

Secondary Dual Language Immersion Information Night



November 28, 2016



Welcome

- Canyons School District Dual Language Immersion Team
 - Cassie Kapes
 - Secondary DLI
 - Spanish
 - Ofelia Wade
 - Elementary DLI
 - USBE Spanish
 - Michèle Harward: French
 - Polly Buck: Chinese
 - Monica Lewis: Elementary
 - 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

7th

- World Language 3 DLI Honors* (1.0 high school credit)
- DLI Culture & Media (0.5 credit, repeating course)

8th

- World Language 4 DLI Honors (1.0 high school credit)
- DLI Culture, History & Media (0.5 credit, repeating course)
- Summer DLI Immersion Camps (*optional*)

9th

- World Language 5 DLI Honors + option for AP test (1.0 high school credit)

If AP test in 9th

10th

- 3000 Level Bridge Course #1
(3 university credits
& 1.0 high school credit)

11th

- 3000 Level Bridge Course #2
(3 university credits
& 1.0 high school credit)

12th

- 3000 Level Bridge Course #3
(3 university credits
& 1.0 high school credit)

If AP test in 10th

10th

- AP Language & Culture
(1.0 high school credit)

11th

- 3000 Level Bridge Course #2
(3 university credits
& 1.0 high school credit)

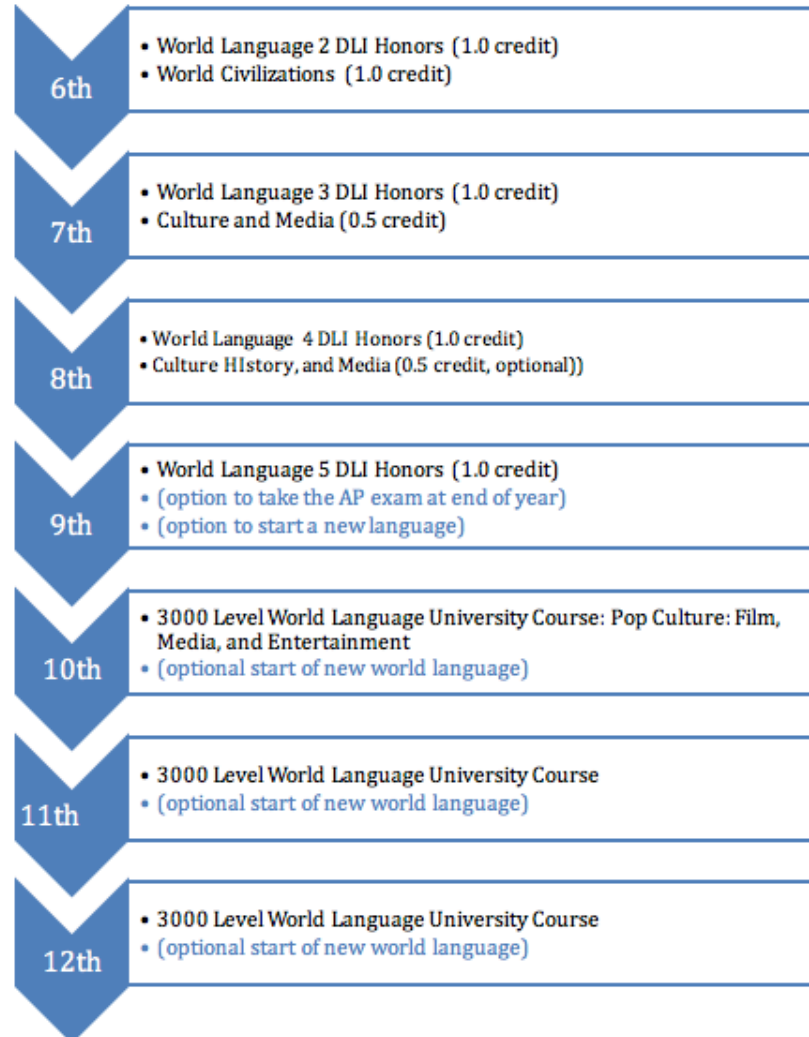
12th

- 3000 Level Bridge Course #3
(3 university credits
& 1.0 high school credit)

