

Performance Task

Task Administration Details:

This assessment is comprised of three different performance tasks and will take approximately four or five 30-45 minute class periods. This will likely span four or five days, depending on the time allotted to the work each day and the stamina of the students. Students will watch a video and read two texts. They will complete a graphic organizer after each for the purpose of capturing their thoughts and ideas. Then, using those texts and the texts accessed throughout the unit, students will write an opinion piece as the final performance assessment.

Materials:

The following is a list of texts that students will read with support throughout the unit and that they will need for the final performance task. The texts that students will need to read independently, during the three reading tasks leading up to the writing task, are listed with each task description.

1. "Democracy Is . . ." from Scholastic.com

Main Site

http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/index.asp?article=rights&topic=0

1. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/rights_panel1.pdf
2. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/express_panel1.pdf
3. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/informed_panel1.pdf
4. http://teacher.scholastic.com/scholasticnews/indepth/democracy_plaza/reproducibles/images/vote_panel.pdf

2. The original Bill of Rights (see handout below)

http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html

An abridged Bill of Rights written by teachers from the Social Studies Coalition of Delaware:

http://www.sscde.org/lessons/files/C3_45_LES_TheBillOfRightsandYou.pdf (page 9 only)

3. *Citywide Standards of Intervention and Discipline Measures: The Discipline Code and Bill of Student Rights and Responsibilities, K-12*

[http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Discipline%20Code%20\(English\).pdf](http://docs.nycenet.edu/docushare/dsweb/Get/Document-101/Discipline%20Code%20(English).pdf)
(pages 7-11)

Task 1: Reading Task

Approximately 45 minutes

Presentation of Materials:

Video: *Learning Matters: Paying For Grades (Does Cash for Students Work?)*

<http://www.youtube.com/watch?v=tkVcO8M4QVc> or <https://www.box.com/s/3b8a3159d81236f32ed5>

Stop at 6 min 10 sec.

Good Grades Pay Off Literally by Greg Toppo. Lexile: 1330

http://www.usatoday.com/news/education/2008-01-27-grades_N.htm

(Note: *The article suggested is above the Lexile level range recommended for 5th grade. However, much of the information presented is also encapsulated in the video, which will support students in accessing this complex text. The full text can be found using the link above, though we recommend that teachers excerpt key sections of the text as opposed to providing the entire text to students.)*

- Explain that over the next few days students will have the opportunity to watch a video and read texts on a variety of rights. They will then write an essay explaining which right they think would be most beneficial for students to receive using details and evidence from the texts they just read and texts presented throughout the unit.
- Distribute graphic organizers to students. Instruct students that during the video they will see a news report discussing the issue of paying students for achieving high grades. Both positive and negative aspects will be discussed. As students actively watch the video, they should use the graphic organizer to organize the information they gather about why students should or should not have the right to be paid for high grades. Students will likely need a second viewing of the video in order to capture enough information.
- Ask students to write down any quotes they hear in the video that they think they may want to use in their essays when explaining what the video says explicitly and when drawing inferences from the video.
- Next, distribute the article, *Good grades pay off literally*. Ask students to use the same graphic organizer to capture information from the text about positive and negative impacts of paying students for good grades.

Name _____

Date _____

Video and Text:

Learning Matters: Paying For Grades (Does Cash for Students Work?)

Good grades pay off literally

Positive Impacts of Paying Students for High Grades

Negative Impacts of Paying Students for High Grades

Task 2: Reading Task

Approximately 30 minutes

Presentation of Materials:

Should cell phones be banned in school? By Jesse Scaccia and Elizabeth Lorris Ritter. Lexile: 1100
<http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=d1211>

- Explain that students will read an article that discusses the right to bring a cell phone to school. They will read an argument for and against.
- Distribute graphic organizers to students. Ask students to use the graphic organizer to organize their information about whether students should have the right to bring cell phones to school.
- Ask students to underline any quotes they read that they think they may want to use in their essays.

