

Handouts

- Course descriptions
- Pathways
- High school locations
- Proficiency reports
- State Fall Newsletter

Middle School Advanced Language

Parent Information Meeting
February 24, 2016

Agenda

- Parent Feedback
- Advanced Language Course Pathways
- Proficiency Targets and Measurement Tools
- Advanced Language Courses: Descriptions and Resources
- Advanced Placement Course
- High School Courses: 3000 level University Credit Courses
- High School AP Offerings

Parent Feedback

Program Strengths

- 84% of parents believe the program offers ample opportunities to read, write, speak, and listen in the target language
- 76% of parents are pleased with growth in language proficiency
- 67% of parents feel comfortable communicating with DLI teacher
- Parents report that students enjoy attending DLI class
- Teacher responds to parent concerns in a timely manner
- Parents would recommend the program

Areas of Improvement

- Resources and practice outside the classroom
- Classroom learning environment
- Teacher support and training
- Limited elective options
- Course resources for Humanities
- Communication around learning objectives

Feedback Prompted Actions

- Beginning 2016-2017
 - Adjustment of middle school course taking pattern
 - Adjustment of teacher schedule and work load
 - Implement of objective trackers
 - Increased parent meetings per year
 - Fall
 - Winter: prior to registration
 - Access to online practice tools

Advanced Language Pathways

Secondary Pathway A

6th

- Advanced Language 2 DLI Honors (1.0 credit)
- World Civilizations (1.0 credit)

7th

- Advanced Language 3 DLI Honors (1.0 credit)
- Culture, History, and Media (0.5 credit)

8th

- World Language 4 DLI Honors (1.0 credit)
- Culture, History, and Media (0.5 credit, optional))

9th

- Advanced Language AP Language and Culture (1.0 credit)
- (option to start a new world language)

10th

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

11th

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

12th

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

Secondary Pathway B

6th

- Advanced Language 2 DLI Honors (1.0 credit)
- World Civilizations (1.0 credit)

7th

- Advanced Language 3 DLI Honors (1.0 credit)
- Culture, History and Media (0.5 credit)

8th

- Advanced Language 4 DLI Honors (1.0 credit)
- Culture, History, and Media (0.5 credit, optional)

9th

- Advanced Language Pre-AP Language and Culture OR Level 4/5
- (optional start a new world language)

10th

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

11th

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

12th

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

Proficiency Targets & Measurement Tools

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


handout

End of 8th Grade Goals

- **French and Spanish**
 - Listening and Speaking: *Intermediate High*
 - Reading and Writing: *Intermediate Mid*
- **Chinese**
 - Listening: *Intermediate High*
 - Reading, Writing, Speaking: *Intermediate Mid*
- **Intermediate Mid:**
 - Ask simple questions and accomplish what you need.
 - Use solid formulas, created sentences, strings of sentences, and some linked sentences

Monitoring & Reporting Proficiency

- Proficiency Report
- Fall Meeting
- Winter Meeting


6th Grade Student Proficiency Report: SPANISH

Student Name	Language FRENCH	Teacher
School	District	Date

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

INTERMEDIATE LOW <ul style="list-style-type: none"> 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. 	INTERMEDIATE MID <ul style="list-style-type: none"> 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. 	INTERMEDIATE HIGH <ul style="list-style-type: none"> Understands longer stretches of connected speech on a number of topics at a normal rate of speech. Seldom has problems comprehending topics related to everyday life and familiar subject area content (Can request clarification verbally.) 	ADVANCED LOW <ul style="list-style-type: none"> Understands main ideas and many details in connected speech on topics of personal interest and school-based subjects. 	ADVANCED MID <ul style="list-style-type: none"> 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.
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SPEAKING ABILITY *Your child's speaking ability in the immersion language is best described as . . .*

NOVICE HIGH <p><i>Partial ability to create with language to convey personal meaning by adopting learned material in single sentences and strings of sentences</i></p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> Uses vocabulary from everyday topics and subject area content to provide basic information. Uses memorized expressions with ease and accuracy. Can respond in intelligible 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 revert to the use of English when foreign language words cannot be retrieved or when dealing with unfamiliar topics. 	INTERMEDIATE LOW <p><i>Sustained but minimal ability to create with language to convey personal meaning by adopting learned material in single sentences and strings of sentences</i></p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive 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 tenses/forms may appear but are not frequent. The listener may be confused by this speech due to the many grammatical inaccuracies. 	INTERMEDIATE MID <p><i>Confident ability to create with language to convey personal meaning by adopting learned material in single sentences & strings of sentences</i></p> <p>ask and answer questions handle a simple survival situation (daily needs) in the language</p> <ul style="list-style-type: none"> 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). Uses an increasing number and variety of verbs. 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. 	INTERMEDIATE HIGH <p><i>Partial ability to converse freely on autobiographical topics as well as issues related to daily living (in school, home, community)</i></p> <p>describe and narrate across the major time-frames of present, past and future speak in paragraph-length utterances have good control of basic structures and vocabulary to be understood without difficulty by native speakers, including those unaccustomed to language learners</p> <ul style="list-style-type: none"> Has a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail. Sometimes achieves successful circumlocution when precise words 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.) in descriptions and narrations. Control of present tense is solid but patterns of breakdown appear in past & future timeframes. Grammatical inaccuracies are still present.
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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

