



NAHS IB CP Language Portfolio Cover Page

Name	
Year of Graduation	

Target Language:	Option Chosen: A B C D
------------------	-------------------------------

INTRODUCTION

The study of an additional language, as part of the IBCP Core, adds to international and cultural understanding. By studying the language of a people, you become aware of the similarities & differences between cultures, & through this, respect and appreciate others. In addition, language development fosters an awareness of how language is used in everyday life and in your chosen career area, while it promotes the skills for lifelong learning.

MEETING THE REQUIREMENT FOR LANGUAGE DEVELOPMENT FOR THE IBCP CORE: There are many ways by which you can meet the IBCP Core requirement for Language Development. All options require the completion of a Language Portfolio, something you will complete independently with the guidance and support of your chosen Language Development Mentor.

OPTION A: Take an IB Diploma Programme Language B Course as one of required two IB DP courses Option A involves you enrolling in and completing all of the requirements (including all internal and external assessments) for one of the IB Diploma Programme Language B courses available at your school. This option requires previous study of the language during the 9th and 10th grade. In addition to taking the IB DP Language B course, you strengthen your Language B development through 50 or more additional hours of language enrichment (see Part II Menu of Tasks and Experiences). As with all Language Development Options, Option A students must complete a Language Portfolio and development of the language must occur over the two years of the program.

OPTION B: Take an IB Diploma Programme Language B Course as an IB DP course beyond the required minimum of two IB DP courses Like Option A, Option B involves you enrolling in and completing all of the requirements (including all internal and external assessments) for one of the IB Diploma Programme Language B courses available at your school. This option requires previous study of the language during the 9th and 10th grade. Unlike Option A, Option B does not require 50 or more additional hours of language enrichment. As with all Language Development Options, Option B students must complete a Language Portfolio and development of the language must occur over the two years of the programme.

OPTION C: Take a Language course available at your school that is not an IB Diploma Programme course Option C students take another language course available within the school, one that is not an IB Diploma Programme course. Like Option B, however, Option C does not require 50 or more hours of language enrichment. As with all Language Development Options, Option C students must complete a Language Portfolio and development of the language must occur over the two years of the programme.

OPTION D: Self-Study of a Language Option D students must study a target language on their own, involving 50 or more hours of language development through approved events, activities and experiences specifically related to your chosen career area of interest (see Part II Menu of Tasks and Experiences). You will choose a mentor for your target language, and your progress will be monitored by periodic "check-in" meetings with the IBCP Coordinator. However, the responsibility for completing the tasks will be on you, the learner. As with all Language Development Options, Option D students must complete a Language Portfolio, and development of the language must occur over the two years of the programme.

SUMMARY OF IBCP LANGUAGE DEVELOPMENT OPTIONS Option Recommended for: How Option Meets the IBCP Language Development Requirement A – IB DP Language B Course: One of Two IB DP courses required Students who have previous study of the IB Language B language ☑ Enrollment in IB DP Language B course available at school over the two years of the programme (includes completion of all internal and external assessments) ☑ Completion of 50 or more hours of Language Development Enrichment (see Part II Menu of Tasks and Experiences). ☑ Completion of Language Portfolio

SUMMARY OF IBCP LANGUAGE DEVELOPMENT OPTIONS		
Option	Recommended for:	How Option Meets the IBCP Language Development Requirement
A – IB DP Language B Course: One of Two IB DP courses required	Students who have previous study of the IB Language B language	<ul style="list-style-type: none"> • Enrollment in IB DP Language B course available at school over the two years of the programme (includes completion of all internal and external assessments) • Completion of 50 or more hours of Language Development Enrichment (see Part II Menu of Tasks and Experiences). • Completion of Language Portfolio
B – IB DP Language B Course: An additional IBCP subject	Students who have previous study of the IB Language B language	<ul style="list-style-type: none"> • Enrollment in IB DP Language B course available at school over the two years of the programme (includes completion of all internal and external assessments) • Completion of Language Portfolio • NOTE: Student must have a minimum of two other IB DP courses attached to their IB Career-Related Certificate pathway
C – Language Course Available at	Students who have previous study of the IB Language B language or want to start a new language for the junior and senior years	<ul style="list-style-type: none"> • Enrollment in an available Language course available at school over the two years of the programme • Completion of Language Portfolio
D – Self-Study of a Language	Students who wish to study a language not available at the school or have schedule constraints that require flexibility.	<ul style="list-style-type: none"> • Work with an approved Language Mentor over the two years of the programme • Completion of 50 or more hours of Language Development Enrichment (see Part II Menu of Tasks and Experiences) • Completion of Language Portfolio

All IBCP students must carefully plan for which Language Development Option they will choose with the IBCP Coordinator upon registration for the programme. All Language Development Options should allow IBCP students an opportunity to connect the development of language to their career-related studies.

In most instances, Language Mentors will be instructors at the school, often the teacher of the course. For Option D (Self-Study) students, Language Mentors may be other staff in the school or approved, trained members of the community. If you are considering a Language Mentor outside of the school building, work with the IBCP coordinator to arrange the necessary training and support.

