2014-2015 BCS Performance Tasks

Teachers’ Notes

As part of the process to align to the Common Core, students will be asked to complete one Performance Task (PT) per semester. To guide them to a successful completion of the PT, students will gather evidence from sources provided to them, they will work cooperatively to aid in comprehension and brainstorming, and they will answer guiding questions before producing the PT.

The focus of both PTs is civic engagement. The fall semester PT asks for a 3-5 minute talk. The spring semester PT requires a 1-3 paragraph letter or email.

Students should be ready for each PT after completing Future 4 Units 3 and 11, respectively.

In order to prepare students for the PTs, teachers can have students complete one, two, or more of the Team Projects found in the back of Future 4, beginning on page 263, especially the Team Projects for Units 2 and 3.

Each Team Project takes a half hour to complete, not counting the time it will take each group to report or present their project. (Teachers with few student contact hours may choose to give part of the project tasks as homework.)

The Performance Tasks build in complexity and are sequenced to scaffold student learning.\* You will notice that PT I has more activities to guide the students through the process.

Please do not rush students through the PTs. The activities are meant to give students an opportunity to use all their Basic Communications skills to solve real-world problems.

\* *In education,****scaffolding****refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary*[***support***](http://edglossary.org/academic-support/)*that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.* [*http://edglossary.org/scaffolding/*](http://edglossary.org/scaffolding/)

2014-2015 BCS Performance Tasks

**Performance Task I**

**Task Name**: Community Involvement

**Task Description**: This Performance Task asks students to give a three to five minute talk in which they describe: a. two examples of community involvement based on their readings, b. a problem in their neighborhood, and c. a possible solution to that problem.

**Standards:**

[CCSS.ELA-LITERACY.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/)
Determine the main idea of a text; recount the key details and explain how they support the main idea.

[CCSS.ELA-LITERACY.RI.3.3](http://www.corestandards.org/ELA-Literacy/RI/3/3/)
Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

[CCSS.ELA-LITERACY.RI.4.5](http://www.corestandards.org/ELA-Literacy/RI/4/5/)
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

[CCSS.ELA-LITERACY.RI.4.6](http://www.corestandards.org/ELA-Literacy/RI/4/6/)
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Student Materials Needed:**

**Benjamin Franklin:**   <http://www.ushistory.org/Franklin/info/> (Only the sections entitled **The Pennsylvania Gazette** and **Fire Prevention**.)

Barefoot Artists “The Village of Arts & Humanities” <http://barefootartists.org/projects/village/>

Changing the World One Block at a Time <http://onthecommons.org/magazine/changing-world-one-block-time>

City Heights Youth Will Have Their Skate Park <http://voiceofsandiego.org/2014/07/02/city-heights-youth-will-have-their-skate-park/?action=rpx_token>

 - How To Get A Skate park In City Heights <http://www.kpbs.org/news/2012/sep/18/how-get-skate-park-city-heights/>

**Task Demands for PT I:**

To ensure student success for PT I, students need to be exposed to informational texts, ie. community flyers, pamphlets, letters from school, etc. Have students practice reporting to the class. A weekly reporting out about current events can be a good first step. Students may report from their seat at first, eventually moving to the front of the class.

In order to increase students’ vocabulary and critical thinking skills, please refrain from asking students to report on weekend activities, vacations, or hobbies. Encourage students to bring local issues and information to class, ask each other clarifying questions, and fully engage in the topic.

**Background for Teachers:**

 A number of the institutions and amenities that appear inherent to U.S. communities today

actually can be traced back to Benjamin Franklin’s civic initiatives in mid-18th-century

Philadelphia. Franklin’s drive for self-improvement tied naturally into a desire to improve

the world around him. As a young tradesman in Philadelphia, Franklin’s ambition, mixed

with his intellectual energy and sociable nature, made him a natural leader of public projects.

In 1727, Franklin gathered eleven friends to form the Junto, a club that met weekly to discuss

ways of working together for the benefit of themselves and the Philadelphia community.

Over several decades of activity, Franklin and his associates enriched community life in

Philadelphia by establishing a lending library, hospital, school, fire brigade, insurance

company, learned society, and militia. Franklin also led various efforts for public safety: he

supervised the lighting, cleaning, and paving of Philadelphia streets and designed a fireplace

that conserved fuel while avoiding house fires.

<http://www.benfranklin300.org/_edu_pdf/BF300Plans_Elementary6.pdf>

Philadelphia was the largest city in the US until 1830. Houses, made entirely of wood, were heated with stoves or fireplaces which made them a fire hazard. This concern prompted Franklin to create the volunteer fire department and the insurance company.

