

Performance Task/Event

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Name of Task/Event: Creating/Presenting a Persuasive Argument

Objectives Assessed (Include Both Content Objectives and Learning Skills and Technology Tools Objectives):

ELA.10.16 delineate and evaluate the argument and specific claims and counterclaims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

ELA.10.33 present information, findings and supporting evidence, conveying clear and distinct perspective such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

ELA.10.34 make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

Description of Task: Day One

Students will read, *Young Adults More Likely to Say Vaccinating Kids Should Be a Parental Choice* (Article available at the end of PT) In small groups, they will discuss the pros and cons of vaccinating children as discussed in the article and additional pros and cons they have come up with on their own. (20 minutes)

Next, students will read, *College Kids Have Too Much Privacy* (Article available at the end of PT) In their same groups, students will discuss the pros and the cons of this issue and create a pros/cons list. (20 minutes)

Note: The teacher can always substitute articles with more current examples.

Then students will prepare a three-minute presentation presenting one side of the argument in either article. The students must decide the best format for presenting their argument to the audience. (30 minutes)

Finally, students will present their arguments to the class. (15 minutes)

Exit Slip: Describe one problem you or your group faced. Name one positive and one negative thing that happened during your group work. Write one question you have. (5 minutes)

***The teacher will explain that the students will be doing a similar task the next day. The only difference will be that their group members may be different and their topic will be assigned by the teacher.**

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Description of Task: Day Two

As students come into the classroom, they will be directed to find their group's work area. (Students' names/groups will be listed on the packets at their work area.) Each work area will be equipped with two laptops, a FLIP video camera, paper, pens, a list of group members, and a sealed envelope outlining the task (length, multimedia, time they will present, rubric, etc.).

Students will prepare a 4-5 minute multimedia presentation about their assigned topic. Students will have 60 minutes to prepare their presentation. Students will present the last 30 minutes of the class. This task can be used as a launch for future persuasive writing that might require research. Since the time allotted to this assignment does not allow for extensive research, the product will tend to be more subjective in nature.

Possible Topics:

- School Dress Code
- Mandatory drug testing for athletes and those involved in extracurricular activities
- Eliminating the arts programs in school
- School cell phone policy
- Graduation requirements
- Semester exam policies

Additional comments about the task

Teachers can substitute articles for Day One and topics for Day Two.

Students will have access to technology (internet, laptops, Movie Maker, Power Point, etc.)

Group Work Areas: Set up by teacher beforehand—2 laptops, list of group members, Flip Camera, directions for the task.

This will not be the students first experience with presentation, so they will be familiar with the technology and preparing presentations

Group size 3-4

*This performance task is for the early part of the school year and serves as a starting point for persuasion and presentation.

Articles for Day One:

Young Adults More Likely to Say Vaccinating Kids Should Be a Parental Choice

**Source: Monica Anderson/Pew Research Center
February 2, 2015**

As the number of measles cases linked to the California outbreak climbs to over 100, health officials are urging parents to properly immunize their children, citing unvaccinated individuals as a main contributor to the disease's spread. Some have linked the outbreak to the anti-vaccination movement – a group whose members claim vaccinations are unsafe and ineffective.

A Pew Research Center report released last week shows that a majority of Americans say children should be required to get vaccinated. Further analysis of the survey data reveals significant age differences in views about vaccines. In 2009, by contrast, opinions about vaccines were roughly the same across age groups. Also, some modest partisan divisions have emerged since 2009, when Pew Research last polled on the issue.

Overall, 68% of U.S. adults say childhood vaccinations should be required, while 30% say parents should be able to decide. Among all age groups, young adults are more likely to say vaccinating children should be a parental choice. Some 41% of 18- to 29-year-olds say parents should be able to decide whether or not their child gets vaccinated; only 20% of adults 65 or older echo this opinion.

Older Americans are strong supporters of requiring childhood vaccinations – 79% say they hold that view, compared with 59% of those under 30. One possible reason that older groups might be more supportive of mandatory vaccinations is that many among them remember when diseases like measles were common. Prior to the first licensed measles vaccine in 1963, hundreds of thousands of measles cases were reported annually in the U.S. In 1958 alone, there were more than 750,000 cases. A decade later, in 1968, that number fell to about 22,000, according to an analysis of data from the Centers for Disease Control and Prevention.

