

TRI-COUNTY CHARTER SCHOOL PARTNERSHIP
Performance Assessment

Early America

Grade Level: 4th to 5th Grade

Florida Sunshine State Standards Addressed:

Social Studies:

SS.A.1.2.1: The student understands how individuals, ideas, decisions, and events can influence history.

SS.A.4.2.1: The student understands the geographic, economic, political, and cultural factors that characterized early exploration of the Americas.

SS.A.5.1.1: [???? There is no benchmark with this number]

Language Arts:

READING

LA.A.1.2.1: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

LA.A.1.2.2: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual clues to identify words and construct meaning from various texts, illustrations, graphics and charts.

LA.A.1.2.3: The student uses simple strategies to determine the meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

LA.A.2.2.2: The student identifies the author's purpose in a simple text.

LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

WRITING

LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

LA.B.1.2.2: The student drafts and revises writing and cursive that

- Focuses on the topic;
- Has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;
- Has ample development of supporting ideas;
- Demonstrates a sense of completeness and wholeness;

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- Demonstrates a command of language including precision in word choice;
- Generally has correct subject/verb agreement;
- Generally has correct verb and noun forms;
- With few exceptions, has sentences that are complete, except when fragments are used purposefully;
- Uses a variety of sentence structures; and
- Generally follows the conventions of punctuation, capitalization, and spelling.

LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

LA.B.2.2.5: The student creates narratives in which ideas, details and events are in logical order and are relevant to the story line.

LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

LISTENING/VIEWING/SPEAKING

LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

LANGUAGE

LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.

LITERATURE

LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.

LA.E.2.2.1: The student recognizes cause-and-effect relationships in literary texts.

Math:

MEASUREMENT

MA.B.1.2.2: The student solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature and angles.

MA.B.4.2.1: The student determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems.

GEOMETRY AND SPATIAL SENSE

MA.C.1.2.1: The student, given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures.

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ALGEBRAIC THINKING

MA.D.1.2.1: The student describes a wide variety of patterns and relationships through models, such as manipulatives, tables, graphs, rules using algebraic symbols.

ESOL STRATEGIES USED:

A4, A6, A7, B5, B10, B11, B13, B16, C1, C3, C9, D2, D3, B14, E2, E6, E7, E9, E10, E19, E22, G2, G7, G8.

BOOK REPORT AND READ ALOUD BOOK:

SARAH, PLAIN AND TALL

ENGLISH VOCABULARY:

1. NATIVE
2. PASSENGER
3. JOURNEY
4. COLONIAL
5. DISCOVERY
6. QUILL
7. REVOLUTION
8. HEIRLOOM
9. QUILT
10. ERA
11. PANNING
12. RUSH
13. FREEDOM
14. SLAVERY
15. HERO
16. INVENTION
17. BROADCAST

SPANISH VOCABULARY:

1. PEN = PLUMA
2. HOUSE = CASA
3. FAMILY = LA FAMILIA
4. HAT = SOMBRERO
5. WORK = TRABAJO
6. SCHOOL = ESCUELA

COOKING: SEE TASK #4

RESEARCH/TECHNOLOGY: SEE TASK #8 & #10

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Early America

Assessment Scenario for Students

Climb aboard the awe-inspiring time machine where you will be traveling through over 100 years of American history to experience games, work, and adventure. Your first stop will be with the Native Americans, where you will create and play games from their tribes. Back aboard, you will sail through time and then stop again to experience brutal life of a Mayflower passenger and even build your own sea vessel! You will continue on to Colonial America to attend school the way a child of that era might and then zoom on to Philadelphia's Revolutionary Era to act as an important speaker of that day. If you can make it this far and are still hanging on, the rugged life on the western frontiersman is yours for the taking, but you must learn how to create a quilt to help you survive! Can you handle this fantastic flight through time? Jump aboard now or miss out on a blast from the past!

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Task 1

This will be an ongoing activity throughout the unit, during which you will create a book. This book will incorporate the following eras in American History:

- The First Americans
- Early American Settlements
- Colonial Life in America
- The Quest for Independence
- Westward Bound

Your book will contain descriptions of buildings, people, and objects that would have been common during each of these time periods. Beside each page, you will write a summary of that era that contains at least one paragraph (minimum five detailed sentences). Each paragraph will describe things like the buildings, the people, and the objects by giving specific examples and descriptions of each. The end result will be a bound book, published by you, to share with the class!

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Scoring Guide – Task 1

4 Exemplary

- Student completes all proficient categories.
- Student exceeds standards by including more than one paragraph of description.

3 Proficient

- Contains 10 pages of neatly cut and colored pictures; each page includes people, objects, and homes of the era.
- Contains the name of the era on the page.
- Contains five detailed sentences about **each** of the 10 eras.
- Sentences begin with capitals and end with proper punctuation.
- Sentences contain proper syntax (word order) and make sense.

2 Progressing

- Student meets four of the five proficient criteria.
- Needs more work on sentence writing, especially with
 - Details*
 - Grammar*
 - Capitals/punctuation*

1 Not meeting the standard(s)

- Student meets fewer than four of the proficient criteria.
- Student does not meet grade-level standards.

