

Jackson Local Credit Flexibility Competency Demonstration

Jackson Local Schools set nine-week targets to ensure that learners are on course to meet level expectations.

Department World Languages **Course** Level I (Novice Mid on *LinguaFolio* Self-Assessment Grid)

All activities are in the target language

	Standard(s)	Activity	Assessments/Collection of Evidence
1 st Nine Weeks	Communication A-1 Comparisons A-1	Basic Dialogue in which student introduces self and a friend. Give a greeting, state origin, tell what they like and don't like to do, tell how they feel.	Dialogue in target language
2 nd Nine Weeks	Communication A-1 Comparisons A-1, B-2	Describe 10 family members. (Include self as one.) Describe their relationship to you, their ages, their birthdays, food they like and dislike. Use descriptive adjectives.	Poster/Booklet created in target language
3 rd Nine Weeks	Communication A-1 Comparisons A-1, C-4	Clothing/Colors – Create a catalog with clothing using authentic material, including exchange rates and numbers.	Catalog, slide or video proving what they learned in target language
4 th Nine Weeks	Communication A-1 Comparisons A-1, D-7, C-4	Cultural – holiday and things people do to celebrate or prepare for this holiday.	

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Department World Languages **Course** Level II (Novice – High to Intermediate – Low on *LinguaFolio* Self-Assessment Grid)

All activities are in the target language

	Standard(s)	Activity	Assessments/Collection of Evidence
1 st Nine Weeks	Communication A-1, J-11 Comparisons A-1	Reflexives – Describe a daily routine. Students will write about in detail about what they do on a daily basis using reflexives.	Students will use various technologies to show daily routine
2 nd Nine Weeks	Communication A-1, J-11 Comparisons A-1, B-2	Describe your childhood memories – what you used to do and where you used to go. Students will use the imperfect to talk about what they “used to do” as a child.	Poster, PowerPoint, booklet, video, etc., in target language
3 rd Nine Weeks	Communication A-1 Comparisons A-1	A conversation/interview with someone describing his or her surroundings (environment: where you live, your room, your city, your country, favorite things, etc.).	Interview or Recording
4 th Nine Weeks	Communication A-1, J-11 Comparisons A-1	Country Brochure – find at least five authentic materials about a country that speaks the target language and create an informational brochure about that country.	Brochure in target language – must include resources

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Department World Languages

Course Level III: 11th Grade Standards (Strive for Intermediate-Mid Competency Level on *LinguaFolio* Self-Assessment Grid)

	Standard(s)	Activity	Assessments/Collection of Evidence
1 st Nine Weeks	Communication: I11, K14 Comparisons: B2	<i>Presentationl:</i> Describe a memorable vacation, using both past tenses correctly with rich, varied vocabulary and a variety of structures.	Write a composition, letter, narrative or other to present your information. (<i>Submit text to Turnitin.com for authenticity check.</i>)
2 nd Nine Weeks	Communication: B2, D5, E6, G8, H9, I 11, K14 Cultures: D5 Connections: A1, A2, B4 Comparisons: B2, C3	<i>Interpretive and Presentationl:</i> Choose a volunteer organization that benefits others. Investigate, using authentic resources from target language cultures, the cause, its goals and accomplishments.	1) Write a persuasive script that includes impersonal expressions, formal affirmative and negative commands, and direct and indirect object and reflexive pronouns and then: 2) Create a taped commercial persuading people to participate in this worthy cause, without reading from the script. <i>(Cite all sources and submit all text to Turnitin.com for authenticity check.)</i>
3 rd Nine Weeks	Communication: B2, D5, E6, G8, H9, H10, I 11, K14 Cultures: C4, D5 Connections: A1, A2, B4 Comparisons: B2, C3	<i>Interpretive and Presentationl:</i> Investigate an endangered species or other environmental problem of a target language-speaking country, using target language resources. Find out why the problem exists and learn the significance of this issue.	Create a “Discovery Channel” style documentary in which you use the future and/or conditional tenses to express what will or would happen, while proposing ways to improve the environmental issue. (<i>Cite all sources and submit all text to Turnitin.com for authenticity check.</i>)
4 th Nine Weeks	Communication: B2, B3, C4, D5, E6, F7, G8, I11, K14 Connections: A1, B4 Comparisons: B2, C3	<i>Interpersonal:</i> Play the part of both a teenager troubled by a common social problem and the advice columnist to whom he or she writes. In the first letter, state your problem and how you feel, asking for advice. In the response, you as the advice columnist suggest solutions.	Role play both interpersonal writing entries by composing letters with lots of detail, a variety of tenses and moods, rich vocabulary and fluency of expression. Remember to use the subjunctive as much as possible, varying the types of verbs and the subjects. (<i>Submit both texts to Turnitin.com for authenticity check.</i>)

