

Formative Performance Tasks Across Inquiries Condensed

ELEMENTARY SCHOOL

	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4
An	<b>Needs/Wants</b> 1. Sort and categorize items 2. Identify a need or want 3. Participate in a discussion	<b>Global Citizenship</b> 1. Describe and/or illustrate traits 2. Describe and/or illustrate additional traits 3. Make claims about responsible citizenship traits	<b>Rules</b> 1. List examples and explain 2. Categorize values and establish rules. 3. Create a two-sided argument chart	<b>Children’s Rights</b> 1. Define, identify, state why rights important 2. Use evidence from text and statistics to write and support claims 3. Use evidence from sources to write and support claims	<b>Geography Matter</b> 1. Identify physical features in graphic org. 2. Complete a graphic org. (opportunities and constraints) 3. Develop and support a series of claims
1	<b>Holidays</b> 1. Construct list of traditions 2. Construct group T-chart that identifies 3. Draw symbolic representations on a calendar.	<b>Family Stories</b> 1. tell stories about families and draw pictures 2. brainstorm a class list of artifacts 3. list three things and choose one to draw a then/now picture.	<b>Past and Present</b> 1. Identify examples of cause and effect. 2. Take notes on a present-day event 3. Write an explanation that answers the supporting question with proof or evidence.	<b>Diversity</b> 1. List key details from text and illustrations 2. Identify historical influences on a three-column chart. 3. Write a paragraph that compares and contrasts	<b>Industrialization</b> 1. Complete a graphic org. of changes made 2. Make a claim with evidence about benefits 3. Make a claim with evidence about challenges
2	<b>Rules and Control</b> 1. Create and label a wheel-spoke chart identifying roles 2. Illustrate and label a two-sided picture 3. Complete a 3-column chart	<b>Economic Choices</b> 1. List example and non-example of a method 2. Brainstorm choices families have 3. Draw and label a two-sided picture (pros and cons)	<b>Econ. Interdependence</b> 1. List/categorize reasons 2. Brainstorm categories + explain importance 3. Complete 3-part T-chart 4. Build a claim and use examples to support it.	<b>Global Sharing/Trading</b> 1. List the country locations on map 2. Make claim about opportunities 3. Make claim about challenges	<b>Liberty and Justice for All</b> 1. List voting requirements 2. Write paragraph describing women’s roles 3. Make claim about female suffrage