WHY WE DEVELOP LANGUAGE THROUGH THE LANGUAGE DEVELOPMENT REQUIREMENT: Language development enables students to understand and use a language they have studied in a specific career-related and often local context. The development of a language encourages an awareness and appreciation of the different perspectives of people from other cultures, while providing opportunities for enjoyment, creativity, intellectual stimulation and community-building.

Additionally, in the IBCP, we focus on the Personal and Professional Skills (PPS) curriculum. Language development utilizes as well as strengthens each of the five PPS themes:

THINKING PROCESSES: the areas of thinking (critical, creative, lateral and problem solving) all are directly applied when you learn and engage in language development

INTERCULTURAL UNDERSTANDING: Language is the basis for appreciation of culture, and the people who use that language

COMMUNICATION: Being able to read, write and speak in another language than your own broadens your skills in this area

PERSONAL DEVELOPMENT: Learning to manage your time and resources, to take the initiative with community members, to self-monitor your learning, and reflect on your journey are all skills that will aid in making you a more skillful self-reliant individual

APPLIED ETHICS: Exploring values and attitudes that apply to the real world by strengthening understanding of ethics within one's own culture and language as well as within the cultures and languages of others.

Finally, language development also provides students with a basis for further study of the language for work, leisure and personal enjoyment.

HOW LANGUAGE DEVELOPMENT IS EVALUATED: The IBCP Coordinator, along with your Language Mentor, will evaluate the Language Portfolio which guides the IBCP students through the expectations of Language Development. All Language Development work must be done between September of the junior (11th grade) year, and May of the senior (12th grade). The IBCP Coordinator provides IBCP students with a final due date for Language Portfolio submission. You, however, must manage the time and work to meet the deadlines.

ARE YOU COMPLETING YOUR LANGUAGE PORTFOLIO HONESTLY? IBCP students must exercise academic honesty in all of their work, including the Language Portfolio, and avoid academic malpractice. Malpractice is defined as any behavior that allows a student to gain an unfair advantage in their academic work.

EXAMPLES OF ACADEMIC MALPRACTICE:

Plagiarism—presenting the ideas or work of another person as your own

Collusion—helping another student get an unfair advantage, such as allowing someone to copy your work
 Duplication of Work—submitting the same work for IB credit for more than one assessment or requirement (Ex: using an IB French assignment for your IB Language Portfolio hours)

Disclosing or Receiving Information—giving out or accepting information about an IB Exam

Misrepresentation—breaking the rules for naming a Mentor, claiming that a Language Development task took more hours to complete than it actually did.

IBCP students are expected to conduct themselves with INTEGRITY by: Being truthful about volunteer or service learning hours, and time spent on the Language Development Portfolio;

Completing reports and reflections on activities honestly and authentically; ☑ Crediting all sources of information, including websites;

Creating original work, not imitating or copying the work of others.

CHECK IN MEETINGS: Anticipate between 3–5 hours of meeting time over the two years of the programme.

Expectations of the CP Candidate/Language Development Mentee	Expectations of the Language Development Mentor
<ul style="list-style-type: none"> • Seek out an appropriate Language Development Mentor and establish commitment to the work at the beginning stages of the language development experience. • Work regularly with the Language Development Mentor over the two years of the programme (one or more checkins per quarter) • Ask for support from Language Development Mentor as needed to engage in language development, collect evidence of engagement and reflect on experiences • Uses suggestions and support from Language Development Mentor as language development activities are completed, evidence of activity is completed and reflections on experiences are recorded. 	<ul style="list-style-type: none"> • Work regularly with the CP candidate over the two years of the programme (one or more check-ins per quarter is recommended) • Provide support to the CP candidate as needed to engage in language development, collect evidence of engagement and reflect on experiences • Review and provide feedback on the candidate’s language development activities, evidence and reflections • Confirm authenticity of the candidate’s activity through check-in meetings

BENCHMARK DATES

JUNIOR YEAR

- By March 1st Submit a signed Language Development Mentor contract to the ATL teacher and/or CP Coordinator
- By Dec. 15th Complete all Part I activities and review with Language Development Mentor
- By May 15th Complete a minimum of 25 hours of Language Development activities and/or tasks, collect evidence of activities and/or tasks, write reflections on your activities &/or tasks and review progress with Language Development Mentor
- Summer 2019 Continue language development activities (at least 25 hours recommended over The summer) – Don't forget to collect evidence of and reflect upon your work!

SENIOR YEAR

- Sept 15th Reconnect with Language Development Mentor and revisit progress toward language development goals
- By Feb 28th Complete a minimum of 25 hours of Language Development activities and/or tasks, collect evidence of activities and/or tasks, write reflections on your activities &/or tasks and review progress with Language Development Mentor*
- By March 15th Meet with Language Development Mentor to review progress toward goals, complete post-study self-assessment tasks and outline final reflection essay.*
- By April 15th Submit completed Language Development Portfolio to CP Coordinator for review.*

Resources:

Free Online Language Lessons:

<http://www.mangolanguages.com/>

<http://www.duolingo.com/>

<http://www.bbc.co.uk/languages/>

<http://www.openculture.com/freelanguagelessons>

<http://www.oneworlditaliano.com/english/italian/italian-course-free-online.htm>

<http://livemocha.com/>

<http://www.busuu.com/enc>

<http://www.fsi-language-courses.org/Content.php>

<http://www.word2word.com/course.html>

Name: _____

Language: _____

Date completed: _____

WPHS Pre-Self-Assessment of Language Proficiency

Rate yourself on each of the Communicative Competencies (Receptive, Productive, and Interactive) by selecting the Phase (1-6) that most closely describes your abilities at the starting point of the Language Development process.

