Noche informativa
Doble Inmersión de Lenguaje en la Secundaria

November 28, 2016

Bienvenidos

- Equipo de Doble Inmersión de Lenguaje del Distrito Escolar de Canyons
- Cassie Kapes
  - DLI Secundaria
  - Español
- Ofelia Wade
  - DLI Elemental
  - USBE – Oficina Estatal de Educación de Utah – Español
- Michèle Harward: Francés
- Polly Buck: Chino
- Monica Lewis: Elemental
- Michelle McCombs: Asistente Administrativa

MIL GRACIAS a…

- Padres y estudiantes

DLI abre ventanas de oportunidades para….

- Crédito universitario asequible
- Sello de Bilingüísmo
- Acceso a estudios en el exterior y a diversas prácticas profesionales
- Viajes enriquecidos por auténticas conexiones culturales y personales
- Empleos a nivel internacional, nacional y local
- Servicio social a comunidades dentro y fuera del país
- Conciencia global

Metas de competencia lingüística

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	Advance Low	Intermediate High

Profesiones con la competencia lingüística de DLI

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

UTAH DUAL LANGUAGE IMMERSION
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

Camino a la secundaria: Opción A

Pathway A

6th
- World Language 2 DLI Honors (1.0 credit)
- World Civilizations (1.0 credit)

7th
- World Language 3 DLI Honors (1.0 credit)
- Culture and Media (0.5 credit)

8th
- World Language 4 DLI Honors (1.0 credit)
- Culture HIstory, and Media (0.5 credit, optional))

9th
- World Language 5 DLI Honors (1.0 credit)
- (option to take the AP exam at end of year)
- (option to start a new language)

10th
- 3000 Level World Language University Course: Pop Culture: Film, Media, and Entertainment
- (optional start of new world language)

11th
- 3000 Level World Language University Course
- (optional start of new world language)

12th
- 3000 Level World Language University Course
- (optional start of new world language)

Documento

Camino a la secundaria: Opción B

Pathway B

6th
- World Language 2 DLI Honors (1.0 credit)
- World Civilizations (1.0 credit)

7th
- World Language 3 DLI Honors (1.0 credit)
- Culture and Media (0.5 credit)

8th
- World Language 4 DLI Honors (1.0 credit)
- Culture, HIstory, and Media (0.5 credit, optional)

9th
- World Language 5 DLI Honors (1.0 credit)
- (option to take the AP exam at end of year)
  (optional start of a new langauge)

10th
- World Language AP Language And Culture
- (If did not recieve a 3 or higher on the AP exam)

11th
- 3000 Level World Language University Course: Pop Culture: Film, Media, and Entertainment
- (optional start of new world language)

12th
- 3000 Level World Language University Course
- (optional start of new world language)

Documento

Descripción del curso

- **Literatura en el lenguaje de inmersión de 6to-9no**
  - Diseñada alrededor de unidades temáticas y preguntas esenciales que reflejan su aplicación en el mundo real
  - Sigue los estándares del marco curricular de las Artes del lenguaje
  - Prepara para la clase de AP y para cursos a nivel universitario
  - Se enfoca en las habilidades de hablar, escuchar,leer y escribir

Descripción del curso

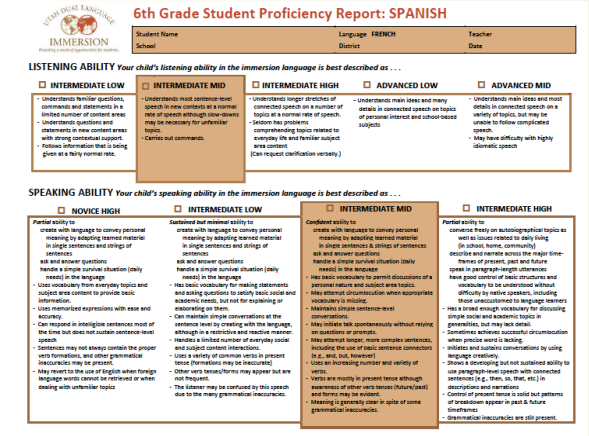
- **Estudios sociales 6to Grado**
  - Civilizaciones del mundo
  - Se enfoca en las relaciones entre las personas de diferentes regiones del mundo, a través del tiempo, destacando todos los aspectos de la actividad humana.