Name _____

Date _____

Arguments For Banning Cell Phones	Arguments Against Banning Cell Phones

Task 3: Reading Task

Approximately 30 minutes

Presentation of Materials:

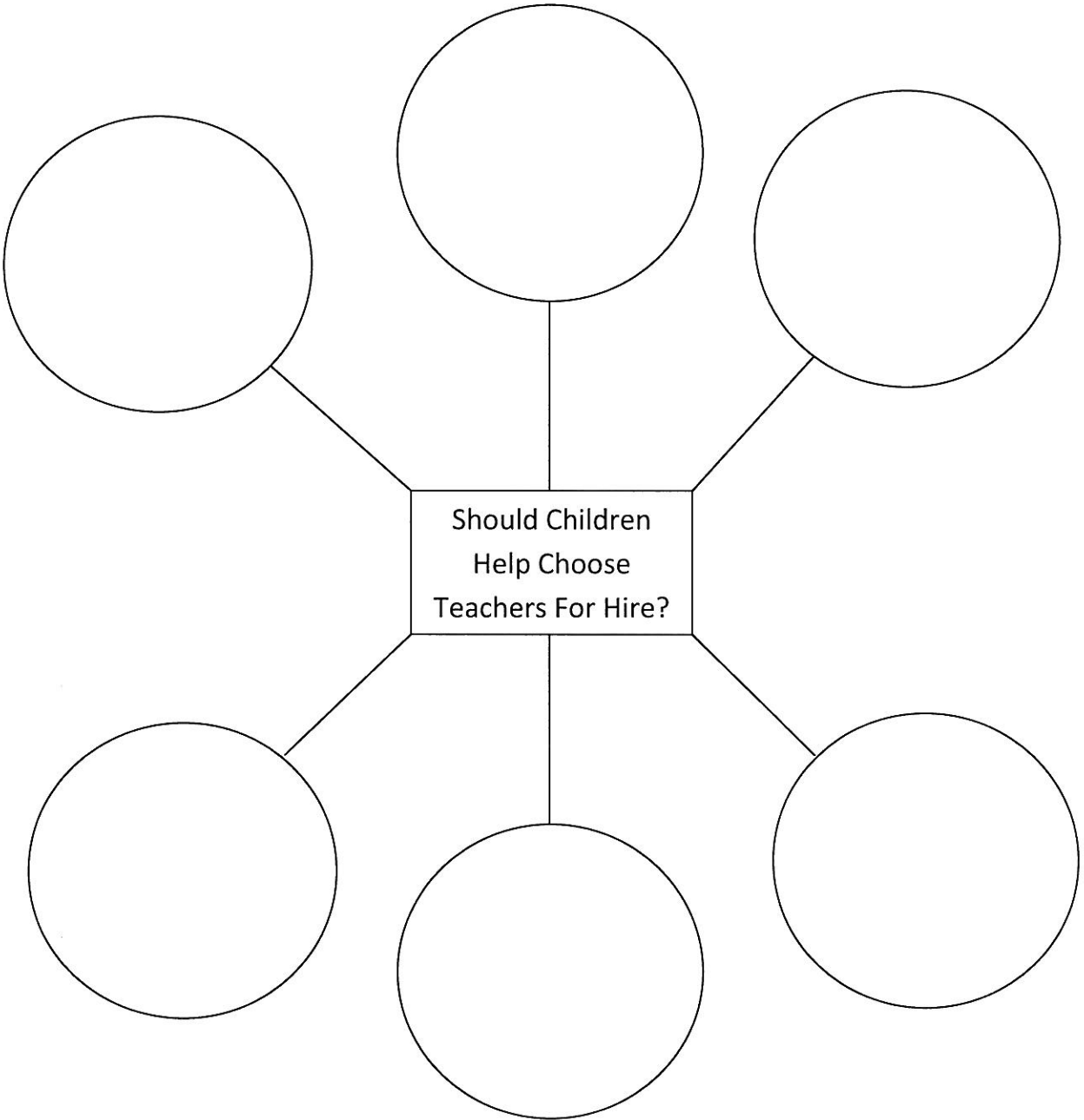
Schools Should Let Children Help Pick Teachers by Hannah Richardson. Lexile: 1150
<http://www.bbc.co.uk/news/education-12865944>

