

PREDICTIONS

Performance Standard 30B.D

Students will determine from a set of clues and circumstances, which types of jobs or occupations particular individuals might select accordingly:

- *Knowledge*: know and understand events related in readings;
- *Comprehension*: understand written cues; and
- *Communication*: effectively communicate possible solutions.

Procedures

1. *In order to demonstrate knowledge and understanding of a variety of career options (30B)*, students should experience sufficient learning opportunities to develop the following:
 - Give examples of a variety of professions in which the target language may be used.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide students with the attached short, unfinished written scenarios.
4. Have students select two scenarios which they will complete.
5. Provide students with access to the real endings of the scenarios after the task has been completed.
6. Evaluate each student's work using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: understood events relative to scenarios.
 - *Comprehension*: responded with understanding to cues.
 - *Communication*: used appropriate skills to communicate ideas.

Examples of Student Work not available

Time Requirements

- 15 minutes

Resources

- Five short paragraphs describing young people who are seeking jobs or a career (attached)
- Foreign Language Rubric

PREDICTIONS

These students were very serious about language study and from junior high school on they have worked at becoming proficient. Finish two of the scenarios below. Tell what kind of job each person choose or was given and tell why you think that the job or profession you selected is appropriate. At the end of each of your two paragraphs, list at least four other jobs or professions that would be suitable for that person.

1. Elizabeth is studying political science at Georgetown University in Washington, D.C. She needs a summer job and would like to use the language which she has been studying since junior high school. What sort of job does she get?
2. Marc is now at an academy that prepares students for a special occupation. He has been selected to go on for one term to a school which has the same orientation as his own. When he returns, he will use his experience to help his classmates by creating a new course of study.
3. Mary is not going to college. She is a very friendly, sympathetic person and would like a job dealing with people, but she does not want to go too far from the city where her family lives.
4. Edward has always worked to become very proficient in the language which he is studying but he does not necessarily want to use it as his primary occupation or profession. He is very logical but also has an adventuresome streak and would like to travel. What will Edward do?
5. Andrew does not always take life seriously. He manages to finish college, but the job he takes, which requires language skills, is more like a holiday than work. What job is that? He then finds a position that is almost the opposite of the first one. Would you believe that this is the profession which he chooses to enter?

These are the real endings for the scenarios. The names are not those of the real students.

1. Elizabeth saw an advertisement about a job abroad. The half hour interview on the phone in French obviously convinced those who were doing the hiring because she got the job. She worked the summer in London and Paris (free trip and a good salary) marketing World Cup Soccer Games, Wimbledon and the Tour de France for Coca Cola.
2. After a term to St. Cyr, the French Military Academy, Marc returned to finish his junior year at West Point. One of his assignments when he returned was to write a semester course, based on his experiences, for the United States Military Academy.
3. Soon after she graduated from high school, Mary found a job in a big city hospital admitting office. Because of her skills in dealing with people and the fact that she could so several languages, in a very short time she became a department head dealing with patient and personnel issues.
4. Edward worked for his masters degree at Princeton in International relations and public policy. He had succeeded in becoming proficient in his second language. In fact, he wrote his masters thesis on it. He worked on several projects in international law in Europe and the middle East, including a research project on solar energy in French Africa. He is still using his language skills and is with a law firm dealing with international environmental issues.
5. Andrew's language skills were good enough to get him a job with Club Med. By the time he left, he was assumed to be a native speaker. Because he was so proficient in two languages, he was hired by a German bank, and during his time there he became proficient in German. As you may know, your first foreign language is the most difficult to learn. The second and third become successively easier. Andres was dealing in commodity trading, much of it on the telephone in three languages! He is now back in the U.S. and is going to work on his masters degree in business administration.