Descripción del curso

- **Cultura, historia, y media**
- **7mo y 8vo grado**
  - Construir habilidades en competencias lingüísticas-culturales para una comunicación con hablantes de primera lengua. (leer, escribir, hablar y escuchar).
  - Se enfoca en el uso de media y textos auténticos para examinar perspectivas,productos y prácticas culturales y su relación historica.
  - Alineada con el examen cultural y lingüístico **AP**

Metas para el final de 8vo grado

- **Español y Francés**
  - Escuchar y hablar: Intermediate High
  - Leer y escribir: Intermediate Mid
- **Chino**
  - Escuchar: Intermediate High
  - Hablar, leer y escribir: Int. Mid
- **Intermediate Mid:**
  - Hacer preguntas simples para lograr un propósito sencillo
  - Usar fórmulas sólidas, crear oraciones y cadenas de oraciones a veces conectadas.



UTAH DUAL LANGUAGE IMMERSION

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 . . .*

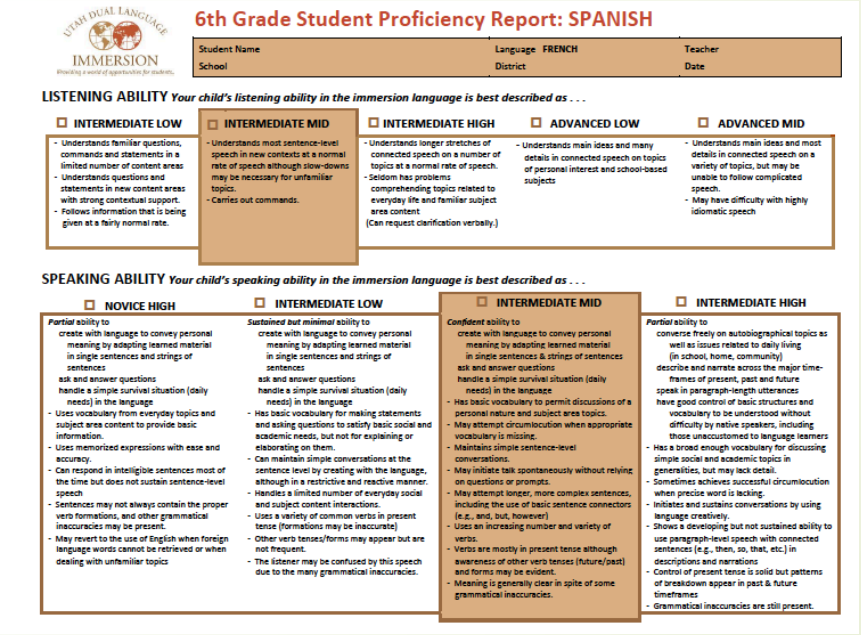
☐ INTERMEDIATE LOW	☐ INTERMEDIATE MID	☐ INTERMEDIATE HIGH	☐ ADVANCED LOW	☐ ADVANCED MID
- Understands familiar questions, commands and statements in a limited number of content areas - Understands questions and statements in new content areas with strong contextual support. - Follows information that 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. - Seldom has problems 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 topics of personal interest and school-based subjects	- 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 adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language - 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	*Sustained but minimal* ability to create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language - 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.	*Confident* ability to create with language to convey personal meaning by adapting learned material in single sentences & strings of sentences ask and answer questions handle a simple survival situation (daily 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) - 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.	*Partial* ability to converse freely on autobiographical topics as well as issues related to daily living (in school, home, community) 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 - Has 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 narrations - Control of present tense is solid but patterns of breakdown appear in past & future timeframes - Grammatical inaccuracies are still present.