- Explain that students will read another article. This one discusses the right for students to have a say in teacher hires. The article will present evidence for and against students having this right.
- Distribute graphic organizers to students. Ask students to use the graphic organizer to arrange their information about whether students should have the right to have a say in teacher hiring processes.
- Ask students to underline any quotes they read that they think they may want to use in their essays.
- Some students may need the following definitions in order to fully understand the article:
 - Pupil = Students
 - Nasuwt Teaching Union is the Largest Teachers' Union, or group of educators, in the United Kingdom

Name _____

Date _____

Schools Should Let Children



Task 4: Final Writing Task

Task Administration Details

Approximately 45 minutes

Presentation of Materials:

- Remind students that they have been gaining information about different rights that may be considered for students.
- Students should use the video, the articles they read, their graphic organizers, and the texts they read throughout the unit as evidence to support their claim as to which right would be most beneficial for students. Students should be sure to discuss which right afforded by the *U.S. Bill of Rights* or the *Citywide Standards of Intervention and Discipline Measures: Bill of Rights and Responsibilities* would support their claim.
- Students should write an opinion essay that states their opinion of the right that is most beneficial to students. Students should use everything they know about writing opinion pieces to write their piece. See Final Performance Task: Instructions for Students on the following page for further details.

Instructions for Students

Throughout this unit, you have learned about citizens' rights and responsibilities through reading texts, having discussions, and holding a debate.

Now you can put some of that information to work for yourself. The Chancellor's Student Advisory Council (CSAC) has decided to consider adding an additional right to the Students Bill of Rights and Responsibilities, and they have asked for feedback from students on what that additional right should be. They have narrowed the choices for the addition to the right to get paid for high grades, the right to carry a cell phone in school, and the right to participate in the teacher hiring process. Your task is to present your opinion of which right should be extended to students and to explain why this right would be most beneficial using what you have learned about opinion writing and information from the articles you have read in the tasks and throughout the unit. Be sure to include details from the *U.S. Bill of Rights* and the *Citywide Standards of Intervention and Discipline Measures: Bill of Rights and Responsibilities* that support your opinion, as well as any other texts used throughout this unit. Also, discuss the responsibilities that would come with this right.

As you craft your opinion, be sure to do the following:

- Introduce your topic clearly.
- State your opinion.
- Use an organizational structure where ideas are grouped to support your purpose.
- Provide logically ordered reasons that are supported by facts and details from texts provided and discussed.
- Quote accurately from a variety of texts when explaining what texts say explicitly and when drawing inferences from the texts.
- Discuss the responsibilities of the right you have chosen.
- Link your argument and reasons using words, phrases, and clauses.
- Provide a concluding statement or section.

Student Name _____

Date _____

Social Studies Opinion Writing

Teacher Comments/Next Steps:

	1	2	3	4
IDEAS				
ORGANIZATION				
CONVENTIONS				
SOCIAL STUDIES CONTENT				

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Student Work**

How would you feel if I told you, you could get paid for getting high grades on tests? You could be rich in a couple of weeks! If you like this idea that makes two of us. When students get paid for doing well on tests, it motivates them to do better, gets failing schools to be great schools and it makes students want to study and do well.

Paying students when they perform well on tests motivates them to do well. When a school in Ohio started the program they were a failing school, now when the students get paid they're one of the best schools in Ohio because the money motivates students. When the students get paid they want to do good on tests, they want to study and they want to learn. Lastly, when students get paid \$20 a subject they do better, why do you think so, they want the money!

When failing schools pay the students the schools become very good schools. The school who first started the program they were failing, now they are a top performing school in Ohio. Many failing schools in Ohio and Baltimore, now they are great schools after paying kids. Eric Bettingher created the program and many schools across America are doing the program to become a good school.