Communicative Competencies	Capable Communicator					
	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
Receptive When I listen, read, or view, I can:	<ul style="list-style-type: none"> understand simple phrases, statements and questions identify basic messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand simple spoken and written texts identify messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand a limited variety of spoken and written texts understand specific information, main ideas and some detail. 	<ul style="list-style-type: none"> understand a variety of spoken and written texts interpret specific information, main ideas and some detail draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a wide range of spoken and written texts analyze specific information, ideas, opinions and attitudes infer information, draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a comprehensive range of spoken and written texts evaluate important information, details and ideas analyze information, draw conclusions make inferences about implied ideas, opinions and attitudes.
Productive When I speak or write, I can:	<ul style="list-style-type: none"> respond to simple phrases, statements and questions show my comprehension with simple oral and written phrases convey basic information in a limited range of everyday situations. 	<ul style="list-style-type: none"> respond to simple spoken and written texts demonstrate my comprehension in short oral and written form share information in a limited range of familiar situations. 	<ul style="list-style-type: none"> engage in conversation demonstrate my comprehension in a limited range of oral and written forms write structured text to express my ideas, opinions and experiences on a range of familiar and some unfamiliar situations. 	<ul style="list-style-type: none"> engage in conversation containing relevant and developed ideas and justified opinions write structured text to share informative and organized ideas on topics of personal interest and global significance. 	<ul style="list-style-type: none"> engage actively in conversations in social and some academic situations to contribute substantial information communicate my understanding and opinions by organizing information and ideas into a clear and effective structure respond and react to questions and ideas in a range of spoken, visual and written texts. 	<ul style="list-style-type: none"> engage actively in conversations in social and academic situations to contribute substantial information communicate my understanding, opinions and perspectives by organizing information and ideas into a clear and effective structure give detailed analysis and explanation in social and academic situations.
Interactive When I communicate with others, I:	<ul style="list-style-type: none"> am aware that language use is connected to a purpose and an audience. 	<ul style="list-style-type: none"> am aware that language varies according to purpose and audience. 	<ul style="list-style-type: none"> understand that I can speak and write in different ways for different purposes and audiences. 	<ul style="list-style-type: none"> can identify aspects of format and style, and speak and write with a clear sense of audience and purpose. 	<ul style="list-style-type: none"> can interpret aspects of format and style, and am able to adapt register and style of language to suit the context. 	<ul style="list-style-type: none"> can interpret format and style, and am proficient in adapting register and style of language to suit the context.
Comments						

Name: _____

Date completed: _____

WPHS Language & Culture Questionnaire

Answer the following questions to create a personal language and cultural profile.

	Question	Response
LANGUAGE	What language(s) do you use?	
	What language(s) other than your own have you previously studied?	
	What language will you study in language development?	
	Why have you chosen that specific language for language development?	
	What can you do and not do with your target language?	
	What challenges do you feel you may encounter in your language studies?	
	How will you meet these challenges?	
	How do you think you will use your target language in the future?	
	Why is learning another language considered so important?	
CULTURE	What is your cultural background?	
	Do you belong to more than one culture?	
	What language(s) are spoken in your culture(s)?	
	What do you believe is the relationship between language and culture?	
	Do you have friends from a different cultural background?	
	How do you feel when you encounter different cultural experiences?	

Name: _____

Date completed: _____

WPHS Language Development Goals Form

After completing the Self-Assessment of Language Proficiency and the Language & Culture Questionnaire, meet with your Language Development teacher/supervisor to develop your Language Development Goals based on Language Acquisition Objectives and are organized into four communicative processes – Oral Communication, Visual Interpretation, Reading Comprehension, and Writing. Students may also reference the three communicative competencies – Receptive, Productive, and Interactive.

Communicative Process	Goal (Using statements similar to and in terms of Phases 1-6 from the Self-Assessment of Language Proficiency)
<p>Oral Communication This objective encompasses all aspects of listening and speaking. It refers to the student constructing meaning through the process of internalizing meaning and articulating thoughts using speech in a variety of ways in the target language. The student is expected to be able to listen and respond, interact socially and speak for specific purposes.</p>	
<p>Visual Interpretation This objective involves the student in interpreting and constructing meaning from visual texts (such as posters, maps, graphics, films) to understand how images presented with oral and written text interact to convey ideas, values and attitudes. Engaging with visual text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student is expected to be able to interpret, and engage with, visual text that is presented with spoken and written text and to support his or her opinion and personal response with evidence and examples from the text.</p>	
<p>Reading Comprehension This objective refers to enabling the student to construct meaning from written texts by making inferences and interpretations. Engaging with written text requires the student to think creatively and critically about what is read, and to be aware of opinions, attitudes and cultural references presented in the written text. The student is expected to be able to understand information, interpret, and engage with, written text and to support his or her opinion and personal response with evidence and examples from the text.</p>	
<p>Writing This objective relates to the developmental process of writing. The student is expected to be able to organize and express thoughts, feelings, ideas, opinions and information in writing, write for specific purposes and develop accuracy when writing in the target language.</p>	

Name: _____

Date completed: _____

WPHS Language Development Progress Form

Update this form at each meeting with the Language Development teacher/supervisor.