If you’d like more information on Benjamin Franklin’s Philanthropy, go to <http://www.learningtogive.org/papers/paper96.html>

**Pre-Task Activities for PT I:**

1. Tell students that they will be reading about people creating positive change in their community beginning with Benjamin Franklin’s contributions to the city of Philadelphia. They will also work on activities that will help them to create the final product – a three to five minute talk in which they describe two examples of community involvement based on their readings, as well as a problem in their neighborhood and a possible solution to it.
2. Opening Exercise: Explain to the class that many of the services that we take for granted in our communities, such as libraries, we enjoy thanks to the work of Benjamin Franklin and his desire to improve the Philadelphia community in the mid-18th century.
3. Students may be unfamiliar with Benjamin Franklin. With the class go over the short biography on the EL Civics website <http://www.elcivics.com/bio_benjamin_franklin.html>

**Procedure:**

1. Show students what Philadelphia looked like in the 1800s (Ben Franklin’s died in 1790.) <http://b-womeninamericanhistory18.blogspot.com/2013/06/1800-city-of-philadelphia-by-english.html> Briefly discuss community life in the US at that time.
2. Hand out the graphic organizer. Inform students that they will read at least 2 articles independently, but that they will have an opportunity to discuss the readings with classmates at a later time.
3. Have students read about Benjamin Franklin: <http://www.ushistory.org/Franklin/info/> **(**Only the sections entitled **The Pennsylvania Gazette** and **Fire Prevention** pertain to his civic contributions.)
4. Give a short description of the following 4 readings (*in* *italics*) and have students choose at least one that they will read.

1. *An artist and community members transform empty lots into parks in Philadelphia.*

Barefoot Artists “The Village of Arts & Humanities” <http://barefootartists.org/projects/village/>

2. *Grandmothers fight drug crime in their Seattle neighborhood.*

Changing the World One Block at a Time <http://onthecommons.org/magazine/changing-world-one-block-time> (The first paragraph and the section that begins with: Grandmothers at the Yesler Terrace.)

3.-4. *San Diego Youth work with local government to get a Skate Park in City Heights.*

City Heights Youth Will Have Their Skate Park <http://voiceofsandiego.org/2014/07/02/city-heights-youth-will-have-their-skate-park/?action=rpx_token>

How To Get A Skate park In City Heights <http://www.kpbs.org/news/2012/sep/18/how-get-skate-park-city-heights/> (includes two Morning Edition segments students can listen to)

**Procedure continued:**

1. Hand out the Brainstorming Problems/Solutions Chart. Students will work cooperatively to brainstorm problems and solutions to a neighborhood problem. Break students into groups and have them choose a Captain (to keep everyone on task) and a Co-Captain (time-keeper). They will not need an Assistant (note-taker). Everyone will take notes.
2. Have students return to their seats to prepare for their talk. In order to have them appreciate the power people have to make lasting contributions to their community, ask the students to imagine their neighborhoods without a fire department, a library, street lights, or a park.
3. Hand out the Talk Outline and have students work independently.
4. When students give their presentation, fill out the Speaking Rubric. Discuss it with the students at a later date.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performance Task I – Graphic Organizer

Benjamin Franklin set an example for community involvement. Read about his contributions and more recent examples of people creating positive changes in their neighborhoods.

As you read the stories, complete the chart below:

|  |  |  |
| --- | --- | --- |
| **People Involved** | **Place - Year** | **Contribution** |
| *Benjamin Franklin* | *Philadelphia - 1731* | *First library* |
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Performance Task I – Brainstorming

1. Discuss the readings and the various changes people achieved in their communities. (5 min’s)
2. A. Brainstorm 3 -4 problems in your neighborhood and fill in the chart. (5 min’s)

B. Choose one problem you can find a solution to. You may have a different solution than your partners. There is no right or wrong answer. (10 min’s)

3. Answer the questions on your own.

|  |
| --- |
|  Problem 1. |
| Problem 2. |
| Problem 3. |
| Problem 4. |
|  |
| What problem did you choose? |
| What is the cause of the problem you chose?  |
| What is the effect? |
| What is a possible solution?   |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Performance Task I – Talk Outline

Using your answers to the Guiding Questions below, prepare a 3-5 minute talk about community involvement. Make surethat you answer all 4 questions in your talk.

You may use 3x5 cards or notes, but you may not read them to the class while giving your talk.

Guiding Questions

1. Which two examples of community involvement that you read about did you find most interesting? What was similar and what was different about them? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2.What problem did you identify in your community and what solution did you find to this problem? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3.Before reading the articles on the Internet, did you think you could make a positive change in your community?

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4.What are your thoughts now about creating positive changes in your neighborhood now? What did you learn? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Performance Task I - Speaking Rubric

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- |
| **Task Completion** | **Score** | **Notes / Comments** |
| Student addressed all four guiding questions. | 3 |  |
| Student addressed 2-3 of theguiding questions. | 2 |
| Student addressed one guiding question. | 1 |
| **Fluency** | **Score** | **Notes / Comments** |
| Speech is authentic and fluent. | 3 |  |
| Speech is fluent at times.  | 2 |
| Speech is unclear/labored. | 1 |
| **Eye Contact/Posture / Volume** | **Score** | **Notes / Comments** |
| All three are appropriate. | 3 |  |
| Two are appropriate. | 2 |
| Only one is appropriate. | 1 |
| **Vocabulary** | **Score** | **Notes / Comments** |
| Uses a variety of words or expressions specifically related to the readings and topic. | 3 |  |
| Uses some words and expressions related to the readings and topic. | 2 |
| Uses limited vocabulary related to the readings and topic. | 1 |