a variety of topics, but may be unable to follow complicated speech. May have difficulty with highly idiomatic speech.	Understands main ideas and most details in connected speech on a variety of topics, but may be unable to follow complicated speech. May have difficulty with highly idiomatic speech.

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

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
Partial ability to create with language to convey personal meaning by repeating learned material in single sentences and strings of sentences. Ask and answer questions. Handle a simple survival situation (only needs) in the language. Uses vocabulary from everyday topic and subject area content to provide basic information. Uses memorized expressions with ease and accuracy. Can respond in intelligent sentences most of the time but does not sustain sentence-level speech. Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present. May resort to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics.	Assesses and chooses ability to create with language to convey personal meaning by repeating learned material in single sentences and strings of sentences. Ask and answer questions. Handle a simple survival situation (only needs) in the language. Has basic vocabulary for making statements and asking questions to verify basic social and academic needs, but not for exploring or elaborating on them. Can maintain simple conversations at the sentence level by meeting with the language, although in repetitive and reactive manner. Handles a limited number of everyday social and subject content interactions. Uses a variety of common verbs in present tense (formations may be inaccurate). Other verb forms/forms may appear but are not frequent. The listener may be confused by this speech due to the many grammatical inaccuracies.	Confident ability to create with language to convey personal meaning by selecting learned material in single sentences & strings of sentences. Ask and answer questions. Handle a simple survival situation (only needs) in the language. Has basic vocabulary to permit discussions of a personal nature and subject area topics. May attempt circumlocution when appropriate vocabulary is missing. Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts. May attempt longer, more complex sentences, including the use of basic sentence connectors (e.g., and, but, however). Verbs are mostly in present tense although awareness of other verb tenses (future/past) and forms may be evident. Meaning is generally clear in spite of some grammatical inaccuracies.	Partial ability to converse freely on sociolinguistic topics as well as issues related to daily living (e.g., school, home, community). Describe and narrate across the major timeframes of present, past and future. Have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those accustomed to language learners. Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail. Sometimes initiates spontaneous conversation when precise word is lacking. Initiates and sustains conversations by using language creatively. Shows a developing but not sustained ability to use paragraph-level speech with connected sentences (e.g., then, so, that, etc.) to use paragraph-level speech with connected sentences and paragraphs. Control of present tense is solid but patterns of transition appear in past & future tenses. Grammatical inaccuracies are still present.



DLI 5H (9th Grade)

- This course continues the sequence that prepares students for AP and college level courses in targeted language and literacy proficiency. Students develop speaking, listening, reading and writing skills in the context of thematic units and essential questions that reflect real world application.
- **Option to take the AP exam at the end of the year**
- 14 students at Jordan High recently took the AP Spanish exam




Advanced Placement (AP)

AP World Language and
Culture

ap.central.collegeboard.com



Course Description

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

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: Email Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