Date	Summary of discussion	General comments	Actions to be taken	Signature of teacher/supervisor
Initial meeting _____				
Winter junior year _____				
Spring junior year _____				
Early Fall senior year _____				
Late Fall senior year _____				
Winter senior year _____				
Final LD Meeting _____				

Language Portfolio: Part II

Language Experiences and Reflection

Directions: Over the two years of your Target Language Development, you are expected to improve your skills in the areas of oral communication, visual interpretation, reading, and writing. As you complete language development tasks or activities or participate in various events, **record your hours**, and **reflect** on your experience in a journal form. In **Part III**, you must show evidence of the task and to reflect. You may choose from the tasks below or suggest your own (to be approved by your IBCP Coordinator). Include your **Reflection Journal** as part of your evidence. Keep this in mind as you work through each task, activity or event so that you do not have to later go back and try to find your evidence.

NOTE FOR OPTION A AND D STUDENTS: Choose from tasks, activities and events below to complete at least 50 hours of language development and enrichment. For **OPTION A** students, these tasks, activities and events must be **in addition** to your IB DP Language B course.

NOTE FOR OPTION B AND C STUDENTS: Tasks, activities or events upon which to reflect may come from your Language class, assuming that you are enrolled in the course for the full two years of the programme.

TASK DESCRIPTION	HOURS TO COMPLETE	PERSONAL REFLECTION JOURNAL ENTRY	EVIDENCE REQUIRED:
Pre-Study: Pre-Assessment, Self-Analysis, Culture Questionnaire, Language Goal setting (Language Portfolio Part I)		Included in written paragraph	Written Document
TASK 1: Meet with your Mentor, have your Mentor speak to you for 10 minutes in the Target Language using normal conversational tone and speed. They may speak to you about a topic of their choice. Some suggested topics may be about their family, their work experiences, their schooling and training, or travel or? As they speak, you should record, or take notes, as best you can. You may include vocabulary you are unfamiliar with, and what details you are learning from the conversation. If you are able, construct written questions in your Target Language. After you are finished, discuss with your Mentor what you were able to understand, what vocabulary you need help with, and ask questions in the Target Language.		Reflect: How much did you understand? Were you confident in listening to this conversation? What did this experience show you about your listening/questioning skills? How will this guide your language studies? How can you become a language learner communicator ?	Notes on the experience Reflection Journal Entry
TASK 2: Find 10 newspaper or internet news articles in your Target Language. Cite them, and give a summary of what each is about. For 5 of the topics, find an article on the same topic in English. Compare the two. Do they give the same information? Is there evidence of any bias in either article? List any new vocabulary you have learned in your Target Language.		Reflect: Was this a helpful task? What were you able to learn? How does culture influence the view of an event or topic? How can you become a language learning inquirer ?	Print copies of the 10 articles. Written comparison on the 5 English/Target Language articles. List of new vocabulary learned Reflection Journal Entry

