

HISTORICAL TIMELINE

Performance Standard 29D.D

Identify key historical events and organize them in chronological sequence accordingly:

- *Knowing*: know the vocabulary and structures discussing chores, making excuses and discussing the future;
- *Communicating*: use the appropriate interpersonal and presentational strategies to cover the topics; and
- *Comprehension*: respond with understanding.

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:
 - Identify key historical figures and events associated with areas where the target language is spoken; and
 - Sequence historical events using acquired language.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Review key historical events associated with a region where the target language is spoken.
4. Create a worksheet with a maximum of 10 previously studied historical events listed in random order.
5. Provide students with the worksheet and have them number the events in chronological order beginning with the oldest event, concluding with the most recent.
6. Evaluate each student's performance using the knowledge component of the Foreign Language Rubric as follows and add the scores to determine the performance level. Check to see that the sequence is maintained in good order. If one item is out of order, but otherwise the sequence is good, count for one error. Exceeds = 9-10 correct, Meets = 7-8 correct, Approaches = 5-6 correct, Beginning = 4 or fewer correct.
 - *Knowledge*: student correctly identified historical events in correct order.
 - *Comprehension*: student understood written cues.
 - *Communication*: student used appropriate strategies to list events.

Examples of Student Work not available

Resources

- Foreign Language Rubric

Time Requirements

- Ten minutes