Monitoreo y reporte de competencias

- Reporte de competencias
- Reporte AAPPL
  - Evaluación del estado
  - Octubre y noviembre



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Monitoreo y Reporte de Competencias

- Evaluación del distrito usando puntos de referencia
- Evaluación de unidades de rendimiento
- Declaraciones “Yo puedo” diarias y semanales

Comunicación

- Documento de introducción del maestro
- Temas y objetivos del salón
  - Canvas
  - Correo electrónico

“El Puente”

DLI 5H (9no grado)

- Este curso continua la secuencia que prepara al estudiante para el examen AP, cursos universitarios del lenguaje de inmersión y competencias lingüísticas. Los estudiantes desarrollan las habilidades de hablar, escuchar, leer y escribir en contextos de unidades temáticas y preguntas esenciales que reflejan su aplicación en el mundo real.
- **Opción de tomar el examen AP a final de año**
- El año pasado, las primeras escuelas en el estado con DLI en 9no grado, tomaron este examen.
- De todos los estudiantes que tomaron este examen, **80%** pasó con calificación de **3 o más**
  - Estos dos distritos (Davis y Granite), comenzaron el modelo antes del estado

Colocación avanzada(AP)

AP World Language and Culture

ap.central.collegeboard.com

Descripción del curso

- Sociedades contemporáneas
- Estudio de culturas a través de la examinación de sus productos, prácticas y perspectivas, mediante el uso de unidades temáticas.
- 6 Temas

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
Sello de
Bilingüismo

”El Puente”

Créditos en cursos de “El Puente”

- Aplicación de lenguaje en oportunidades para profesiones y competencias de tipo global
- Cursos universitarios nivel 3000 válidos como **créditos de universidad**
- Aceptados en 6 universidades en el estado de Utah
- Cursos de año completo
- 3 créditos por curso
  - Estos 3 créditos cuentan para una **especialidad o licenciatura** en el lenguaje de estudio
  - El estudiante puede graduarse de secundaria faltando solo pocos cursos para obtener la especialidad
  - Diferente a otros cursos de co-matrícula con universidades.

Modelo de co-enseñanza de “El Puente”

Maestro de secundaria

- Diseñar y entregar
  - Instrucción
  - Evaluación
  - Retroalimentación
- Comunicación
  - Contacto y apoyo diario

Profesor de universidad

- Diseñar y entregar
  - Instrucción
  - Evaluación
  - Retroalimentación
- Comunicación
  - En clase 1-2 veces por semana
  - En *canvas* diariamente

Curso de 10mo grado: “El Puente” 2016-17

- **Español 3116**: ***Cultura pop: filme, media y entretenimiento***
- Este curso considera el rol actual que el filme, la media y el entretenimiento juegan en el mundo hispano-hablante. Los alumnos estudian y analizan las perspectivas culturales e historicas presentadas a través de estos medios.

Curso de 10mo Grado: "El Puente" 2017-18

- **Español 3117: *Rompiendo muros, creando indentidades***
- Este curso considera como los momentos críticos del mundo hispano-hablante han cambiado el presente por medio de la creación de indentidades.

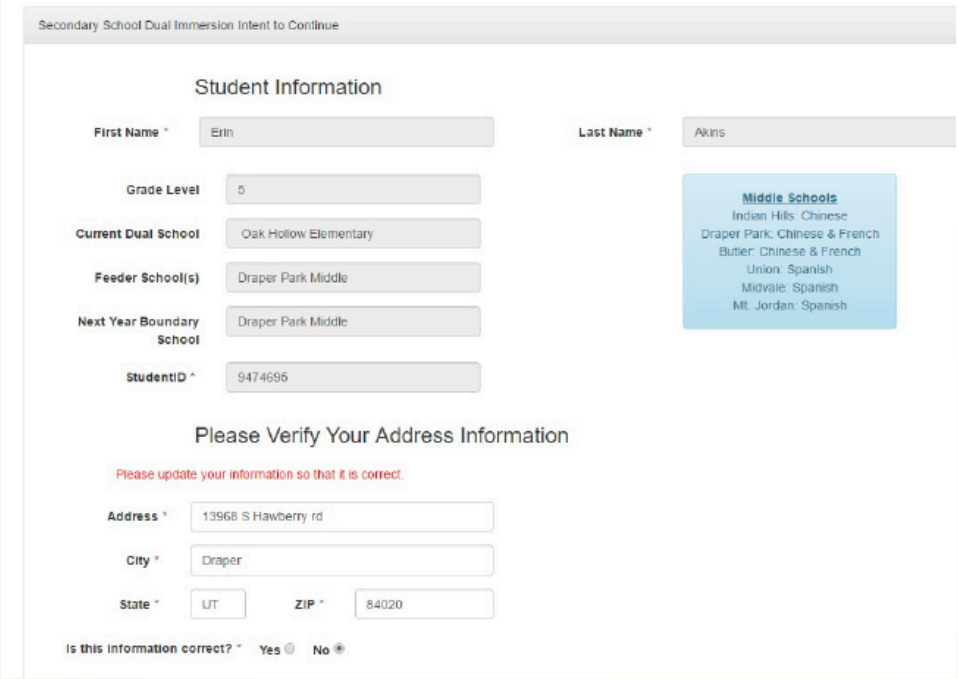
Secuencia de cursos de “El Puente”