Today, measles cases are extremely rare, but the CDC reported a spike in 2014, with more than 600 measles cases, the first such jump in more than a decade. The CDC attributed the increase to an outbreak among unvaccinated Ohio Amish communities and cases related to an outbreak in the Philippines.

Although some have linked the anti-vaccination movement to more-affluent, highly educated parents, Pew Research data show little difference in people's views based on income or education. About 30% of adults living in households earning \$75,000 or more a year say parents should decide whether or not their child gets vaccinated. This holds true even among the highest of earners (those in households making \$100,000 or more). These opinions are on par with people living in lower- and middle-income households.

Men and women share similar views on whether vaccines should be required or not and opinions on this issue vary little by race. At the same time, slightly more parents of minor children than those without children believe vaccinating children is a parental choice.

There are slight differences in views about vaccines along political lines. A majority of Democrats (76%), Republicans (65%) and independents (65%) say that vaccines should be

required. But Republicans and independents are somewhat more inclined than are Democrats to say that parents should be able to decide. In 2009, there was no difference in views on vaccinations along party lines.

Dr. Sanjay Gupta: Vaccines Are a Matter of Fact

Source: CNN.com February 5, 2015 (CNN)

Over the last few hours, I have started, scratched out and even abandoned the writing of this op-ed. I couldn't do it. It wasn't there. Didn't feel it.

Something kept nagging at me, and it wasn't until this very moment that I finally figured out what. It's the idea that this article would be labeled "opinion" or "editorial" in the first place.

Sure, there are some topics that seem to lend themselves appropriately to opinion pages:

The President's new budget.

The death penalty.

Is Tom Brady the greatest quarterback ever?

Vaccines, however, which have prevented 6 million deaths every year worldwide and have fundamentally changed modern medicine, should not be on that list.

The benefit of vaccines is not a matter of opinion. It is a matter of fact. Studies, including a meta analysis of 1.2 million children this past December, show no link between vaccines and autism. That is not a matter of opinion. It is a matter of fact.

That you are 100 times more likely to be struck by lightning than to have a serious allergic reaction to the vaccine that protects you against measles is not a matter of opinion.

That is also a matter of fact.

Facts should matter, and science should win, but after 13 years as a medical reporter, I know it is not that simple. Science often loses the zeal argument to ideology, and in some ways it is easy to understand why.

At the heart of the vaccine argument is the awesome challenge of trying to prove a negative. If you or your child never gets the disease the vaccine was designed to prevent, there is no surprise. There is no headline. Life goes on.

The flip side, though, is the one in a million child (literally, 1/1,000,000) who has a serious adverse reaction. It is likely to make the news, confirm the worst fears and lead to the enlistment of an army in the fight against vaccines.

It is worth pointing out that 12 out of 10,000 people who take an aspirin are at risk of intracerebral hemorrhage, or bleeding in the brain. People who regularly take too much acetaminophen are the largest group of people hospitalized for acute liver failure. And, on average, one person in the United States dies every year from H₂O intoxication, or drinking too much water. And yet, no armies have formed against aspirin, Tylenol or water.

David Katz, from Yale School of Public Health, wrote that it makes no more sense to rant against vaccines because you heard of someone who might have had an adverse reaction than to stop walking because you heard about a pedestrian struck by a car.

In many ways, it is a luxury to be able to have this discussion at all.

Having spent time in West Africa covering the Ebola outbreak, I saw how people hoped, wished and prayed for a vaccine -- to no avail.

On the other hand, the measles vaccine is readily available, and yet vaccination rates in

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certain areas of the United States are similar to the refugee camps I have visited in Haiti, Pakistan and Jordan. Yes, parents have a choice in this country.

It is a choice that so many others around the world will never have.

Of course I vaccinated my children. Didn't think twice. Not a big fan of the measles or mumps or rubella -- to name a few very preventable diseases. And here is where I may lapse for a moment -- into opinion.

The anti-vaccination argument is often snugly wrapped in the "I love my kids" sentiment. And, I find it, well, a little insulting.

To suggest that anyone who vaccinates their kids doesn't love them is a whole new level of lunacy. But here is the fact of the matter, for me.

It's not just because I love my kids that I vaccinated them -- it's because I love your kids as well.

College Kids Have Too Much Privacy

Source: Michele Willins, Los Angeles Times, September 8, 2015

A few years ago, an acquaintance received a stunning phone call from her daughter's former college roommate. The conversation went something like this:

"I thought you should know your daughter never graduated from college."