AP EXAM FORMAT


Bridge



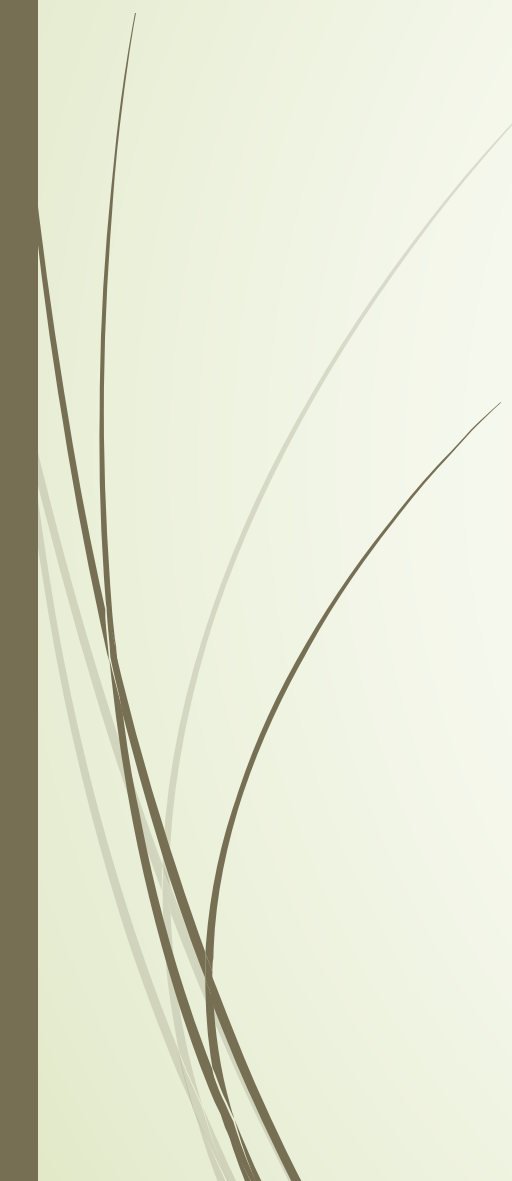


Bridge Course Credits

- Application of language into global career opportunities and global competencies
- 3000 level University Course for **University credit**
- Accepted by 6 Universities in the state of Utah
- Full year course
- 3 credits per course
 - these 3 credits count **TOWARDS A MINOR or MAJOR** in the target language
 - Student can graduate high school only a few courses short of a minor
- Different than other concurrent enrollment courses



Bridge Course Co-teaching Model



High School Teacher

- Design and Deliver
 - Instruction
 - Assessment
 - Feedback
- Communication
- Daily contact & support

University Professor

- Design and Deliver
 - Instruction
 - Assessment
 - Feedback
- Communication
- In class 1-2 times per week
 - On canvas daily



Bridge Course 2016-17

- **Spanish 3116: *Pop Culture: Film, Media and Entertainment***
- This course considers the role that current film, media, and entertainment play in the Spanish-speaking world. Students study the historical and cultural perspectives presented through these media.



Bridge Course 2017-18

- ➡ **Spanish 3117: *Breaking down walls, Building Identities***
- ➡ This course considers how critical moments of change in the Spanish-speaking world have shaped the present by building new identities



Bridge Course Sequence

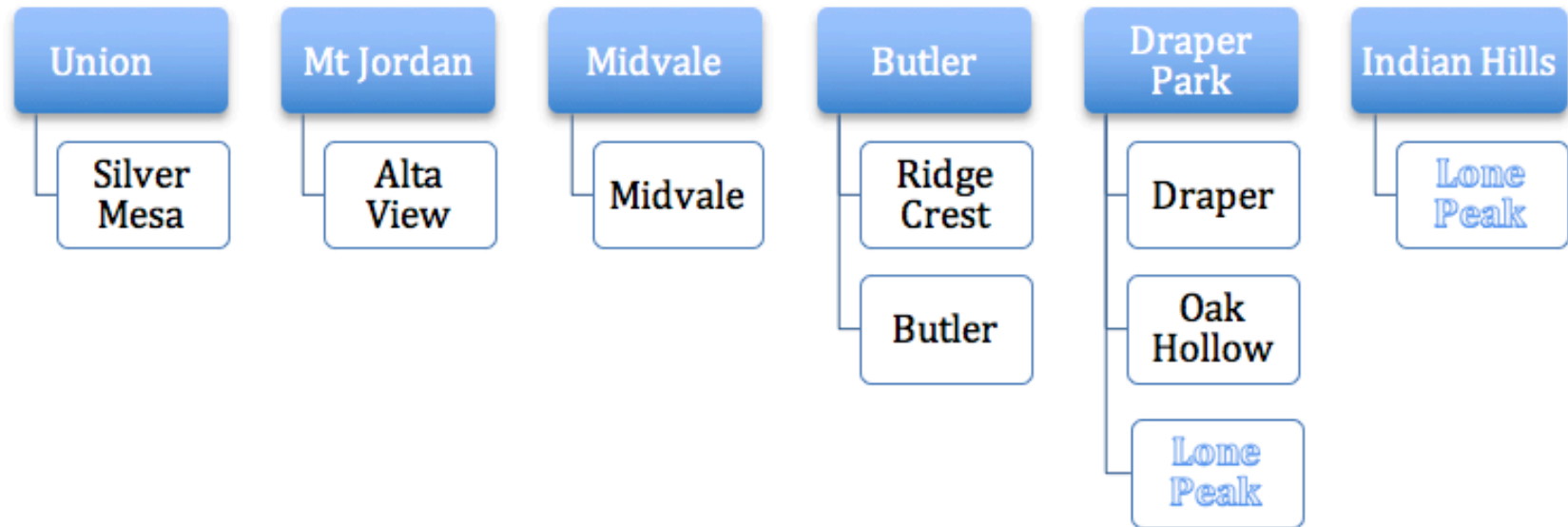
School Year	2016-17	2017-18	2018-19
Course	Spanish 3116	Spanish 3117	Spanish 3118 French 3118 Chinese 3118
Title	Pop Culture: Film, Media and Entertainment	Breaking Down Walls , Building Identities	To be developed