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3	<b>Rules/Civic Ideals</b> <ol style="list-style-type: none"> <li>1. Draw picture and describe them out loud</li> <li>2. Construct a class T-chart</li> <li>3. Create a two-panel comic describing</li> </ol>	<b>Family Diversity</b> <ol style="list-style-type: none"> <li>1. Draw/label a picture</li> <li>2. Make a 1-2 minute presentation based on family interview.</li> <li>3. Create poster with 3-4 traits</li> <li>4. Complete connections web</li> </ol>	<b>Rural/Suburban/Urban</b> <ol style="list-style-type: none"> <li>1. Create compare/contrast class chart</li> <li>2. Write paragraph that describes three characteristics</li> <li>3. Create class T-chart listing + and -</li> </ol>	<b>Global Trade</b> <ol style="list-style-type: none"> <li>1. Choose three products and list</li> <li>2. List three reasons why countries import goods.</li> <li>3. Make a claim with evidence</li> </ol>	<b>NY Immigration</b> <ol style="list-style-type: none"> <li>1. List the reasons people immigrated</li> <li>2. Write paragraph that describes immigrants</li> <li>3. Make a claim with evidence about immigrants</li> </ol>
4	<b>Maps vs. Globes</b> <ol style="list-style-type: none"> <li>1. Complete first side of class chart defining/ listing map features</li> <li>2. Complete second side of class chart</li> <li>3. Complete a class Venn diagram identifying similarities/differences</li> <li>4. Complete sentence starter with illustration</li> </ol>	<b>Map Features</b> <ol style="list-style-type: none"> <li>1. List example and non-example</li> <li>2. Brainstorm choices families have</li> <li>3. Draw/label a two-sided picture showing + and -</li> </ol>	<b>Symbols? (in Rnd 5)</b> <ol style="list-style-type: none"> <li>1. Discuss flag in different contexts.</li> <li>2. Complete What I Think/What I Know chart and share</li> <li>3. Conduct survey of how three others feel</li> </ol>	<b>Where are We?</b> <ol style="list-style-type: none"> <li>1. Describe school location</li> <li>2. Create two-column chart that describes location</li> <li>3. Assemble I Notice/I Think chart drawing conclusions</li> <li>4. Create a concept web that makes and supports a claim</li> </ol>	<b>NYS Snack/ Civics+Govt</b> <ol style="list-style-type: none"> <li>1. Write paragraph answering SQ</li> <li>2. Prepare for and deliver a two minute presentation</li> <li>3. Complete graphic organizer describing</li> <li>4. Write an editorial making an pro con argument</li> </ol>
5	<b>Identity/ Uniqueness</b> <ol style="list-style-type: none"> <li>1. Draw portrait and respond to sentence starters</li> <li>2. During a gallery walk, place sticker dots on portraits</li> <li>3. Construct an individual T-chart that lists</li> </ol>	<b>The President</b> <ol style="list-style-type: none"> <li>1. Create a poster illustrating in writing and illustrations</li> <li>2. Complete a graphic organizer listing positions with examples</li> <li>3. Write claim with evidence from the sources.</li> </ol>	<b>Environment Shaping</b> <ol style="list-style-type: none"> <li>1. Complete a web demonstrating understanding</li> <li>2. Create community map, classifying</li> <li>3. Complete a T-chart demonstrating + and -</li> <li>4. Create group pictorial essay demonstrating</li> </ol>	<b>Leaders and Government?</b> <ol style="list-style-type: none"> <li>1. Create cards for each form of govt and sort the cards into categories</li> <li>2. Complete chart naming govt type, head of state, and describe how leaders are chosen</li> <li>3. Participate in discussion about + -</li> </ol>	<b>Decision-Making/Natives</b> <ol style="list-style-type: none"> <li>1. Complete a storyboard illustrating the main events</li> <li>2. Simulate Haudenosaunee meeting, make class decision, write reflection</li> <li>3. Write a claim with evidence about the role of H. women in society</li> </ol>

MIDDLE SCHOOL

	GRADE 5	GRADE 6	GRADE 7	GRADE 8
AN	<b>Declarations of Independence</b> <ol style="list-style-type: none"> <li>1. Summarize national sovereignty and natural rights.</li> <li>2. Rank grievances in part II</li> <li>3. Rewrite DOI argument</li> <li>4. Compare DOI approaches</li> </ol>	<b>Neolithic Agriculture</b> <ol style="list-style-type: none"> <li>1. Organize info about climate change, tools, and agriculture</li> <li>2. Explain how writing and describe implications</li> <li>3. Develop claim supported by evidence</li> </ol>	<b>Uncle Tom’s Cabin</b> <ol style="list-style-type: none"> <li>1. Summarize UTC; identify main ideas/supporting details</li> <li>2. Identify 4 quotes; write par. explaining Stowe motivation.</li> <li>3. Compare +contrast N/S viewpoints in T-chart and make claim about differences.</li> <li>4. Participate in structured discussion regarding UTC impact</li> </ol>	<b>Japanese Internment</b> <ol style="list-style-type: none"> <li>1. Create a list for and against internment</li> <li>2. Describe in paragraph how life was disrupted.</li> <li>3. Complete graphic org. comparing arguments</li> <li>4. Develop a claim supported by evidence in favor or opposed to CLA</li> </ol>
1	<b>Maya, Inca, Aztecs</b> <ol style="list-style-type: none"> <li>1. Write paragraph describing Mayan writing and historians decoding</li> <li>2. Make benefits chart of swamp agriculture</li> <li>3. Make diagram that illustrates Inca road system</li> </ol>	<b>Black Death</b> <ol style="list-style-type: none"> <li>1. Write Black Death description</li> <li>2. Construct diagram illustrating spread.</li> <li>3. Create annotated illustration depicting effects</li> </ol>	<b>Great Compromise</b> <ol style="list-style-type: none"> <li>1. Write description of state representation in AOC</li> <li>2. Write summary of VA Plan</li> <li>3. Write summary of NJ Plan</li> <li>4. Write a claim with evidence about CT Plan</li> </ol>	<b>Growth of Suburbs</b> <ol style="list-style-type: none"> <li>1. List post-war conditions</li> <li>2. Create T chart comparing public and private activities</li> <li>3. Make claim with evidence about + effects of suburbs</li> <li>4. Make claim with evidence about neg. effects of suburbs</li> </ol>
2	<b>Bananas</b> <ol style="list-style-type: none"> <li>1. Complete a map, identifying banana countries in Latin AM</li> <li>2. Write a paragraph using textual evidence</li> <li>3. Create chart of + and -s of Fair Trade bananas.</li> <li>4. Discuss the issue of child labor using evidence</li> </ol>	<b>Religious Freedom</b> <ol style="list-style-type: none"> <li>1. Complete table that highlights similarities/differences of major religions</li> <li>2. Define religious freedom</li> <li>3. Create religious freedom timeline</li> <li>4. Write a claim current religious freedom.</li> </ol>	<b>Pilgrims/Wampanoag</b> <ol style="list-style-type: none"> <li>1. Write first-person Pilgrim/ Wampanoag account</li> <li>2. Create an annotated illustration highlighting cooperation</li> <li>3. Make a claim with evidence about conflict avoidability</li> </ol> *Timeline Tasks	<b>Vietnam Protest</b> <ol style="list-style-type: none"> <li>1. Create chart outlining protestor arguments.</li> <li>2. Create annotated poster of protest methods</li> <li>3. Make a claim about why some view protesters as unpatriotic.</li> <li>4. Make counterclaim about why some view protesters as patriotic.</li> </ol>

