EXPEDITIONARY LEARNING

Grade 7: Module 4A:
Performance Task

Summary of Task

- This performance task gives students a chance to demonstrate the ideas and evidence of their AAP recommendation position papers in a multimedia format. Students will be crafting and sharing a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. **This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, and L.7.6.**

Format

The format is a visual representation of the position paper on large paper or poster board.

Students will include their claim, reasons, and evidence from their position paper.

Students will plan their visual representation using a template.

Final visual presentations will be shared in a Gallery Walk.

Standards Assessed through This Task

- R1.7.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- W.7.1. Write arguments to support claims with clear reasons and relevant evidence.
- **W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- **L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Student-Friendly Writing Invitation/Task Description

Your task is to translate your thinking about the effects of screen time on adolescent brain development into visual images. You will create a visual representation of your argument from your position paper. To do so, you will use your claim and at least three of your key reasons and pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either paper and markers or a computer. Your images should be engaging and "speak for themselves," although you may also use words and phrases. You will share your performance task with the rest of the class in a classroom Gallery Walk.

Key Criteria for Success (Aligned with NYSP12 ELA CCLS)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the task, plan their visual representation, and share their final product.

Your visual representation of the position paper will include:

• Your claim that you made in your position paper

• The reasons you used to support your claim

• Evidence from your position paper that supports your reasons and claim

• Images to support your argument

• A layout that makes your visual representation easy to read and follows your argument

• Domain-specific vocabulary

Options for Students

- Students will create their posters individually. They will primarily base their visual representation on their position paper; however, they may also be looking back at their Brain Development anchor charts, researcher's notebooks, Cascading Consequences charts, Comparing Risks and Benefits charts, and their Position Paper Planners.

- Students might have a partner to assist as they work on their visual representations, but the final version will be an individual's product.

- Students' visual representations might be laid out differently.

- Students may draw their images rather than use existing images.

- Students could participate in a hosted Gallery Walk, where they move around the room in a group and, when they come to their own visual representation, they explain it to other students in their group.

Options for Teachers

- Students may share their visual representations with their own class, with other classes in the school, with parents or other adults, or in a community center or public library.

- Students may create a digital visual representation. These could be posted on an internal school Web site or, with parental permission, posted on a publicly accessible Web site.

Resources and Links

- http://www.compfight.com/ (a way to search for images at Flickr The Commons)

- http://search.creativecommons.org/ (a site to search for images with licenses to reuse)

- http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/ (for your reference)

Central Text and Informational Texts

See Unit 3 Overview.