CSD DLI commitments

- Continuation of high quality DLI programs
 - Program location will be reviewed regularly and though efforts will be made to maintain feeder patterns, guarantees can not be made
- Continuation of high standards for proficiency
- Recruiting and retaining quality teachers

5th Grade Transition to Middle School

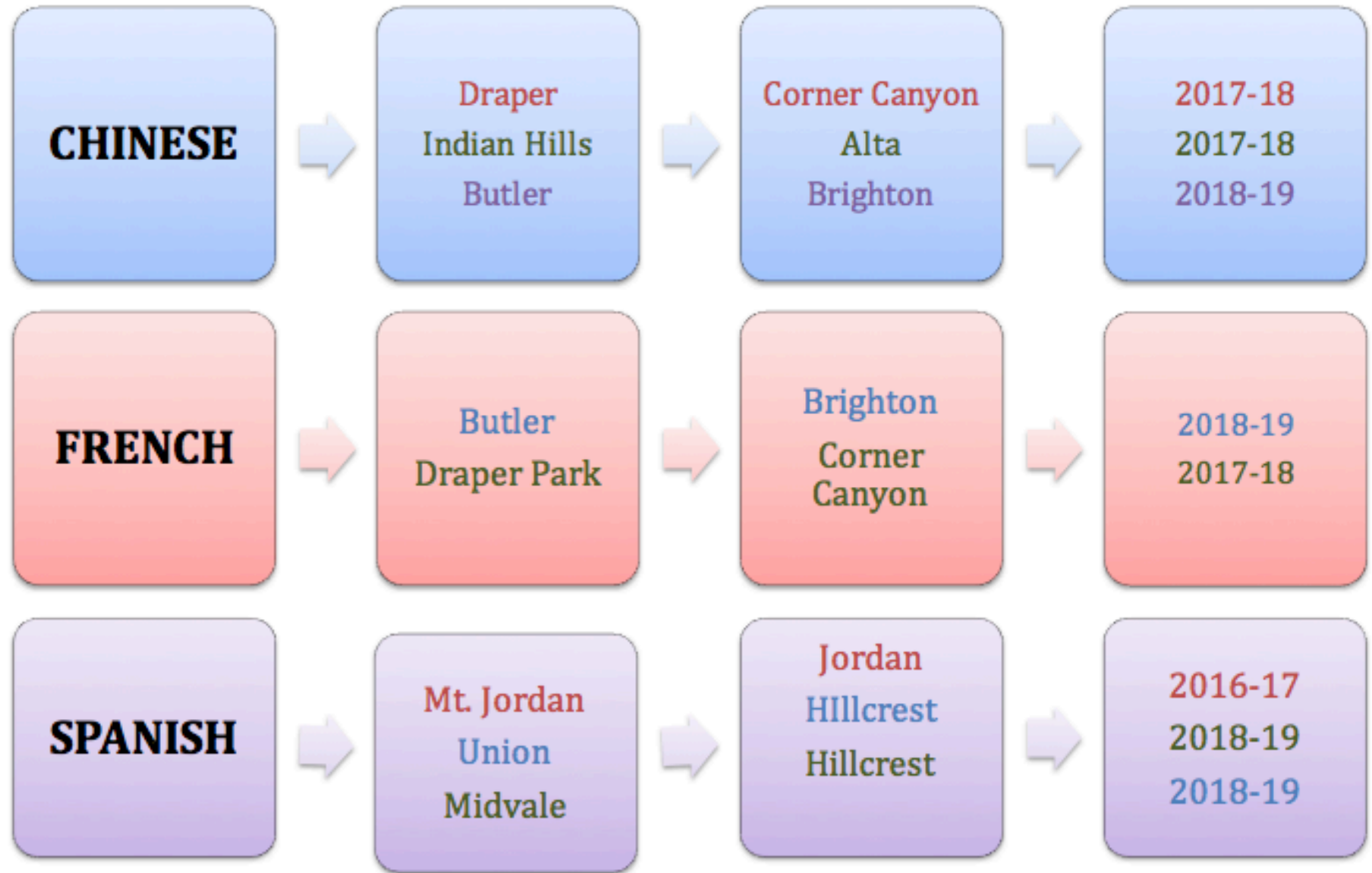




