

WHAT'S MY LINE?

Performance Standard 30B.I

Students will role-play a game-show scenario in which students will present descriptions of a variety of occupations to a contestant who will identify the culture for which the job originates accordingly:

- *Knowledge*: know vocabulary for various occupations;
- *Comprehension*: understand responses with fluency; and
- *Communication*: use appropriate skills to communicate.

Procedures

1. ***In order to use the target language to demonstrate knowledge and understanding of a variety of career options (30B)***, students should experience sufficient learning opportunities to develop the following:
 - Compare various occupations in terms of their roles, status and qualifications in areas where the target language is spoken to similar occupations in the U.S.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Familiarize students with constructing dialogues and role-plays prior to the assessment task. Students will be familiar with a variety of occupations from the target language culture and from the United States.
4. Have students prepare an outline or notes on an index card which may be used during the role play.
5. Working in groups of 5, one student will act as the moderator, the other 4 will be contestants who describe their jobs in detail. The contestants will not identify the occupation or the country of origin.
6. Each student will speak during the role-play.
7. Evaluate the student's performance using the Foreign Language Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: knew occupations.
 - *Comprehension*: understood differences in clues provided.
 - *Communication*: used appropriate communication skills.

Examples of Student Works not available

Resources

- Dictionaries
- Textbooks to compose the outline
- Foreign Language Rubric

Time Requirements

- Twenty minutes to outline the role-play
- 7 – 10 minutes for each presentation