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Department: World Languages

Course: Level IV 12th Grade Standards (Strive for Intermediate-High Competency Level on *Linguafolio* Self Assessment Grid)

	Standard(s)	Activity	Assessments/Collection of Evidence
1 st Nine Weeks	Communication: E6, I11, K14 Comparisons: A1	<i>Interpersonal:</i> Talk about wishes, wants, hopes and what you want to happen in your life.	Write a letter to your “Fairy Godmother” in which you make requests, suggestions, demands, wants and so forth, using the subjunctive mood and verbs and impersonal expressions that require the subjunctive. Vary the subjects and verbs used and communicate with fluency and rich vocabulary. (<i>Submit text to Turnitin.com for authenticity check.</i>)
2 nd Nine Weeks	Communication: A1, A2 C4, E6, G8, H9, H10, I11, J12, J13, K14 Cultures: A1, A2, A4, C6, C7, C8, D9 Connections: A1, A4, B6 Comparisons: A1, C4, D6 Communities: D7	<i>Interpretive and Presentational:</i> Investigate a significant historical event in a target language speaking country (e.g., Cultural Revolution in China, Spanish Civil War, French Revolution, etc.).	Prepare a PowerPoint or other multimedia presentation in which you discuss the reasons for the event, the event itself and the time immediately following the event, focusing on outcomes and how it changed society. Either film your delivery of the presentation or deliver it in person. Use a rich variety of structures and vocabulary. Include graphics, music and text. (<i>Cite all sources and submit all text to Turnitin.com for authenticity check.</i>)
3 rd Nine Weeks	Communication: A1, A2 C4, E6, G8, H9, H10, I11, J12, J13, K14 Cultures: A1, A2, A4, C6, C7, C8, D9 Connections: A1, A4, B6 Comparisons: A1, C4, D6 Communities: D7	<i>Interpretive and Presentational:</i> Identify an important figure from any profession (science, politics, medicine, sports, art, literature, etc.) who has made a positive impact on the world.	Write a well-developed composition, with thesis statement, supporting main points, and a conclusion that teaches about the life and contributions of this person. Then, choose the most significant information you learned and produce a video in which you describe the life, education, importance and significant contributions of this person. Make it autobiographical, so dress like the person and present information in the first person where appropriate. The video is not intended to be a mere reading of your composition. The information should be somewhat different. (<i>Cite all sources and submit all text to Turnitin.com for authenticity check.</i>)

4 th Nine Weeks	<p>Communication: G8, H9, H10, I11, J12, J13, K14 Cultures: A1, A2, A3, A4, B5, C6, C7, C8, D9, Connections: A4, B4, B6 Comparisons: A1, B2, C3, C4 Communities: B3</p>	<p><i>Interpretive, Interpersonal and Presentational:</i> Play the role of a journalist and create a variety of newspaper articles for publication in the target language culture. Use authentic sources to identify texts that support international and local news, sports, society, weather, letter to the editor, etc.</p>	<p>Create a visually appealing newspaper using technology. Make sure to use headlines, graphics, color and a nice variety of articles/significant text. (<i>Cite all sources and submit all text to Turnitin.com for authenticity check.</i>)</p>
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AP: Follow AP Syllabus