<p>TASK 3: Find 50 English words specific to your career area (ex: medical terminology, computer functions, automotive parts, engineering etc.) Try to spread this out over time! Try to do 5-10 word per week. Contact your career teacher for assistance. For each term, indicate its English definition, the comparable term in the Target language, and use the word or term in a sentence in your target language.</p>		<p>Reflect: How will this task help you in the future? Was it hard to find 50 terms? How can you become a knowledgeable language learner in the future?</p>	<p>Using Microsoft Word, create a table with 4 columns: Vocabulary Term, English Definition, Target Language sentence using the term.</p> <p>Reflection Journal Entry</p>
<p>TASK 4: Describe the differences between casual and formal language in your Target Language. This may involve grammar research as well as discussion with your Mentor. Describe in which instances or situations would you use each. If there are “rules” as to when each is used, summarize them. List 15 examples of formal vs casual , and write a paragraph about when each would be used</p>		<p>Reflect: Why is it important to know not only how to speak, but also when to speak in a certain way? How does this compare to the English language? How can this skill help or hinder you in the workplace? In social settings? In academic work? How can you aim for balance between learning both the formal and the casual aspects of your Target Language?</p>	<p>List of 15 examples that compare and contrast formal and casual usage.</p> <p>Paragraph describing how or when each is used.</p> <p>Reflection Journal Entry</p>
<p>TASK 5: Visit a celebration, a cultural center, a festival, a religious observance or some other event in a culture or religion other than your own. You may go alone, or with others. Be respectful, but observant. Ask questions of the participants; try to find out as much as you can about the event. Take pictures, pick up a program or advertisement or other form of evidence that you were there. Indicate the date, place, location, and culture group or sponsor.</p>		<p>Reflect: What did you find most interesting about this cultural experience? What insights were you able to gain about this culture? How does this compare to the practices, beliefs or customs of your primary cultural background? How did this experience make you more open-minded?</p>	<p>Proof of attendance + information on time, date, place, etc. of your visit—pictures, programs, etc.</p> <p>Reflection Journal Entry</p>
<p>TASK 6: Write a story in your Target Language, and create a children’s book with this story. Add illustrations—either hand drawn or from internet images, and color. Your book must have 20 or more pages.</p>		<p>Reflect: What was the most difficult part of this task for you? What was the most enjoyable part of the task? Why must a language learner also be a thinker?</p>	<p>A copy of your storybook</p> <p>Reflection Journal Entry</p>
<p>TASK 7: After completing one of the Internal Assessments in your IB DP course, Complete one of them entirely or partially in your Target Language. Challenge yourself in terms of content language, and sentence construction</p>		<p>Reflect: Being a risk-taker is an important aspect of language learning. How did this task challenge you in this area? What other ways can you challenge yourself to be a language learner risk-taker?</p>	<p>Internal Assessment work + the original instructions</p> <p>Reflection Journal Entry</p>
<p>TASK 8: Find a flyer, notification or letter sent to you from the school or another community organization. Or, you can use the weekly student announcements. Translate this into your Target Language</p>		<p>Reflect: How can being a translator of official documents have tremendous responsibilities attached? Would you like this type of work? Why or why not? Why does a translator have to be a principled person?</p>	<p>Original document in English + translation copy in your Target Language</p> <p>Reflection Journal Entry</p>

<p>TASK 9: Create 10 job interview questions, and samples of appropriate answers using your Target language. Meet with your Mentor, and conduct a “mock interview”. Record this interview session. Write a “Thank You” note to your Mentor.</p>		<p>Reflect: How comfortable would you be interviewing in your Target Language for a summer job? Were your answers in a formal or a casual use of the Target Language? Why would this be important in a real interview situation? Why is being a good communicator an important employability skill?</p>	<p>Audio recording of the interview session, + copy of the “Thank You” note sent to Mentor</p> <p>Reflection Journal Entry</p>
<p>TASK 10: Create a resume and cover letter in your Target Language. Research the business etiquette of the culture. Write 10 “tips” or hints about the business greetings, dress, use of business cards etc. in one country that uses your Target Language.</p>		<p>Reflect: What similarities and what differences did you find between the American business practices, and those of the culture of your Target Language? How does this task promote international mindedness?</p>	<p>Resume and Cover Letter, 10 Tips Regarding Business Etiquette (culturally specifically)</p> <p>Reflection Journal Entry</p>
<p>TASK 11: Make a brochure for a community service or business (real or imagined) using your Target Language (example: vaccination clinic, oil change service, handyman services etc.)</p>		<p>Reflect: How can having skills in your Target Language aid your community? Living in a multi-cultural community, how do you feel about becoming multi-lingual? What communicator skills did you develop?</p>	<p>Brochure</p> <p>Reflection Journal Entry</p>
<p>TASK 12: Write a skit on a topic of your choice. Ask friends, classmates or others who speak or study your Target Language to participate in performing your skit. Film the skit performance.</p>		<p>Reflect: Besides growing in your language development, what other skills did this project develop for you? How did it make you more knowledgeable?</p>	<p>Script or film of the skit</p> <p>Reflection Journal Entry</p>
<p>TASK 13: Read a book in your Target Language. Choose a book that challenges your reading skill. After reading the book, create a timeline of events, or a list of “book club” type questions or a description of the theme of the book. Discuss the book with your Mentor, and get feedback.</p>		<p>Reflect: Why did you choose the book you did, and how did it challenge you as an inquirer? What book project did you do, and why?</p>	<p>Citation for the book, timeline of events, “book club questions” or theme of the book</p> <p>Reflection Journal Entry</p>
<p>TASK 14: View a video or movie in your Target Language. Write a movie review of the film as if you were a movie critic writing for a newspaper</p>		<p>Reflect: How does evaluating the movie or video make you a more principled learner? How did the movie or video challenge your language listening skills? Was video using formal or casual language?</p>	<p>Citation for the video/movie and movie review</p> <p>Reflection Journal Entry</p>
<p>TASK 15: Create a service learning project in which you can utilize your Target Language. This may include work with children, the elderly, homeless, translating signage for a non-profit, or? Make your contacts, do your research, write up a proposal and check with your Mentor and IBCP Coordinator before you start. Once approved, document what you do for the organization you are working with, and bring</p>		<p>Reflect: Look at the IB Learner Profile. Reflect on how this project challenged you in all the aspects of the Profile.</p>	<p>Service Learning plan</p> <p>Reflection Journal Entry</p>

