

PICTURE ID

Performance Standard 29D.B

Demonstrate knowledge of historical figures accordingly:

- *Knowledge*: Know names of individuals pertinent to the language.
- *Comprehension*: Understand names of key people from the target language.
- *Communication*: Identify key individuals depicted in pictures.

Procedures

1. *In order to understand history of areas where the target language is spoken (29D)*, students should experience sufficient learning opportunities to develop the following:
 - Name or label some pictures of important people and events from areas where the target language is spoken.
2. Provide each student with a copy of the task sheet. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Familiarize students with prominent people in history and provide experience identifying their pictures.
4. Show individual pictures of prominent people from the target culture(s) and instruct students to write the name of the person on their worksheet.
5. Evaluate each student's responses using the Foreign Language Rubric. Add each student's scores to determine the performance level.
 - *Knowledge*: Identified individuals and indicated correct answers.
 - *Comprehension*: Understood names of important people.
 - *Communication*: Strategies were complete, appropriate and correct.

Examples of Student Work follow

Time Requirements

- 10 minutes

Resources

- Five pictures of famous or historical persons who have been studied in the curriculum
- Foreign Language Rubric

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NAME _____ DATE _____

Based on 5 items: exceeds - 5 correct answers; meets - 4 correct answers; approaches - 3 correct answers;
begins - 0 - 2 correct answers

1) _____

2) _____

3) _____

4) _____

5) _____

"Exceeds"

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NAME _____ DATE _____

Based on 10 items: exceeds - 5 correct answers; meets 4 correct answers; approaches - 3 correct answers; begins - 0 - 2 correct answers

1) Pancho Villa

2) Fidel Castro

3) Isabel

4) Evita Perón

5) Moctezuma

