<u>Final task:</u>



A LONG ROAD TO FREEDOM AND EQUALITY FOR AFRICAN AMERICANS

Diversity & inclusion

How can individuals change history?

As part of the Black History Month celebration, write an article in the school newspaper to recall the story of your ancestors, compare with your life in a modern era.

Task achievement:	= /2
-I can write an article in a school newspaper for Black History Month (300 words +/- 10%).	1
-I can use cultural elements to recall the story of my ancestors and compare it with my life now.	1
Coherence:	= /3
	70
-I can write a clear, developed and organised message (see structure strip)	1
-I can use a large range of connectives / discourse markers for a logical structure.	1
-I can follow the conventions of a newspaper article (layout, features, illustrations).	1
Grammatical accuracy:	= /7
Lean use complex conteness and maintain a high degree of ecourses (no migunderstanding)	1 0
-I can use complex sentences and maintain a high degree of accuracy (no misunderstanding). -I can use the appropriate tenses & aspects, making agreements accordingly.	1 - 2 1 - 2
-I can use the passive voice.	1 - 2 1 - 2
-I can express past habits.	1
Vocabulary range:	= /4
	/ 4
-My spelling and punctuation are correct.	1
-I can use varied, specific vocabulary and some circumlocutions.	1
-I can use terms related to American Law and social advances.	1
-I can use specific vocabulary around diversity & inclusion.	1
Addressing the chapter's cultural elements and key question/notion	= /4
-Slavery & Civil War	1
-Segregation & Civil Rights Movements	1
-Discrimination & Black Lives Matter	1
-Individuals changing history	1
Strengths:	
	Total:
Objectives:	
	20



Common European Framework of Reference for Languages: Overall written production & creative writing.

- *B1*: Can write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest. Can write accounts of experiences, describing feelings and reactions in simple connected text. Can write a description of an event, a recent trip real or imagined. Can narrate a story.
- **B2:** Can write clear, detailed descriptions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, synthesising and evaluating information and arguments from a number of sources; can follow established conventions of the genre concerned.
- *C1*: Can write clear, detailed, well-structured and developed descriptions and imaginative texts in an assured, personal, natural style appropriate to the reader in mind. Can support points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.