* 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

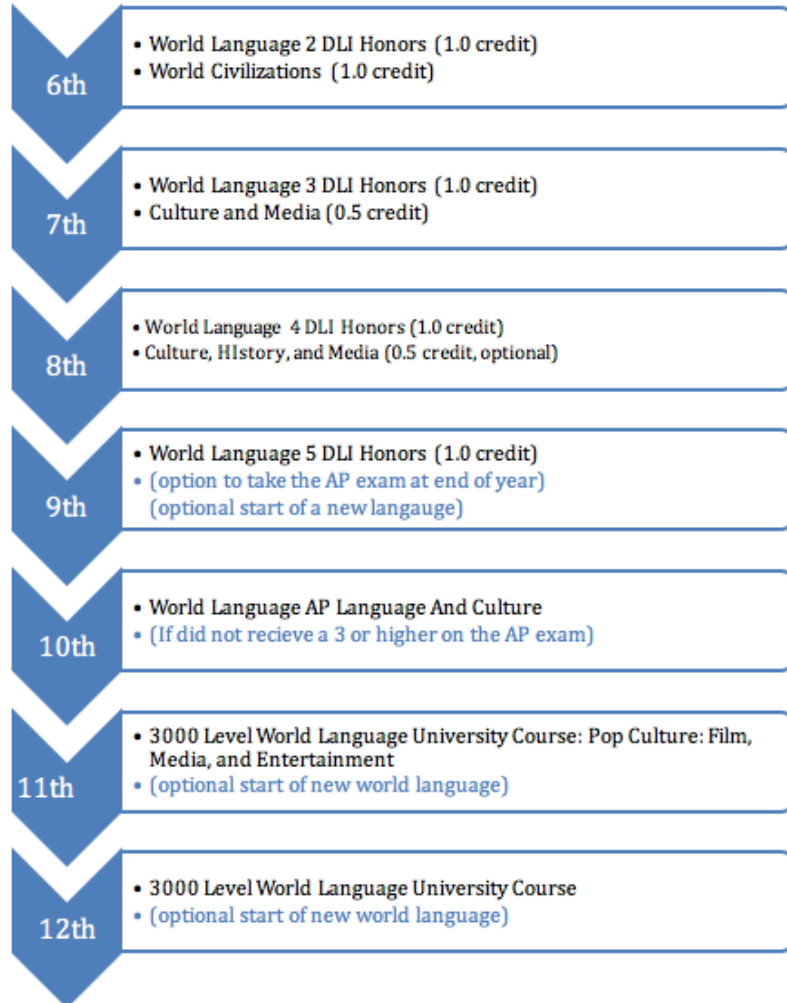
Pathway A



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

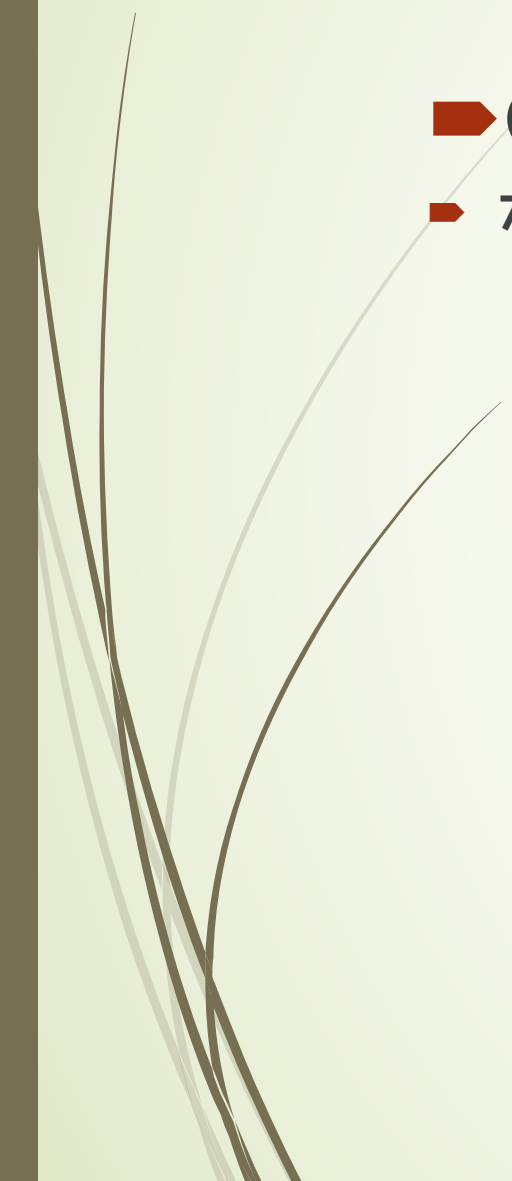
- Relationships over time of the world's people among major regions of the world within all aspects of human activity