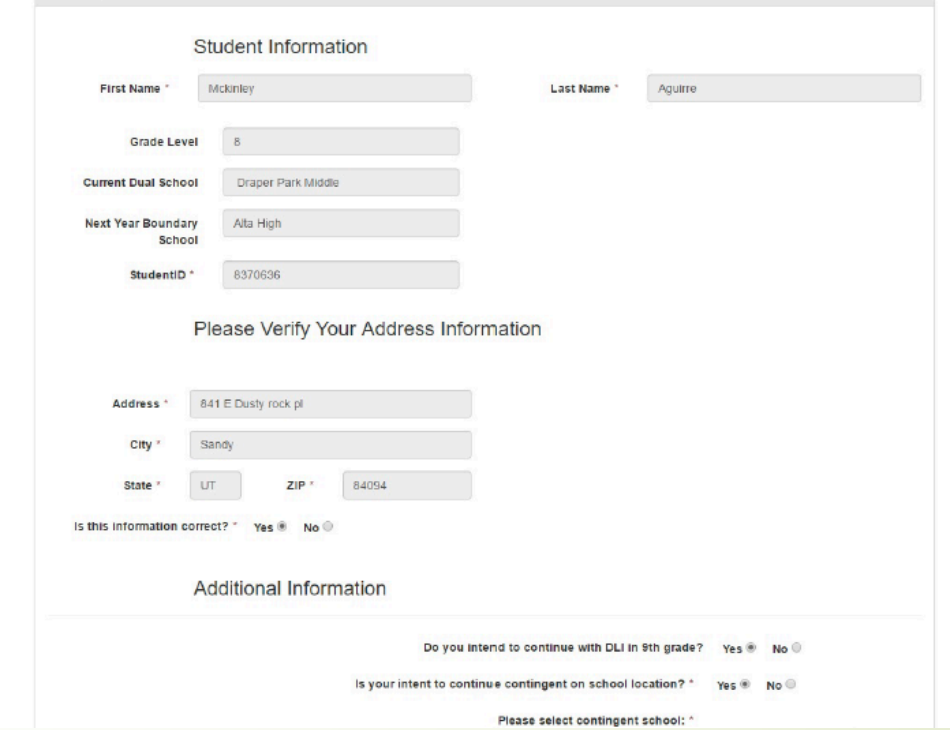
Año Escolar	2016-17	2017-18	2018-19
Curso/Clase	Spanish 3116	Spanish 3117	Spanish 3118 French 3118 Chinese 3118
Título	Cultura Pop: Filme, media y entretenimiento	Rompiendo muros, construyendo identidades	Para ser desarrollado