Advanced Language Courses

Courses

- **6th Grade**
 - Target Language Literacy
 - Social Studies
- **7th Grade**
 - Target Language Literacy
 - Culture and Media
- **8th Grade**
 - Target Language Literacy
 - Culture and Media (optional)

Target Language Literacy

- 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

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 as outlined in the Utah Core Standards

Culture and Media: 7th and 8th Grades

- Builds skills in cultural-linguistic competencies necessary for successful communication with native speakers (reading, writing, speaking and listening).
- Focuses on oral proficiency
- Connecting students to the world
- Project Based
- Aligned to AP language and culture exam
- Courses will combine 7th and 8th grade students

Bridge



Advanced Placement (AP)

AP World Language and Culture
ap.central.collegeboard.com

Course Description

- Contemporary societies
- Study of cultures through the examination of products, practices and perspectives through thematic themes
- 6 Themes

Global Themes

AP Language & Culture

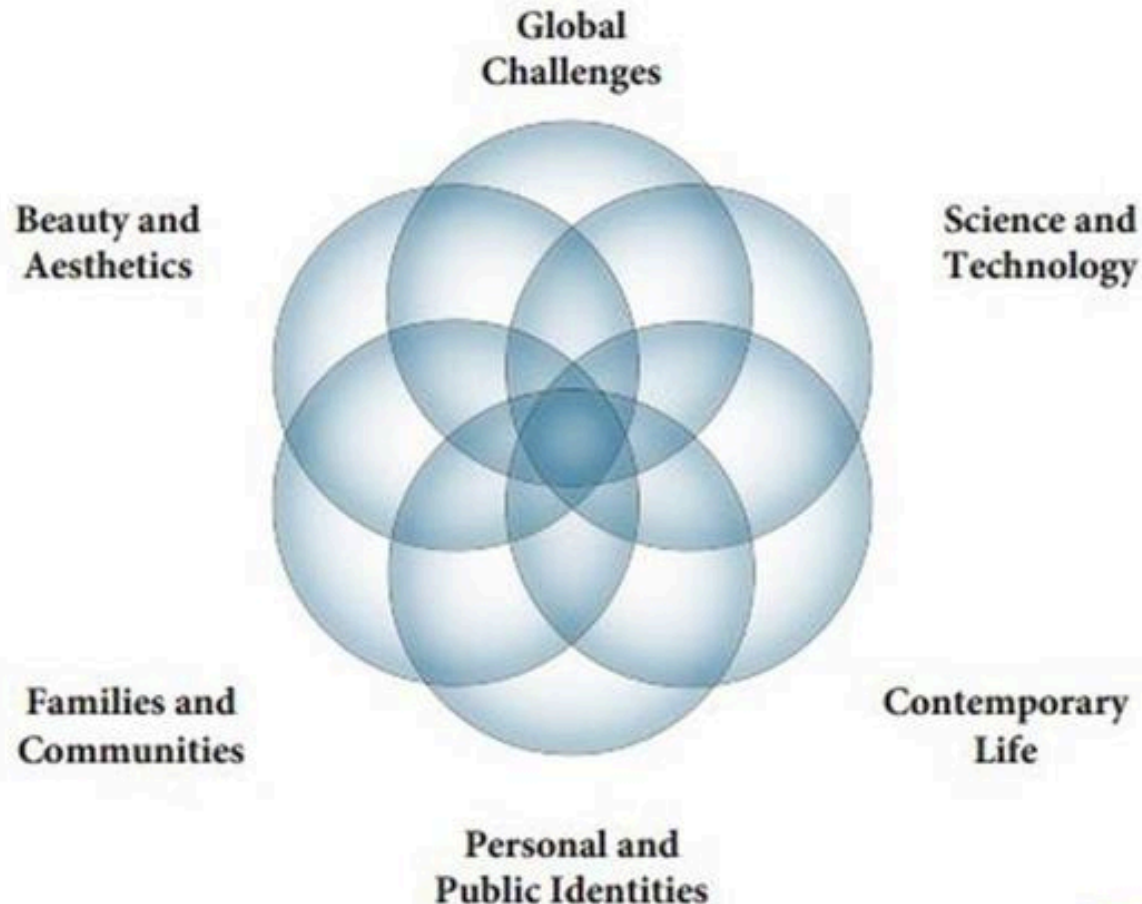


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Proficiency

- The AP Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range

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

What to expect

- Increased time commitment and effort for your student to be successful.
- Average of 1 hour of homework each night even if nothing is “due”.

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

High School Courses

- Application of language into global career opportunities
- Building global competencies
- 3000 level courses accepted by 6 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

SPAN 3116

- Historical and Cultural perspectives presented through media
- Social, academic, and professional topics
- View points on complex cultural and historical issues

Minimum Proficiency Levels Needed in the Work Field

Proficiency Level	Functions	Corresponding Jobs/Professions	Who has this level of proficiency?	Utah Dual Immersion Target
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	Grade 12
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	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

High School AP Offerings

High School AP Offerings



Contact Information

- General DLI questions
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