Secondary Dual Language Immersion
Information Night

October 30th, 2017
Welcome

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

- Parents and Students
DLI opens the window of opportunities for....

- College and Career Readiness
- Affordable University Credit
- Seal of Biliteracy
- Travel enhanced by authentic cultural personal connections
- International and domestic employment
- Serving communities abroad and at home
- Global awareness
## Proficiency Targets

**French, German, Portuguese & Spanish**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
<td>Novice Mid</td>
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<tr>
<td>2</td>
<td>Novice High</td>
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<tr>
<td>3</td>
<td>Intermediate Low</td>
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<td>9</td>
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<td>10</td>
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<td>11</td>
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<td>12</td>
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**Chinese**

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<th>Writing</th>
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<td>Advanced Mid</td>
<td>Advanced Low</td>
<td>Advance Low</td>
<td>Intermediate High</td>
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</table>
# Careers with DLI proficiency

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Functions</th>
<th>Corresponding Jobs/Professions</th>
<th>Who has this level of proficiency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation</td>
<td>Interpreter, Accountant Executive, Lawyer, Judge, Financial Advisor</td>
<td>Educated native speakers; students from abroad after a number of years working in a professional environment</td>
</tr>
<tr>
<td>Advanced High</td>
<td>Narrate and describe in past, present and future and deal effectively with an unanticipated complication</td>
<td>University professor of foreign languages</td>
<td>Students with masters degrees or doctorates</td>
</tr>
<tr>
<td>Advanced Mid</td>
<td>Customer service representatives, Police officers, school teachers</td>
<td>Doctor, Sales representative, Social worker</td>
<td>Native speakers who learned Spanish in the home environment</td>
</tr>
<tr>
<td>Advanced Low</td>
<td>Customer service representatives, Police officers, school teachers</td>
<td></td>
<td>Graduates with Spanish degrees</td>
</tr>
<tr>
<td>Intermediate High</td>
<td>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</td>
<td>Aviation personnel, telephone operator, receptionist</td>
<td>After 4 years of middle/high school, AP, LDS Returned Missionaries</td>
</tr>
<tr>
<td>Intermediate Mid</td>
<td></td>
<td>Tour guide, cashier</td>
<td>After 4 years of middle/high school, AP, LDS Returned Missionaries</td>
</tr>
<tr>
<td>Intermediate Low</td>
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<td></td>
<td>After 2 years of high school</td>
</tr>
<tr>
<td>Novice High</td>
<td>Communicate minimally with formulaic and rote utterances, lists and phrases</td>
<td></td>
<td>After 1 year of high school</td>
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<tr>
<td>Novice Mid</td>
<td></td>
<td></td>
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<tr>
<td>Novice Low</td>
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</tbody>
</table>
Utah DLI Secondary Pathway

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

- 6th: World Language 2 DLI Honors (1.0 credit), World Civilizations (1.0 credit)
- 7th: World Language 3 DLI Honors (1.0 credit), Culture of 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 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)
Secondary Pathway 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 language)

10th
- World Language AP Language and Culture
- (If did not receive 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)
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
  - Speaking: Intermediate Mid
  - Reading & Writing: 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

6th Grade Student Proficiency Report: SPANISH

- **LISTENING ABILITY**: how the child's listening ability in the immersion language is best described.
- **SPEAKING ABILITY**: how the child's speaking ability in the immersion language is best described.
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
- Instructional Supports Webpage
  - Scope and Sequence
  - Adopted Curriculum
  - Course Descriptions
  - isd.canyonsdistrict.org
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
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
<table>
<thead>
<tr>
<th>Section I: Multiple Choice</th>
<th>Number of Questions</th>
<th>Percent of Final Score</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A</td>
<td>30 questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive Communication: Print Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part B</td>
<td>35 questions</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Interpretive Communication: Print and Audio Texts (combined)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretive Communication: Audio Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II: Free Response</th>
<th>Number of Prompts</th>
<th>Percent of Final Score</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Writing: Email Reply</td>
<td>1 prompt</td>
<td>15 minutes</td>
<td></td>
</tr>
<tr>
<td>Presentational Writing: Persuasive Essay</td>
<td>1 prompt</td>
<td>Approx. 55 minutes</td>
<td></td>
</tr>
<tr>
<td>Interpersonal Speaking: Conversation</td>
<td>5 prompts</td>
<td>20 seconds for each response</td>
<td></td>
</tr>
<tr>
<td>Presentational Speaking: Cultural Comparison</td>
<td>1 prompt</td>
<td>2 minutes to respond</td>
<td></td>
</tr>
</tbody>
</table>
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
- $5 per credit
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

NOT A HIERARCHY
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

<table>
<thead>
<tr>
<th>School Year</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td>Spanish 3116</td>
<td>Spanish 3117</td>
<td>Spanish 3118, French 3118, Chinese 3118</td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td>Pop Culture: Film, Media and Entertainment</td>
<td>Breaking Down Walls, Building Identities</td>
<td>French: Paris City of Lights, Chinese: Pop Culture, Spanish: TBD</td>
</tr>
</tbody>
</table>
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
5th Grade Transition to Middle School
PROJECTED DLI SITES

CHINESE
- Draper
  - Indian Hills
  - Butler
- Corner Canyon
  - Alta
  - Brighton

FRENCH
- Butler
  - Draper Park
- Brighton
  - Corner Canyon

SPANISH
- Mt. Jordan
  - Union
  - Midvale
- Jordan
  - Hillcrest
  - Hillcrest

- 2017-18
- 2017-18
- 2018-19
- 2018-19
- 2016-17
- 2018-19
- 2018-19
Intent to Continue Process

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

- **NO**
  - Do you intend to discontinue the program?
    - Yes.... Please explain why
    - No....would you like to request to continue at a school other than your feeder if room is available?
      - Yes...populates other school options

- **YES**
  - Process is complete
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
  - October 30th 6:00 PDC
- 5th and 8th Grade Intent to Continues Opens
  - October 30th
- 5th and 8th Grade Intent to Continue Closes
  - November 21st
- Parent Notification of secondary placement via email
  - December
- Parent accepts/confirms placement
  - December
- Registration / open enrollment district wide at the school level
  - December 1 – February 16
Secondary DLI Resource Pages

- Intent to continue:
  - http://dual.canyonsdistrict.org
  - COMPUTER LAB OPEN NOW

- ISD Website:
  - lsd.canyonsdistrict.org