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Task 2

After studying the first Americans, make a bowl out of clay. Add designs like the first Americans may have used to decorate it. Then, with six peach pits, play “A Game of Chance.” Write the directions, so that students in another class will understand how to play the game, too. Send the games to another class to share your fun!

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Task 2: Scoring Guide

4 Exemplary:

- Student completes all proficient categories.
- Exceeds standards by adding illustrations that demonstrate written directions.

3 Proficient:

- Student creates a bowl with decorations similar to those used by the first Americans.
- Student writes clear directions about how to play the game.
- Student sequences directions in the proper order.
- Sentences begin with capitals and end with proper punctuation.
- Sentences contain proper syntax (word order) and make sense.

2 Progressing:

- Student meets four of the five proficient criteria.
- Needs more work on sentence writing, especially with:
 - Details*
 - Grammar*
 - Capitals/punctuation*
 - Sequencing information*

1 Not meeting the standard(s):

- Student meets fewer than four of the proficient criteria.
- Student does not meet grade-level academic standards.

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Task 3

Read about the Plymouth community. Discuss the tough trip on the Mayflower and the struggle to begin the Plymouth Colony Settlement. Create a replica of the Mayflower using a milk carton, old sheets, skewers, rope, and paint. On the back of the 1620 rock, write a diary entry (minimum 10 sentences) that describes how one of the passengers on the boat may have felt about the tough journey across the Atlantic Ocean or upon arrival in a new land!

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Task 3: Scoring Guide

4 Exemplary:

- Student completes all proficient categories.
- Student exceeds standards by including more than one paragraph of description.

3 Proficient:

- The student builds 3-D replica of the Mayflower by following written and oral directions.
- Student writes an accurate (10-sentence minimum) diary entry using friendly letter format.
- Information sticks to topic accurately, citing details about either a tough boat trip or feelings upon arrival to a new land.
- Sentences begin with capitals and end with proper punctuation.
- Sentences contain proper syntax (word order) and make sense.

2 Progressing:

- Student meets four of the five proficient criteria.
- Needs work on sentence writing, especially with:
 - Details*
 - Grammar*
 - Capitals/punctuation*
 - Sticking to topic*

1 Not meeting the standard(s):

- Student meets fewer than four of the proficient criteria.
- Student is not meeting grade-level academic standards.

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Task 4

Study Colonial Life in America. Learn about the way children attended school and other important highlights. Then, make a colonial hornbook. Measure the ingredients correctly for gingerbread dough. Cut out the dough in the shape of the hornbook and decorate with a colonial fact in icing. After you're done, enjoy your treat!

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Task 4: Scoring Guide

4 Exemplary:

- Student completes all proficient categories.
- Student exceeds standards by including more than one colonial fact.

3 Proficient:

- Student measures ingredients accurately.
- Student uses proper measurement instruments.
- Hornbook is shaped properly and contains one detailed colonial fact..
- Sentence begins with capitals and end with proper punctuation.
- Sentence contains proper syntax (word order) and make sense.

2 Progressing:

- Student meets four of the five proficient criteria.
- Student needs work on understanding methods and techniques of measurement.

1 Not meeting the standard(s):

- Student meets fewer than four of the proficient criteria.
- Student is not meeting grade-level academic standards.

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Task 5

Study the Revolutionary Period and the city of Philadelphia. Write a persuasive speech about a right you feel you should have in the classroom. Then, make and wear a tricorn hat out of posterboard and glue. Glue a feather to your pen. Read your speech to the class in a convincing voice. With your tricorn hat and quill, you'll really feel the times!

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Task 5: Scoring Guide

4 Exemplary:

- Student completes all proficient categories.
- Student exceeds standards by including written information suggesting ways to attain the “right.”

3 Proficient:

- Speech is written using persuasive style (is convincing).
- Speech discusses and includes details about a specific right that you desire.
- Speech is read persuasively (proper voice tone and fluctuation).
- Sentences begin with capitals and end with proper punctuation.
- Sentences contain proper syntax (word order) and make sense.

2 Progressing:

- Student meets four of the five proficient criteria.
- Needs work on sentence writing, especially with:
 - Details*
 - Grammar*
 - Capitals/punctuation*
 - Persuasive style*

1 Not meeting the standard(s):

- Student meets fewer than four of the proficient criteria.
- Student is not meeting grade-level academic standards.

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Task 6

Study the Western Frontier Years. After learning about the lifestyle, create a quilt, a commonly used blanket and family heirloom. Include nine squares stitched together in three rows of three. Add geometrical, symmetrical patterns that are different on each quilt square.

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Task 6: Scoring Guide

4 Exemplary:

- Student completes all proficient categories.
- Student exceeds standards by using different geometric shapes on all of the nine squares.

3 Proficient:

- Quilt is sewn in the form of a 3 x 3 array.
- Each square contains geometric shapes.
- Symmetrical designs are on all of the squares.

2 Progressing:

- Student meets four of the five proficient criteria.
- Needs work on sentence writing, especially with:
 - Symmetry*
 - Geometric shapes*

Shannie, this refers to writing, but the task doesn't mention any writing. Can you clarify??

1 Not meeting the standard(s):

- Student meets fewer than two of the proficient criteria.
- Student is not meeting grade-level academic standards.