"What? She claimed she was just skipping the ceremony."

"Well, the truth is she didn't attend classes the last two years."

The parents were shellshocked, concerned and ultimately furious at the school. "Why didn't they tell us?"

The answer is FERPA.

Passed in 1974, the Family Educational Rights and Privacy Act is an unwieldy piece of legislation affecting all institutions that receive funding from the Department of Education. Although it has been amended over the years, the law's bottom line remains: "Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an 'eligible student' and all rights under FERPA transfer from the parent to the student."

This essentially means that you have no right, as a parent, to know what or how your children are doing in school. They can binge-watch "True Detective" rather than attend classes, never disclose their grades, maybe become seriously anxious or depressed, and you have to take their word for it when they say "everything's fine."

For sons and daughters who move through college in four efficient years, the law has little consequence. Unfortunately, even kids who never played hooky, told a lie or got less than a B in high school can become socially and academically lost in a distraction-filled, unfamiliar setting.

A recent report by the nonprofit Complete College America found that "only 50 of more than 580 public universities graduated a majority in four years." And according to the National Student Clearinghouse, roughly 45% of students who enter college each year — 2 million individuals — will not graduate at all.

The Department of Education's original intentions were admirable: to protect students'

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privacy, ensuring that no outside parties could gain access to their educational information. Even though privacy is still a precious, albeit threatened, asset, the question is why should parents, who are perhaps financially supporting their children's continuing studies, be tossed into the same category as perfect strangers?

"With FERPA's birth, things got very liberal and pro-student," says Robert Gatti, dean of student affairs at Otterbein University in Ohio. "And now you might say there are a lot of folks who would like to see the pendulum swing back the other way."

Indeed. After all, school officials cannot even conduct a meeting with parents about their child's mental health or academic performance unless the student signs a form.

"The breadth of FERPA is so large that it covers everything from preventing faculty from leaving students' papers in boxes outside their offices to influencing how we respond to media inquiries," says Gordon Stables, assistant dean of student affairs at the Annenberg School at USC.

Though it's possible for parents to obtain a waiver, it's a laborious process. Either the student must give specific written permission, or the parents must submit a slew of 1. Mark your confusion. 2. Show evidence of a close reading. 3. Write a 1+ page reflection. documentation, including recent tax forms, to prove that they still claim the student as a dependent. Amendments to FERPA over the last few years have also allowed schools to alert parents if a student is violating campus policies, but that's limited to drug or alcohol use and, more recently, sexual offenses. It is, therefore, up to concerned friends and roommates (who probably don't want to fink and may not even know there is a problem) to reach out to parents.

Dan Caldwell, a political science professor at Pepperdine, says if he notices a student has missed a few classes, he will contact the student. "But I can't let the parents know, nor can I let them know their son or daughter may be getting a 'D.' It seems funny because if they are 17, I can."

Few would argue that parents should expect to have the same level of involvement or control when their kids move from high school to college. (This is not about helicoptering — demanding to know why your kid didn't start on the tennis team.) But many people who deal professionally with twentysomethings agree that FERPA treats college students as responsible adults too soon.

"It's one thing for confidences within a therapist's office between your child and a shrink not to be revealed," says Herb Pardes, former dean of the faculty of medicine at Columbia. "It's another not to alert parents when a school may know about the potential downfall of a child. It's not even so much about the money; it's about these are the people who

FERPA affects rich and poor alike. "The university considers students as adults, regardless of age or financial dependence," reads the law. Granted, there's a special kind of pain associated with discovering that your kid took a gap year while still enrolled — if it so happens you're coughing up \$60,000 a year. But taxpayers foot the bill when students of any socioeconomic stripe flunk out of, or extend, their college experiences.

Some in Congress, notably Rep. Jared Polis (D-Colo.) are agitating to revise the law. But perhaps it is time to throw it out altogether. Without FERPA, universities could send students' records directly to their guardians, and allow administrators to immediately alert or respond to families if a student is in crisis. Where's the harm in that? Of course, if a student has good reason to keep her family in the dark, she should have the right to apply for an exemption or waiver (inverting the status quo).

Transferring all power to the students is not fair to them; they never asked for that

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responsibility. At a time when young people seem perfectly happy to share every moment of their lives online, they'd probably not blink an eye if they were forced to continue to share their educational records. Rescinding this law may improve the shameful college completion statistics. Most important, it will keep families connected and allow our children to remain young just a little bit longer.