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3	<b>Slavery and Sugar</b> <ol style="list-style-type: none"> <li>List conditions that drove sugar production and slavery.</li> <li>Create diagram that explains sugar production</li> <li>Write paragraph describing conditions on plantations</li> </ol>	<b>Olympics</b> <ol style="list-style-type: none"> <li>List 10 related people, places, or events</li> <li>Create T chart comparing mythology and history</li> <li>Construct Venn diagram contrasting ancient +modern</li> <li>Make a claim Olympic arts</li> </ol>	<b>Women's Rights</b> <ol style="list-style-type: none"> <li>List 5-10 female legal limitations</li> <li>Write female perspective paragraph describing demands</li> <li>Make a claim with evidence on SFC</li> </ol>	<b>Gilded Age/Greed</b> <ol style="list-style-type: none"> <li>List conditions that drove industrial growth</li> <li>Create pol. cartoon depicting/ explaining positive aspects</li> <li>Add neg. aspects to the political cartoon</li> </ol>
4	<b>New France</b> <ol style="list-style-type: none"> <li>Create a chart of French explorers.</li> <li>Generate a list of + and – of Fur trade</li> <li>Make a claim about the consequences of the French and Indian War.</li> <li>(all TIA parts embedded)</li> </ol>	<b>Rome and China</b> <ol style="list-style-type: none"> <li>Start T-Chart comparing Romans and Chinese views</li> <li>Complete the T-Chart</li> <li>Make a claim about Roman-Chinese interactions.</li> </ol>	<b>Westward Migration</b> <ol style="list-style-type: none"> <li>List factors that influenced westward expansion.</li> <li>Create annotated illustration that depicts tech forces</li> <li>Make a claim with evidence about conflicts</li> </ol>	<b>SP-AM/ US Expansion Abroad</b> <ol style="list-style-type: none"> <li>List conditions that influenced foreign policy</li> <li>Begin a T-chart with arguments in favor of SP-AM/imperialism</li> <li>Complete the T-chart with arguments against</li> <li>Make a claim and counterclaim about benefits from SP-AM War</li> </ol>
5	<b>Puerto Rico</b> <ol style="list-style-type: none"> <li>Write par describing how Puerto Rico became territory.</li> <li>Make timeline of events in PR history related to efforts to obtain statehood</li> <li>Debate issue of statehood for PR</li> <li>Continue debate.</li> </ol>	<b>Islamic Spain</b> <ol style="list-style-type: none"> <li>Annotate map explaining Islamic leaders getting power</li> <li>Write a par describing religious tolerance</li> <li>Develop a claim with evidence for how religious harmony was interrupted</li> </ol>	<b>American Revolution</b> <ol style="list-style-type: none"> <li>Write par about how FR and Indian War changed relations</li> <li>Make a claim about how conflict emerged.</li> <li>Revise the claim given new evidence about colonial responses.</li> <li>Write a second claim with evidence for how efforts were made to avoid war.</li> </ol>	<b>New Deal</b> <ol style="list-style-type: none"> <li>List conditions that existed at onset of the Great Depression.</li> <li>Construct a graphic organizer depicting New Deal programs.</li> <li>Create the first half of a T-chart showing New Deal +s</li> <li>Complete the T-chart now showing New Deal -s</li> </ol>