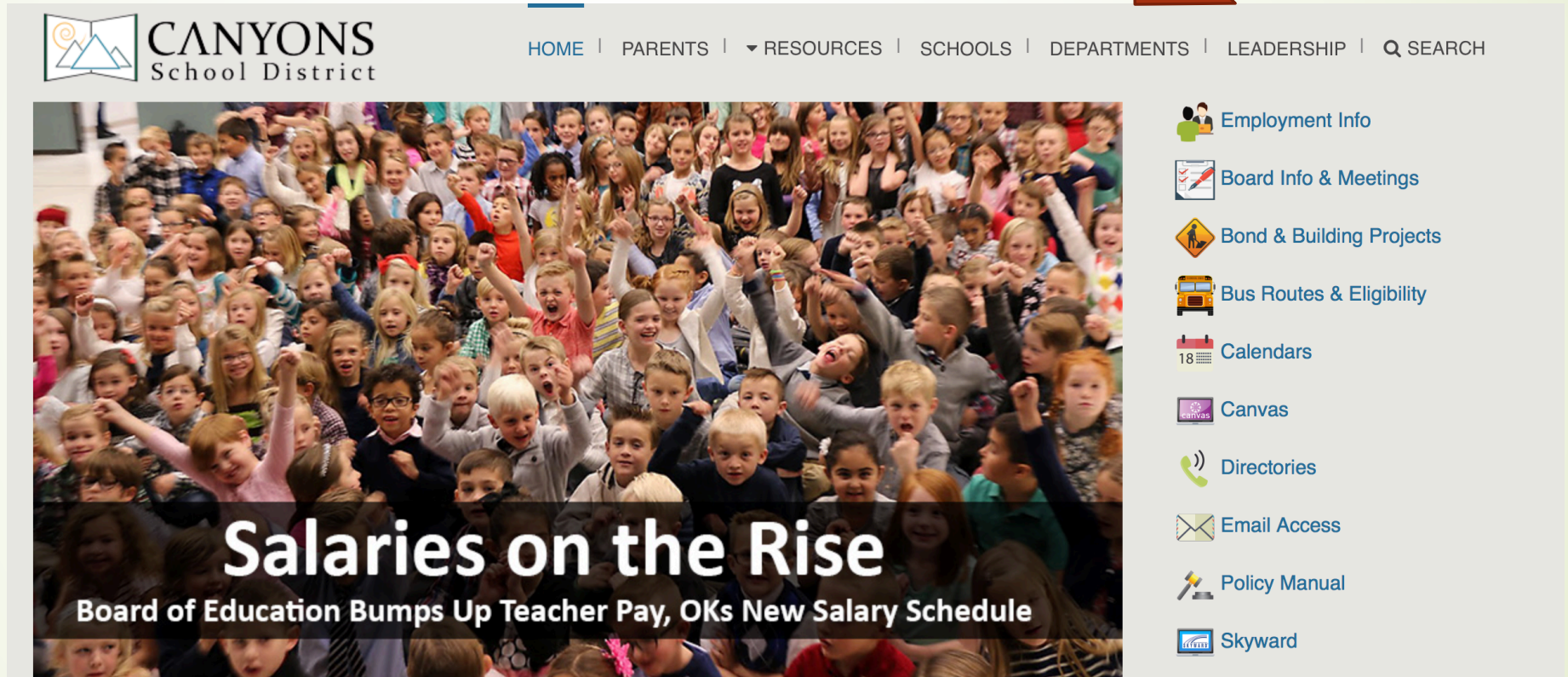
Out of Boundary Permits

- Students who continue in DLI at a designated feeder school that is NOT the student's boundary school will NOT need to fill out an open enrollment permit.
- DLI Program Agreement serves in place of a permit
- If a student drops DLI at any point, they will need to obtain a standard permit to remain at a school outside their physical boundary

