

ENCOUNTERS

Performance Standard 29A.I

Students will role-play specific situations accordingly:

- *Knowledge*: know vocabulary and structures used in conversation;
- *Comprehension*: understand with fluency; and
- *Communication*: use appropriate interpersonal and presentational skills to communicate effectively.

Procedures

1. ***In order to understand manners and customs of various target language societies (29A)***, students should experience sufficient learning opportunities to develop the following:
 - Use appropriate vocabulary and level of formality in addressing those of different ages, roles, and status in social and business situations.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Have students work in pairs, and provide them with a situational card to role-play in front of the class. Suggested topics include:
 - A teacher and student discussing the weekend.
 - Two students discussing attending a dance.
 - A boss discussing a subordinate's tardiness.
 - A husband and wife discussing their dinner plans.
 - A child discussing with his mother his desired birthday presents.
 - A student asking the principal's permission to have class outside.
 - Two students discussing the appropriate time to show up at a party.
 - Two students discussing plans to go shopping.
 - A teenager calling a restaurant to make dinner reservations.
 - Two students discussing how affection is shown in the U.S. vs. other countries.
4. Do not coach or assist the students during the role-play.
5. Evaluate the student's performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: knew correct vocabulary and structures.
 - *Comprehension*: responses showed understanding.
 - *Communication*: used appropriate language to convey main messages.

Examples of Student Work not available

Resources

- Situational cards
- Foreign Language Rubric

Time Requirements

- Ten minutes to organize presentations after being grouped in pairs
- Three minutes for each pair to present

ASSESSMENT 29A.I