When students are doing bad on tests it's probably because they don't get a reward but when they get paid they do great. When students get paid they perform better on tests. More students pass state tests when they get paid. When they get paid they feel proud they did good and happy they got paid.

Some people may think paying students is a bad idea because it may cause friction in the classroom. Well if it does there's two options, one is students should study harder to get more money, two is teachers can take away the student's money who's making fun of the others.

In conclusion, paying students for high grades is a great idea. It is because students are motivated by the money, it makes failing schools great schools and it makes kids want to study and learn.

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Student Work**

Should students choose their own teachers? This is a debatable question. I personally believe that students should be allowed to choose their own teachers. Students are very good judge of character. When students choose their own teacher they will understand concepts better.

Students should be allowed to choose their own teacher. According to the article a survey was done. Approximately 2,000 students participated. The survey suggested that 87% of children knew the qualities of a good teacher.

The students understood that teaching can be very challenging. The teachers need to have a variety of skills in order to teach their students. The teacher needs to have more than just academic qualification. Teaching requires patience and understanding.

The students need to be a part of the learning environment. Students are valuable and their point of views are different by everybody important. Therefore students should be able to choose their own teachers.

In conclusion, students should choose their own teachers. They are good judge of characters. They know what qualifies a good teacher. To add on they have great point of views.

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Student Work**

An Additional Right

In the Citywide Standards, there are many reasonable rights that truly benefits all students. All of these rights are very important. But, I do think that one more right should be added. That right, is the right to carry cell phones to school.

Firstly, children should be able to reach their parents in case of an emergency. In an interview, done by Upfront Magazine, Elizabeth Lorris Ritter, who is a parent, says, "Teachers should be teaching, not spending precious time tagging and bagging confiscated electronics." In other words, she is saying that, teachers should be teaching, not taking away student cell phones. However, cell phones should only be used in case of an emergency, not to call friends or play games. This is a responsibility that students have to follow, or else, they could be suspended, or punished.

Secondly, students should be able to make emergency calls, when needed. When there is an emergency, the student needs to be able to contact their parents or even the police, if something occurs after school. A parent from the Bronx High School of Science says, "My children must have cell phones to contact me during emergencies."

Lastly, cell phones help ensure safety with parents. My dad tells me, "your cell phone is supposed to be used to communicate with us." During class, phones shouldn't be taken away, just turned off. Whenever you're in danger, and your parent finds out, then you want to let them know that you're safe or not.

In conclusion, I strongly believe that the CSAC should add the right right to carry a cell phone to school, to the Students Bill of Rights and Responsibilities. Plus, this happens to correlate with the rights on the Citywide Standards. All of the rights come with responsibilities and rules, just like cell phones in school. Under article 11, number 9-The Right to Freedom of Expression-the right to "be secure in their persons, papers and effects." A cell phone is an "effect." On the flip side, in article V number 5 – Student Responsibilities – students must "behave in a manner that contributes to a safe learning environment." Therefore, students must use the cell phones.

**Grade 5 Literacy in Social Studies: What Are Your Rights?
Student Work**

Students Should Pick their own teachers

Students should have the right to pick their teachers and in this essay I goin to tell you why I feel this was so grab a cup of water because you are not want to leve your seats.

Student should have the right to pick their teacher because student see a good, bad, nice, and not nice teacher when the principal is hair in the teacher she/he only see the nice side but when they get in the class room they are as mean as a mother baer seeing a human near it and Students can see that in the interview and we students have good Question to aks the teacher. Now if you did not love that resson you are going to love the next one.

Students will take away right from teachers the teachers will have to show the the student that they can be a enjoyable teacher we will ask question that the teacher will have to answer wisly. The last think I have to say the class will be more focus because we have the teacher we like and student should have the right due process and its will take a big part in that so agree with me.

So sinc you know my resson don't you agree with me that student should pick their teachers.