HIGH SCHOOL

	Grade 9	Grade 10	Grade 11	Grade 12G	Grade 12E
A n	<b>Tenochtitlan</b> 1. List key features from maps; describe how each answers SQ 2. Write description of three archeological artifacts 3. Develop <i>chaînes opératoires</i> for econ. innovations. 4. Develop claim about Tenochtitlan demise.	<b>French Revolution</b> 1. List problems in pre-revolutionary France. 2. Write 1-2 paragraphs Explaining (king/people) relationship changes 3. Write summary of Robespierre; identify details supporting his justification. 4. Develop a claim about Napoleon rise	<b>Civil Rights</b> 1. Create a cause and effect diagram of Greensboro 4 2. Detail impact of actors and the actions 3. Research the impact actors and the effective non-violent direct actions	<b>Gender Wage Gap</b> 1. List challenges of calculating wage gap. 2. Write par. explaining why gender wage gap has not disappeared. 3. Use graphic org., summarize data, describe where gap is worst. 4. Write claim about political solution.	<b>Affordable Care Act</b> 1. Create uninsured graphic depiction 2. List key components of ACA; write summary goals + challenges par. 3. Perform court case reader's theater; write a par. for and against 4. Develop claim about why ACA is still controversial.
1	<b>China</b> 1. List actions to unite Warring States. 2. Write a summary of the laws and reforms 3. Develop claim about harsh treatment to opposition	<b>Industrial Revolution</b> 1. Draw annotated, push-pull pop. map 2. Use Venn diagram, compare/ contrast life in IR 3. Develop claim about IR hurting society 4. Develop counter-claim about IR helping society	<b>Immigration</b> 1. Create a t-chart listing different immigration policy arguments 2. write a compare-contrast paragraph write a compare-contrast paragraph 3. same as 2 4. same as 2	<b>Federalism/ Power</b> 1. Research/ annotate Venn diagram 2. Write 1-2 sentence summaries of experts' arguments 3. Conduct class survey; discuss results 4. Develop claim about power to decide what is best	<b>Free Trade</b> 1. List arguments on one side of T-chart. 2. List the arguments on the second side 3. Write paragraph detailing why US signed NAFTA. 4. Develop a claim about NAFTA achieving its goals
2	<b>Female Deities in India</b> 1. Create a 2-4 sentence descriptive profile 2. Create 2-4 sentence descriptive profile 3. Develop claim: female gods and gender roles 4. Develop a counter claim: female gods and gender roles.	<b>Apartheid</b> 1. Create illustrated timeline; write a definition 2. Add Mandela to timeline; write two-sentence summary 3. Same as 2- add "others" 4. Same as 2- add "international bodies"	<b>Constitution</b> 1. generate concerns list 2. create a graphic org. displaying branches 3. write a paragraph on how the framers protected slavery 4. develop a claim on how democratic the constitution is	<b>Students + 1<sup>st</sup> Amendment</b> 1. Complete a T-chart on the differences 2. Explain <i>no prior restraint</i> rule in par. 3. Write a concurring or a dissenting opinion 4. Develop a claim about school control over social media	<b>Happiness</b> 1. List reasons that Denmark ranks number one 2. Create a three-column chart; list the U.S. rankings and reasons for those rankings. 3. Develop claim about an econ policy

