

WORLD LANGUAGE CHIL ACADEMY EMPHASIS LETTER OF INTENT

A letter of intent is **MANDATORY** and given to each Academy Emphasis Advisor no later than **NOV 13**.

I, _____ intent to complete the CHIL
First and last name
World Language Academy Emphasis.

Please check one: Sophomore _____ Junior _____ Senior _____

Phone # (Home:) _____ (Cell:) _____

Email: _____

Signature: _____ Date: _____

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WORLD LANGUAGE EMPHASIS PROJECT PROPOSAL

It **MUST** be turned in to advisor / chairperson by December 4.

Name: _____

Year of Graduation: _____

Describe proposed project below

Approved by target World Language Advisor

Name of advisor: _____

Signature of advisor: _____

WORLD LANGUAGE PROJECT SUMMARY

Attach additional pages as needed

WORLD LANGUAGE FINAL EMPHASIS APPLICATION

All documentation **MUST** be turned in to chairperson no later than last Thursday in March (March 31) of senior year.

Name: _____

Chairperson: Mr. Demetrio Cabanillas

Requirements:

- _____ 1. Completion of course work.
(Attach copy of transcript and current class schedule with World Language classes highlighted.)
- _____ 2. Participation in World Language club.
(Attach certificates or proof of club membership.)
- _____ 3. Pass oral and or written exam in target language administered by target language teacher or AP exam.

Name of advisor / teacher _____

Signature of advisor / teacher _____

- _____ 4. Completed project reviewed and accepted by advisor / teacher in target language.

Name of advisor / teacher _____

Signature of advisor / teacher _____

- _____ 5. Completion of interview with advisor / teacher in target language.

Name of advisor / teacher _____

Signature of advisor / teacher _____

All requirements have been completed.

Name of chairperson Demetrio Cabanillas

Signature of chairperson _____

WORLD LANGUAGE CHIL ACADEMY EMPHASIS REQUIREMENTS

1. Complete 3 levels (French, German, Spanish) of target World Language that is offered at Copper Hills. 2 Levels of ASL, Chinese, Latin or others that are offered.
 - German 1, 11, 111
 - Chinese 1, 11, 111
 - Latin 1, 11, 111
 - American Sign Language (ASL) I, II, III
 - French I, II, III, 1V, AP
 - Spanish I, II, III, 1V, AP
2. Participate in target World Language club (if available) during all years of attendance at CHHS.
3. Pass a written, oral or receptive exam in target language – similar to those done at the District / BYU World Language Fairs or AP exams.
4. Complete the total of 2 credits in a world language project from the following.
 - (.5) Participate in 2 or more events at District World Language Fair if offered.
 - (.5) Participate in 2 or more events at BYU World Language Fair in April.
 - (.5) Serve as a “make up” class tutor.
 - (.5) Interviews five different interpreters. Compile a paper discussing the jobs pros and cons. (Example: What problems have they faced? Career longevity?).
 - (.5) **ASL only** - Sponsor the deaf awareness day at Copper Hills (include educational activities for students to participate in).
 - (1) Host world language exchange student in your home and keep a daily experience journal. Compile notes into an experience paper.
 - (1) Compile a world travel study trip / tour to a country of your target language. Complete a detailed scrapbook / photo album explaining what you saw and learned of the culture.
 - (1) Assist in translation / interfacing for speakers of your target language in our school / community. (Example: Translate / aid at Shriner’s Hospital for deaf children. Help welcome tourists of your target language at local ski resorts or other tourist’s spots in Utah).
 - (1) **ASL only** - Volunteer a minimum of 10 hours. At the Utah community center for the deaf (Example: assist and coordinating and implementing “The Deaf Connection” activities).
 - (1) Shadow an interpreter for a minimum of 10 hours. Record in journal communication barriers, conflicts, and how the interpreter handled different situations. Compile your journal into an experience paper.
 - (1) **ASL only** - Volunteer for a minimum of 10 hours at the salt lake extension of the Utah school for the deaf and blind. Compile a journal of your experiences.
 - (1) **ASL only** - Interview 10 different deaf people in the community. Compile a paper comparing and contrasting the deaf.
 - (1) Make arrangements for a deaf person to speak to your ASL class. Assist in the translation.
 - (1) **ASL only** – Attend silent weekend. Participate in the skit performances and all workshops.
- ** This can be a flexible / negotiable project – what and how much to be approved by the advisor.
5. Complete an interview conducted by the advisor / teacher in the target World Language.

