

After reading/researching/listening/viewing _____ (texts),
write/create/present _____ (product) for
_____ (audience) that provides an/a
explanation/argument/narrative _____ (content) so that
_____ (purpose/so what).

Social Studies Class Text-Based Performance Task

After reading/researching/listening/viewing a selected geographical area (texts), write/create/present a 10-day itinerary, budget, and map (product) for a family of four (audience) that provides (an) explanation/argument/narrative of the key historical and geographic features of the region (content) so that you demonstrate your global awareness and skills in information and media literacy (purpose/so what).

English Class Text-Based Performance Task

After reading/researching/listening/viewing "American's Growing Dependency on Food Stamps," excerpts from *Nickel and Dimed*, and "Who benefits from Food Stamps"? (texts), write/create/present a/an letter to the editor (product) for the local newspaper (audience) that provides (an) explanation/argument/narrative that is focused, well developed, organized, and error free (content), so that you demonstrate your social and cross-cultural skills and economic literacy (purpose/so what).

Marketing Class Text-Based Performance Task

After reading/researching/listening/viewing business to business companies in Wisconsin (texts), write/create/present a report (product) for the class (audience) that provides a/an explanation/argument/narrative about products/services marketed to companies (content) so that you demonstrate your business and entrepreneurial literacy (purpose/so what).

Foods Class Text-Based Performance Task

After reading/researching/listening/viewing nutrition for healthful living (texts), write/create/present a day's menu to include breakfast, lunch, snacks, and dinner (product) for your family (audience) that provides (an) explanation/argument/narrative of nutrition for healthful living (content) so that you demonstrate your critical thinking (purpose/so what).

Biology Class Text-Based Performance Task

After reading/researching/listening/viewing several experiments (texts), write/create/present written directions and a graphic display for an experiment (product) for a classmate (audience) that provides (an) explanation/argument/narrative of how to determine which of four brands of detergent will most effectively remove three different types of stains on cotton fabric (content) so that you demonstrate your creativity and innovation (purpose/so what).

Mathematics Class Text-Based Performance Task

After reading/researching/listening/viewing problems with data (texts), write/create/present a data display (product) for the class (audience) that provides an/a explanation/argument/narrative of how to select and use a graph or chart to represent the data (content) so that you demonstrate your critical thinking and problem solving and communication skills (purpose/so what).