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3	<b>Silk Road</b> <ol style="list-style-type: none"> <li>1. Create map of commodities</li> <li>2. Write pa. on silk market</li> <li>3. Create a T-chart of culture-tech shared.</li> <li>4. Propose different name for the Silk Road; cite reason</li> </ol>	<b>Modern/Progress Africa</b> <ol style="list-style-type: none"> <li>1. Write 2-page research summary on Kenya.</li> <li>2. Same- Botswana.</li> <li>3. Same- Sierra Leone</li> <li>4. Same- Algeria.</li> </ol>	<b>Emancipation</b> <ol style="list-style-type: none"> <li>1. Create annotated timeline describing legal steps</li> <li>2. Create a T-chart on Lincoln vs. slave freeing slaves</li> <li>3. Develop a claim about implications</li> </ol>	<b>Voting</b> <ol style="list-style-type: none"> <li>1. List short-term and long-term trends</li> <li>2. Develop a claim that answers SQ</li> <li>3. Develop a claim that answers SQ</li> </ol>	<b>Great Recession</b> <ol style="list-style-type: none"> <li>1. List govt causes of GR; state impact on economy w/evidence</li> <li>2. Same as 1; input “consumer causes” economy w/evidence</li> <li>3. Same as 2; input “bank causes”</li> </ol>
4	<b>Suleiman</b> <ol style="list-style-type: none"> <li>1. List reasons why Suleiman <i>magnificent</i></li> <li>2. Write par. describing Suleiman</li> <li>3. Write summary of the laws/reforms</li> <li>4. Develop a claim supported by evidence about tolerance</li> </ol>	<b>Treaty of Versailles</b> <ol style="list-style-type: none"> <li>1. Define <i>peace without victory</i>; explain Wilson.</li> <li>2. List German losses; write 1-2 sentences on why losses upset Ger.</li> <li>3. Write par. explaining how ToV blamed Germany for WWI</li> <li>4. Develop claim for SQ</li> </ol>	<b>LBJ and Reagan</b> <ol style="list-style-type: none"> <li>1. Create a graphic org. compares/ contrasts LBJ+ RR econ visions.</li> <li>2. Add econ policies to graphic org.</li> <li>3. Participate in LBJ SAC</li> <li>4. Participate in RR SAC</li> </ol>	<b>Political Parties</b> <ol style="list-style-type: none"> <li>1. Rank international issues; write a par. rationale</li> <li>2. Rank domestic issues; write rationale par.</li> <li>3. Chart how different political parties respond to your stances; make a claim answering SQs.</li> </ol>	<b>Labor Markets</b> <ol style="list-style-type: none"> <li>1. List + explain five major trends that impact labor market demand</li> <li>2. Write a par. explaining skills gap impact</li> <li>3. Construct + annotate graph for trucks</li> <li>4. Same as 3- job chosen from Staging</li> </ol>
5	<b>Printing Press</b> <ol style="list-style-type: none"> <li>1. List + describe ways press helped preserve thoughts and beliefs.</li> <li>2. Write par. describing what was printed; explain reasons</li> <li>3. Write explanation about advertising of printing press</li> <li>4. Develop a claim printing press facilitating change.</li> </ol>	<b>Boxer Rebellion</b> <ol style="list-style-type: none"> <li>1. Write 2-3 sentences describing the policy and Boxer reception.</li> <li>2. Write par. explaining missionary goals and Boxer perspective</li> <li>3. Create three-column chart explaining Boxer Rebellion through 1<sup>st</sup> person perspective.</li> <li>4. Develop claim that explains if Boxers misunderstood.</li> </ol>	<b>World War II Homefront</b> <ol style="list-style-type: none"> <li>1. participate in silent conversation on SQ on chart paper.</li> <li>2. create “found poem” using FS words/ phrases</li> <li>3. participate in fishbowl conversation on SQ</li> </ol>	<b>Campaign Finance Reform</b> <ol style="list-style-type: none"> <li>1. List money members of Congress spent.</li> <li>2. Write 1-2 paragraphs explaining ways that individuals and companies can donate</li> <li>3. Create graphic that defines Super PACs and explains their role</li> <li>4. Write claim that answers SQ</li> </ol>	<b>Corporate Social Respon.</b> <ol style="list-style-type: none"> <li>1. Create classroom definition of (CSR).</li> <li>2. Prepare for SAC- create notecards summarizing benefits</li> <li>3. Prepare for SAC- create notecards summarizing concerns</li> <li>4. Participate in SAC on whether social responsibility benefits corporations</li> </ol>