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
<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.	<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.	<ul style="list-style-type: none">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.	<ul style="list-style-type: none">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.	<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.

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

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID	INTERMEDIATE HIGH
<p>Partial ability to create with language to convey personal meaning by repeating learned material in single sentences and strings of sentences.</p> <ul style="list-style-type: none">Ask and answer questions.Handle a simple survival situation (only needs) in the language.Use vocabulary from everyday topic and subject area content to provide basic information.Use 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.	<p>Ability to create with language to convey personal meaning by repeating learned material in single sentences and strings of sentences.</p> <ul style="list-style-type: none">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 restrictive 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.	<p>Confident ability to create with language to convey personal meaning by selecting learned material in single sentences & strings of sentences.</p> <ul style="list-style-type: none">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/conditional) may be evident.Meaning is generally clear in spite of some grammatical inaccuracies.	<p>Partial ability to converse freely on sociolinguistic topics as well as issues related to daily living (e.g., school, home, community).</p> <ul style="list-style-type: none">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 exhibits spontaneous circumlocution 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.


Monitoring & Reporting Proficiency

Proficiency Report

UTAH DUAL LANGUAGE IMMERSION <small>Providing a world of opportunities for students</small>		6th Grade Student Proficiency Report: SPANISH	
Student Name	Language FRENCH	Teacher	
School	District	Date	
LISTENING ABILITY <i>Your child's listening ability in the immersion language is best described as . . .</i>			
<input type="checkbox"/> INTERMEDIATE LOW <ul style="list-style-type: none">Understands familiar questions, commands and statements in a limited number of content areasUnderstands questions and statements in new content areas with strong contextual support.Follows information that is being given at a fairly normal rate.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.)	<input type="checkbox"/> 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
<input type="checkbox"/> 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			
SPEAKING ABILITY <i>Your child's speaking ability in the immersion language is best described as . . .</i>			
<input type="checkbox"/> NOVICE HIGH <p><i>Partial ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</i></p> <ul style="list-style-type: none">ask and answer questions handle a simple survival situation (daily needs) in the languageUses 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 speechSentences 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	<input type="checkbox"/> INTERMEDIATE LOW <p><i>Sustained but minimal ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences</i></p> <ul style="list-style-type: none">ask and answer questions handle a simple survival situation (daily needs) in the languageHas 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.	<input type="checkbox"/> INTERMEDIATE MID <p><i>Confident ability to create with language to convey personal meaning by adapting learned material in single sentences & strings of sentences</i></p> <ul style="list-style-type: none">ask and answer questions handle a simple survival situation (daily needs) in the languageHas 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.	<input type="checkbox"/> 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> <ul style="list-style-type: none">describe and narrate across the major timeframes 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 learnersHas a broad enough vocabulary for discussing simple social and academic topics in generalities, but may lack detail.Sometimes achieves successful circumlocution 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.) in descriptions and narrationsControl of present tense is solid but patterns of breakdown appear in past & future timeframesGrammatical inaccuracies are still present.