samples of your work to show your Mentor and/or IBCP Coordinator			
TASK 16: Verb Work: Select 25 verbs in your Target language. Create a chart that shows the past, present and future tense of each verb. Use the verbs correctly in sentences in your Target Language		Reflect: When speaking another language, one must be a thinker. How did this task help you become a better thinker in your Target Language?	Verb and Sentences Chart Reflection Journal Entry
TASK 17: Find a favorite family recipe. Translate the ingredients and directions into your Target Language. Include a list of 10 additional cooking terms in your Target Language (ex: bake, broil, stir, whip)		Reflect: How does this make you more knowledgeable language learner? How useful was this task?	Recipe in English and in the Target language + cooking terms list Reflection Journal Entry
TASK 18: Plan a trip to a popular city in a country where your Target language is spoken. Create a 5-10 day itinerary of activities to see the most important sights and cultural aspects of the area. Find a hotel, restaurants, and local transportation. Convert the costs from US dollars into local currency. Compare the prices to those in the USA.		Reflect: Share your thoughts on this “trip”—Why or Why not would you like to travel here? What did you learn about the history and culture of the area, or country? How can this make you a more caring tourist?	5-10 day itinerary including hotels, restaurants, transportation and prices Reflection Journal Entry
TASK 19: Find assembly instructions or the directions for the installation of a product in your Target Language. Do not look at the English version. Using the Target Language instructions only, complete the task.		Reflect: Were you successful? Why or why not? Is conversation in your Target language easier or more difficult than technical reading? How did this task make you a more principled learner?	Copy of instructions Reflection Journal Entry
TASK 20+: Create Tasks of your own—Get pre-approval from your Mentor or the IBCP Coordinator		Reflect: Why did you choose this task? Did you learn the expected outcome? Why or Why not? Why did you choose to be a risk-taker? What other aspects of the Learner Profile did you apply?	Any relevant documentation or artifact Reflection Journal Entry

NOTE FOR OPTION B AND C STUDENTS: Tasks, activities or events upon which to reflect may come from your Language class, provided that you are enrolled in the course for the full two years of the programme.

Reflection Journal:

Include reflective journaling with your list of tasks. Use the questions listed in Part II as your guide, but feel free to include any thoughts you may have on your experience that may come about. Your Reflection Journal may be electronic, audio files (recordings of verbal reflections and/or reflective conversations with another, such as your Language Development Mentor) and/or handwritten (or a mix of all of the aforementioned) and should include authentic, thoughtful and meaningful reflections about your language development activities, both as a whole and as individual activities.

For some additional support regarding your Reflection Journal, please review the details on the next page.

Considerations regarding your Reflection Journal:

Research shows that learning is more effective when deep and meaningful reflection is a part of the process. Personal reflection on learning experiences benefits students in many ways, including increasing transferability of skills, improving problem-solving, developing more critical and complex thinking skills and deepening their understanding of their own knowledge, skills and self. When engaging in reflection, it is important to remember what is and what is not reflection.

Reflection is not:	Reflection is:
<ul style="list-style-type: none">• forced• right or wrong• good or bad• marked or graded• difficult• copying what someone else said• predictable• to be judged by others• only a summary of what happened• done to please someone else• a waste of time• only written• only discussion• only led by teachers	<ul style="list-style-type: none">• honest• personal• done in many different ways• sometimes difficult• sometimes easy• sometimes creative• building self-awareness• necessary for learning• what I did, combined with how I felt• surprising• helpful for planning• done alone or with others• about thoughts, feelings and ideas• adding perspective

Understanding the four elements of reflection can help you reflect effectively in your Reflection Journal. The first two elements create the foundation of reflection, while the second two elements broadens your perspective through reflection. Any or all elements may be present in a Reflection Journal entry.

1. **Describing what happened** – Providing details about the activity and explaining what was significant, successful and/or difficult about the activity.
2. **Expressing feelings** – Describing emotional responses related to your activity
3. **Generating ideas** – Rethinking or re-examining decisions you made regarding your activity and reviewing ways that the activity connects to other areas of life, work and learning
4. **Asking questions** – Asking questions about different facets of the experience to inspire deeper thinking and ongoing reflection.

The key to reflection is that it is meaningful for you. Sometimes it is easy; other times it is difficult. Sometimes it makes sense to reflect alone; other times it makes sense to reflect with another. Sometimes reflection takes the form of the written word; other times it takes the form of conversation, artwork or other expressive forms. Choose what works for you in the moment and given the activity upon which you are focused. Don't forget that your Language Development Mentor, PPS teacher and CP Coordinator can provide you support in this process.

Source: International Baccalaureate Organization. *Career-related Programme: Language development guide*. Geneva: International Baccalaureate Organization Ltd, 2015. PDF.

Language Portfolio: Part III

Language Development Evidence

A. Evidence Log:

NOTE FOR OPTION A AND D STUDENTS: Choose from tasks, activities and events below to complete at least 50 hours of language development and enrichment. For **OPTION A** students, these tasks, activities and events must be in addition to your IB DP Language B course.

NOTE FOR OPTION B AND C STUDENTS: Tasks, activities or events upon which to reflect may come from your Language class, assuming that you are enrolled in the course for the full two years of the programme.

NOTE FOR ALL IBCP STUDENTS: Your reflection journal is required evidence to include as well. See Part III, Section B.