PROJECTED DLI SITES



Canyons DLI Website













The screenshot shows the Canyons School District website. The header includes the district logo and a navigation menu with links to HOME, PARENTS, RESOURCES, SCHOOLS, DEPARTMENTS, LEADERSHIP, and a SEARCH function. The main content area features a large photograph of a diverse group of children in a classroom, with their hands raised in excitement. Overlaid on this image is the headline "Salaries on the Rise" in a large, bold, white font, followed by the sub-headline "Board of Education Bumps Up Teacher Pay, OKs New Salary Schedule" in a smaller white font. To the right of the main content is a vertical sidebar containing ten links, each with a small icon and a text label: Employment Info, Board Info & Meetings, Bond & Building Projects, Bus Routes & Eligibility, Calendars, Canvas, Directories, Email Access, Policy Manual, and Skyward.

CANYONS
School District

[HOME](#) | [PARENTS](#) | [▼ RESOURCES](#) | [SCHOOLS](#) | [DEPARTMENTS](#) | [LEADERSHIP](#) | [Q SEARCH](#)

Salaries on the Rise
Board of Education Bumps Up Teacher Pay, OKs New Salary Schedule

-  [Employment Info](#)
-  [Board Info & Meetings](#)
-  [Bond & Building Projects](#)
-  [Bus Routes & Eligibility](#)
-  [Calendars](#)
-  [Canvas](#)
-  [Directories](#)
-  [Email Access](#)
-  [Policy Manual](#)
-  [Skyward](#)



Canyons DLI Website

Departments

Accounting

Career and Technical Education

Communications

Copy Center

Early Childhood

Education Technology

Facilities Services

Fixed Assets

Foundation

Government Relations

Human Resources

Information Technology

Instructional Supports

Insurance

Legal Services

Nursing Services

Nutrition Services

Partnerships

Payroll

Planning and Enrollment

Purchasing

Program and Assessment

Management

Special Education

Student Advocacy and Access

Student Support Services

Teacher Resource Center

Transportation

Travel

Volunteer

Warehouse

Canyons DLI Website

[Home](#)

[CSD Framework for Instruction](#)

[Content Areas](#)

[Meet the Instructional Supports Team](#)

[Professional Development](#)

[HYPE \(High Yielding Practices for Educators\)](#)

[What We're Reading](#)

[Board Approved Curriculum](#)

[Curriculum Maps](#)

Contact us at:
801-826-5045 (phone)
801-826-5056 (fax)



Mission

Support parents, teachers, students, and administrators in a collaborative effort to enhance curriculum and assessment so that all students graduate ready for college and careers.

Canyons School District Principles for Student Achievement

1. All CSD students and educators are part of ONE proactive educational system.
2. Evidence-based instruction and interventions are aligned with rigorous content standards.
3. Data are used to guide instructional decisions, align curriculum horizontally and vertically, and allocate resources.
4. CSD educators use instructionally relevant assessments that are reliable and valid, including formative, benchmarking, diagnostic, and progress monitoring.

Canyons DLI Website

Math



PBIS



PEAKS



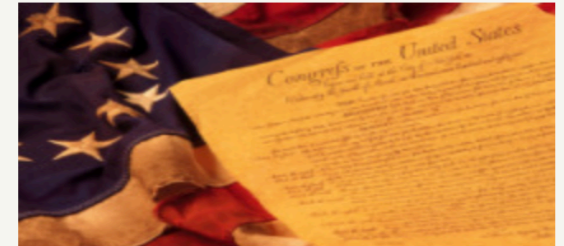
SALTA



Science



Social Studies



**World Language/
Dual Immersion**





Gracias

Merci

谢谢