Monitoring & Reporting Proficiency

- District Benchmark Assessments
 - Unit Performance Assessments
 - Weekly and Daily “I can” statements
- 

Communication



- Teacher disclosure statement / introduction
- Classroom topics and objectives
 - Canvas
 - Email

Bridge





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**
 - Last year, the first schools in the state with 9th grade DLI students took this test
 - Out of all DLI students that took the AP exam, over **80%** passed with a **3 or above**
 - These two districts were ahead of the state model




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

USBE
Seal of Biliteracy

Bridge






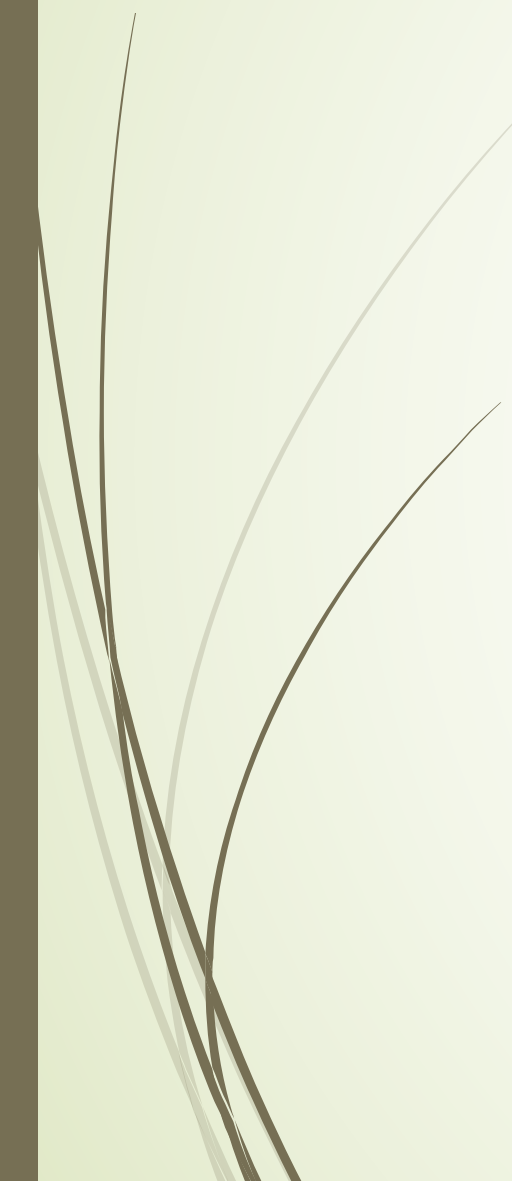
Bridge Course Credits



- 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



10th Grade: 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.
- 



10th Grade: 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 & 8th Grade Intent to Continue online process

<http://dual.canyonsdistrict.org>

Secondary School Dual Immersion Intent to Continue

Student Information

First Name * Last Name *

Grade Level

Current Dual School

Feeder School(s)

Next Year Boundary School

StudentID *

Middle Schools
Indian Hills: Chinese
Draper Park: Chinese & French
Butler: Chinese & French
Union: Spanish
Midvale: Spanish
Mt. Jordan: Spanish

Please Verify Your Address Information

Please update your information so that it is correct.