TASK – Provide a description of the task, activity or event. <i>(Pre-Study tasks are required for all IBCP students)</i>	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK <i>(Your reflection journal is a separate document):</i>
Pre-Study: Self-Analysis paragraph of language Self- Assessment (Language Portfolio Part 1)	Written document of 1 or more paragraphs		
Pre-Study: Language Development Goals	List of Goal Phases in Part 1		
TASK 1: Meet with your Mentor, have your Mentor speak to you for 10 minutes in the Target Language using normal conversational tone and speed. They may speak to you about a topic of their choice. Some suggested topics may be about their family, their work experiences, their schooling and training, or travel or? As they speak, you should record, or take notes, as best you can. You may include vocabulary you are unfamiliar with, and what details you are learning from the conversation. If you are able, construct written questions in your Target Language. After you are finished, discuss with your Mentor what you were able to understand, what vocabulary you need help with, and ask questions in the Target Language.	Notes on the experience		

TASK – Provide a description of the task, activity or event.	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK (Your reflection journal is a separate document):
<p>TASK 2: Find 10 newspaper or internet news articles in your Target Language. Cite them, and give a summary of what each is about. For 5 of the topics, find an article on the same topic in English. Compare the two. Do they give the same information? Is there evidence of any bias in either article? List any new vocabulary you have learned in your Target Language.</p>	<p>Print copies of the 10 articles. Written comparison on the 5 English/Target Language articles. List of new vocabulary learned</p>		
<p>TASK 3: Find 50 English words specific to your career area (ex: medical terminology, computer functions, automotive parts, engineering etc.) Try to spread this out over time! Try to do 5-10 word per week. Contact your career teacher for assistance. For each term, indicate its English definition, the comparable term in the Target language, and use the word or term in a sentence in your target language.</p>	<p>Using Microsoft Word or Excel, create a table with 4 columns: Vocabulary Term, English Definition, Target Language sentence using the term.</p>		
<p>TASK 4: Describe the differences between casual and formal language in your Target Language. This may involve grammar research as well as discussion with your Mentor. Describe in which instances or situations would you use each. If there are “rules” as to when each is used, summarize them. List 15 examples of formal vs casual , and write a paragraph about when each would be used.</p>	<p>List of 15 examples that compare and contrast formal and casual usage.</p> <p>Paragraph describing how or when each is used.</p>		
<p>TASK 5: Visit a celebration, a cultural center, a festival, a religious observance or some other event in a culture or religion other than your own. You may go alone, or with others. Be respectful, but observant. Ask questions of the participants; try to find out as much as you can about the event. Take pictures, pick up a program or advertisement or other form of evidence that you were there. Indicate the date, place, location, and culture group or sponsor.</p>	<p>Proof of attendance + information on time, date, place, etc. of your visit—pictures, programs, etc.</p>		
<p>TASK 6: Write a story in your Target Language, and create a children’s book with this story. Add illustrations—either hand drawn or from internet images, and color. Your book must have 20 or more pages.</p>	<p>A copy of your storybook</p>		

TASK – Provide a description of the task, activity or event.	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK (Your reflection journal is a separate document):
TASK 7: After completing one of the Internal Assessments in your IB DP course, Complete one of them entirely or partially in your Target Language. Challenge yourself in terms of content language, and sentence construction	Internal Assessment work + the original instructions		
TASK 8: Find a flyer, notification or letter sent to you from the school or another community organization. Or, you can use the weekly student announcements. Translate this into your Target Language	Original document in English + translation copy in your Target Language		
TASK 9: Create 10 job interview questions, and samples of appropriate answers using your Target language. Meet with your Mentor, and conduct a “mock interview”. Record this interview session. Write a “Thank You” note to your Mentor.	Audio recording of the interview session, + copy of the “Thank You” note sent to Mentor		
TASK 10: Create a resume and cover letter in your Target Language. Research the business etiquette of the culture. Write 10 “tips” or hints about the business greetings, dress, use of business cards etc. in one country that uses your Target Language.	Resume and Cover Letter, 10 Tips Regarding Business Etiquette (culturally specifically)		
TASK 11: Make a brochure for a community service or business (real or imagined) using your Target Language (example: vaccination clinic, oil change service, handyman services etc.)	Brochure		
TASK 12: Write a skit on a topic of your choice. Ask friends, classmates or others who speak or study your Target Language to participate in performing your skit. Film the skit performance.	Script or film of the skit		
TASK 14: View a video or movie in your Target Language. Write a movie review of the film as if you were a movie critic writing for a newspaper	Citation for the book, timeline of events, “book club questions” or theme of the book		
TASK 14: View a video or movie in your Target Language. Write a movie review of the film as if you were a movie critic writing for a newspaper	Citation for the video/movie and movie review		