Compromisos del programa de DLI en el Distrito escolar de Canyons

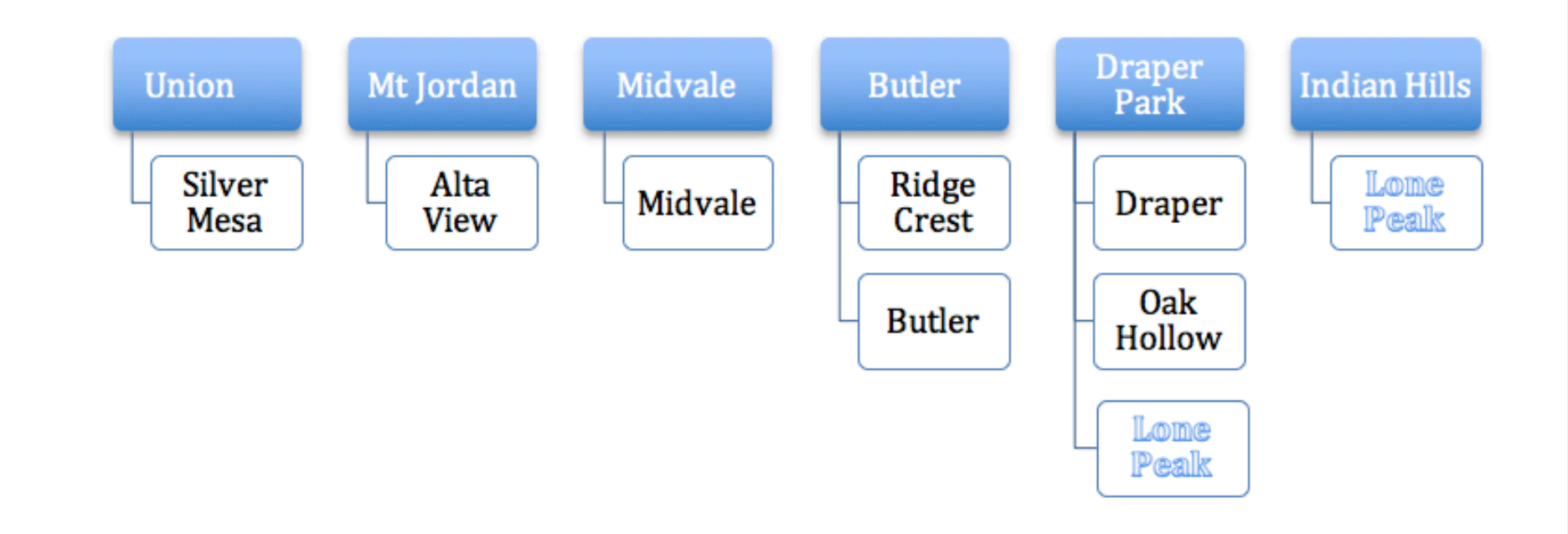
- Continuar con programas de Doble Inmersión de alta calidad.
  - La localidad donde se lleva a cabo el programa será revisada con regularidad y a pesar de los esfuerzos que se harán por mantener patrones de asignación de estas escuelas, no se podrá garantizar que la asignación de escuelas será siempre la misma.
- Continuar con estándares altos para el desarrollo de competencias.
- Reclutar y retener maestros altamente cualificados.

Intención de 5to y 8vo de continuar… Proceso por internet





Transición de 5to grado a la escuela secundaria



Intención de estudiantes de 5to grado de continuar en DLI

1. Los padres dan el nombre, fecha de nacimiento y escuela del estudiante
2. El sistema llena la escuela asignada con la información de la escuela a la que asisten actualmente.
3. Tiene intención de continuar en el programa en la **escuela DLI de secundaria asignada**_____?

- NO
- ¿Piensa continuar en el programa?
  - Sí…. Explica ¿Por qué?
  - No….¿Le gustaría pedir continuación del programa en otra escuela diferente a la escuela asignada, si hay salones disponibles?
  - Si….otras opciones para llenar otras escuelas
- SÍ
  - El proceso está completo

Transición de 8vo grado a 9no grado (High School)

1. Los estudiantes dan su nombre, fecha de naciemiento, y escuela a la que asisten a 8vo grado.
2. ¿Tienes **intención** de seguir en DLI en el 9no grado?

SI

- Su intención de continuar esta basada en la locación de la escuela?
  - Si…¿Que locación?
  - No….el proceso esta completo

NO

- Por favor, explica las razones por las cuales no vas a seguir participando en el programa.

Fechas importantes

- Noche informativa para padres de secundaria
  - Noviembre 28 a las 6:00 PM (PDC)
- Fecha de apertura para la intención de continuar (5to y 8vo grado)
  - Noviembre 29
- Fecha de cierre para la intención de continuar (5to y 8vo grado)
  - Diciembre 21
- Equipo de DLI/ Directores notifican a los padres de alocamiento de secundaria via email.
  - Finales de enero, principios de febrero