Address *

City *

State * ZIP *

Is this information correct? * ☒ Yes ☐ No

Student Information

First Name * Last Name *

Grade Level

Current Dual School

Next Year Boundary School

StudentID *

Please Verify Your Address Information

Address *

City *

State * ZIP *

Is this information correct? * ☒ Yes ☐ No

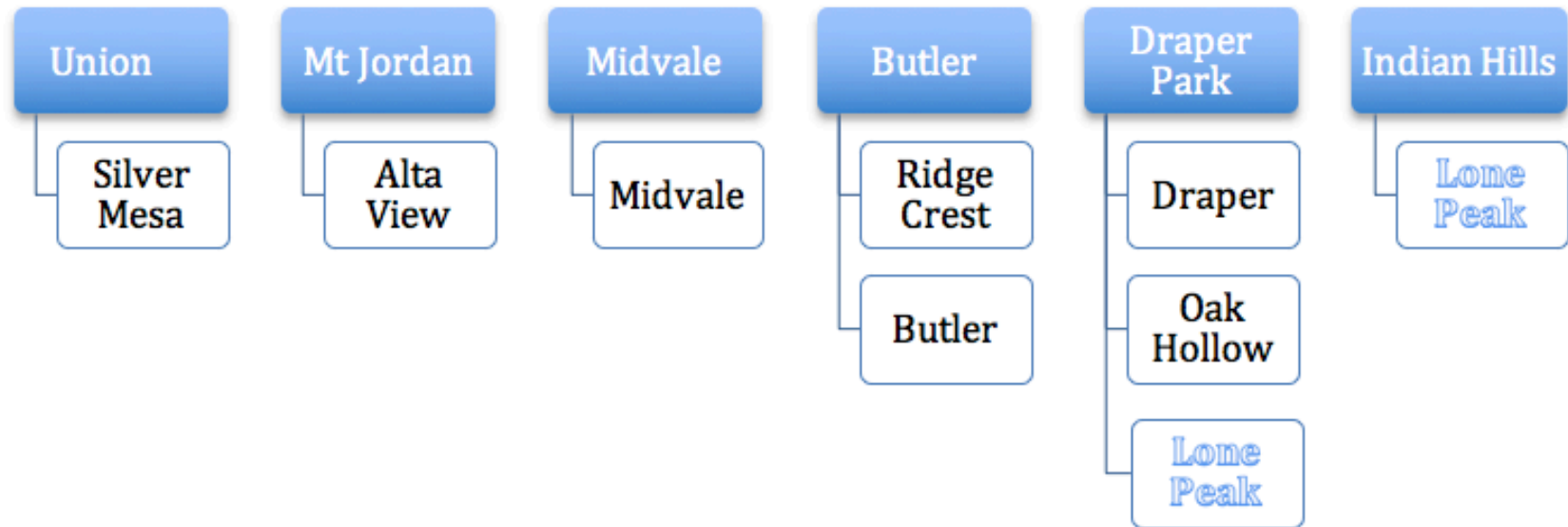
Additional Information

Do you intend to continue with DLI in 8th grade? ☒ Yes ☐ No

Is your intent to continue contingent on school location? * ☒ Yes ☐ No

Please select contingent school: *

5th Grade Transition to Middle School





5th Grade Intent to Continue Process

1. Parents enter student name, birthdate, and current school
2. System populates the DLI feeder school for their current elementary school
3. Do you intend to continue in your **DLI feeder middle school** _____?

➤ NO

➤ Do you intend to discontinue the program?

➤ Yes.... Please explain why

➤ No....would you like to request to continue at a middle school other than your feeder if room is available?

➤ Yes...populates other school options

➤ YES

➤ Process is complete



8th Grade Transition to High School

1. Students enter student name, birthdate, and current school
2. Do you **intend to continue** with DLI in 9th grade?

YES

- Is your intent to continue based on school location?
 - Yes....which location
 - No....the process is complete

NO

- Please explain your reasons for discontinuing the program



Out of Boundary Permits

- Students who continue in DLI at a designated school that is NOT the student's boundary school will NOT need to obtain a permit.
- Program specific permits will be honored through duration of the student's participation in the program.
- If a student drops DLI at any point, the permit will be revoked.



Dates and Deadlines

- Secondary Parent Information Night
 - November 28th 6:00 PDC
- 5th and 8th Grade Intent to Continues **Opens**
 - **November 29th**
- 5th and 8th Grade Intent to Continue **Closes**
 - **December 21st**
- DLI team / principals notify parents of secondary placement via email
 - Late January early February

<http://dual.canyonsdistrict.org>