TASK – Provide a description of the task, activity or event.	EVIDENCE PROVIDED OF TASK, ACTIVITY OR EVENT	VERIFICATION BY MENTOR OR IBCP COORDINATOR	COMMENTS REGARDING THE TASK (Your reflection journal is a separate document):
<p>TASK 15: Create a service learning project in which you can utilize your Target Language. This may include work with children, the elderly, homeless, translating signage for a non-profit, or? Make your contacts, do your research, write up a proposal and check with your Mentor and IBCP Coordinator before you start. Once approved, document what you do for the organization you are working with, and bring samples of your work to show your Mentor and/or IBCP Coordinator</p>	Service Learning plan		
<p>TASK 16: Verb Work: Select 25 verbs in your Target language. Create a chart that shows the past, present and future tense of each verb. Use the verbs correctly in sentences in your Target Language</p>	Verb and Sentences Chart		
<p>TASK 17: Find a favorite family recipe. Translate the ingredients and directions into your Target Language. Include a list of 10 additional cooking terms in your Target Language (ex: bake, broil, stir, whip)</p>	Recipe in English and in the Target language + cooking terms list		
<p>TASK 18: Plan a trip to a popular city in a country where your Target language is spoken. Create a 5-10 day itinerary of activities to see the most important sights and cultural aspects of the area. Find a hotel, restaurants, and local transportation. Convert the costs from US dollars into local currency. Compare the prices to those in the USA.</p>	5-10 day itinerary including hotels, restaurants, transportation and prices		
<p>TASK 19: Find assembly instructions or the directions for the installation of a product in your Target Language. Do not look at the English version. Using the Target Language instructions only, complete the task.</p>	Copy of instructions		
<p>TASK 20+: Create Tasks of your own— Get pre-approval from your Mentor or the IBCP Coordinator</p>	Any relevant documentation or artifact		

<p>Post-Study: Go back to your Part I Pre-Study Assessments and update your materials. Then write a Post-Assessment Reflective Essay about the process, the learning, how well you did on the achievement of the goals you set, outcomes on the Post-Study Self-Assessment, your thoughts etc.</p>	<p>One or more written pages, (or other method as approved by IBCP Coordinator) of self-analysis of the Language Portfolio, and achievement towards goals</p>		
---	---	--	--

Remember, your Reflection Journal serves as evidence as well.

Name: _____

Language: _____

Date completed: _____

WPHS Post Self-Assessment of Language Proficiency

Rate yourself on each of the Communicative Competencies (Receptive, Productive, and Interactive) by selecting the Phase (1-6) that most closely describes your abilities at the end of the Language Development process.

Communicative Competencies	Communicative Competency					
	Emergent Communicator Phase 1	Phase 2	Capable Communicator Phase 3	Phase 4	Proficient Communicator Phase 5	Phase 6
Receptive When I listen, read, or view, I can:	<ul style="list-style-type: none"> understand simple phrases, statements and questions identify basic messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand simple spoken and written texts identify messages, facts, opinions, feelings and ideas. 	<ul style="list-style-type: none"> understand a limited variety of spoken and written texts understand specific information, main ideas and some detail. 	<ul style="list-style-type: none"> understand a variety of spoken and written texts interpret specific information, main ideas and some detail draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a wide range of spoken and written texts analyze specific information, ideas, opinions and attitudes infer information, draw conclusions recognize implied opinions and attitudes. 	<ul style="list-style-type: none"> understand a comprehensive range of spoken and written texts evaluate important information, details and ideas analyze information, draw conclusions make inferences about implied ideas, opinions and attitudes.
Productive When I speak or write, I can:	<ul style="list-style-type: none"> respond to simple phrases, statements and questions show my comprehension with simple oral and written phrases convey basic information in a limited range of everyday situations. 	<ul style="list-style-type: none"> respond to simple spoken and written texts demonstrate my comprehension in short oral and written form share information in a limited range of familiar situations. 	<ul style="list-style-type: none"> engage in conversation demonstrate my comprehension in a limited range of oral and written forms write structured text to express my ideas, opinions and experiences on a range of familiar and some unfamiliar situations. 	<ul style="list-style-type: none"> engage in conversation communicate substantial information containing relevant and developed ideas and justified opinions write structured text to share informative and organized ideas on topics of personal interest and global significance. 	<ul style="list-style-type: none"> engage actively in conversations in social and academic situations to contribute substantial information communicate my understanding, opinions and perspectives by organizing information and ideas into a clear and effective structure respond and react to questions and ideas in a range of spoken, visual and written texts. 	<ul style="list-style-type: none"> engage actively in conversations in social and academic situations to contribute substantial information communicate my understanding, opinions and perspectives by organizing information and ideas into a clear and effective structure give detailed analysis and explanation in social and academic situations.
Interactive When I communicate with others, I:	<ul style="list-style-type: none"> am aware that language use is connected to a purpose and an audience. 	<ul style="list-style-type: none"> am aware that language varies according to purpose and audience. 	<ul style="list-style-type: none"> understand that I can speak and write in different ways for different purposes and audiences. 	<ul style="list-style-type: none"> can identify aspects of format and style, and speak and write with a clear sense of audience and purpose. 	<ul style="list-style-type: none"> can interpret aspects of format and style, and am able to adapt register and style of language to suit the context. 	<ul style="list-style-type: none"> can interpret format and style, and am proficient in adapting register and style of language to suit the context.
Comments						

