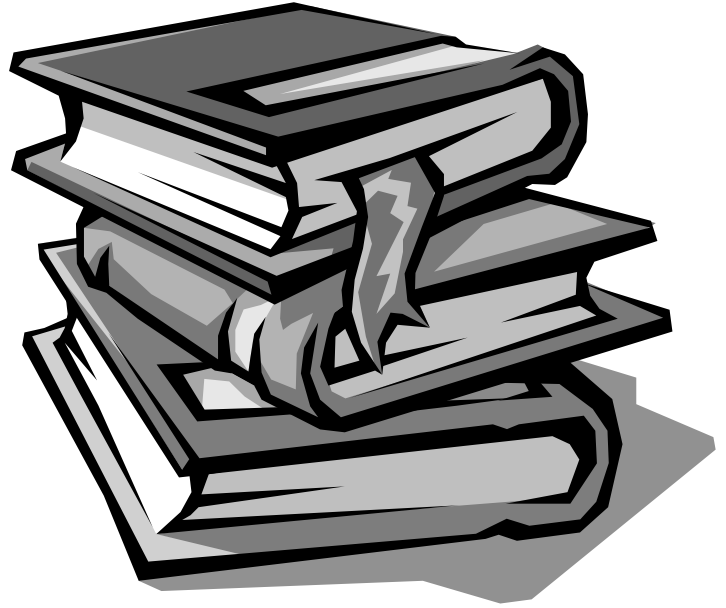


English Language Arts Prototype



Suggested for: **High School
Individual Rights**

Prototypes developed by
St. Clair County Educators
Revised January 2005



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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: Session 1 Prewriting

Directions:

THINKING ABOUT THE TOPIC:

INDIVIDUAL RIGHTS - the right to life, liberty, economic freedom and the “pursuit of happiness”.

THINK ABOUT:

“Individual rights are not subject to a public vote; a majority has no right to vote away the rights of a minority.”

Ayn Rand, The Virtue of Selfishness [1964]

“There is no question in my mind but that rights are never won unless people are willing to fight for them.”

Eleanor Smeal, Speech [1985]

“A right which goes unrecognized by anyone is not worth very much.”

Simone Weil, The Need of Roots [1952]

“That which you do to the least of us, you do to all of us.”

Author Unknown

PART 1: SESSION 1

DRAFTING

DIRECTIONS:

Continue to think about the topic: **Individual Rights**.

Do **one** of the following:

write about which individual rights are the most important

or

define individual rights and how they relate to your life

or

describe a time when the individual rights of you or someone you know were violated

or

describe a time when you or someone you know stood up for your/their individual rights

or

describe a situation when group rights are more important than individual rights

or

write in your own way about the theme

When you are ready, you may begin your draft.

Interested adults will be reading your writing.

PART 1: SESSION 1

REVIEW OF WRITING

DIRECTIONS:

Use the following checklist as you draft.

CHECKLIST FOR REVISION:

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1a Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are extensively developed and supported by concepts, examples, and details where appropriate. The writer’s control over organization and transitions seems natural and moves the reader smoothly through the text. The voice and tone are authentic and compelling. Tight control over language use and mastery of writing conventions contribute to the effect of the presentation.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed and supported by concepts, examples, and details where appropriate. The writer’s control over organization and transitions effectively moves the writer through the text. The voice and tone are authentic. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed and supported by concepts, examples, and details where appropriate. The presentation is generally coherent, and its organization is functional. Voice, tone, and language use support meaning. Lapses in the conventions of written texts are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of concepts, examples, and details. The presentation shows some evidence of structure, but it may be artificial or ineffective. Voice and tone may be uneven or inappropriate. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. The presentation shows little evidence of structure. Voice and tone may be uneven or inappropriate. Language use is sometimes erroneous. Limited mastery over writing conventions makes the writing difficult to read.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed. The presentation lacks noticeable structure. There are errors in language use. Lack of mastery over writing conventions makes the writing difficult to read.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

PART 2a
READING FOR UNDERSTANDING

Directions:

In this part of the test, you will be reading two selections that are related.

FIRST READING SELECTION

The Disability Rights Movement

by
Deborah Kent
(Pages 10-11)

FIRST READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *The Disability Rights Movement* at any time.

1. What is the author's purpose in writing this section of *The Disability Rights Movement*?
 - A. To describe the history of disability laws.
 - B. To present the story of one disabled person's obstacles.
 - C. To explain current disability laws.
 - D. To help the reader understand the obstacles people with disabilities face, as well as past and current laws that help them.

2. From the statements below, choose the one with which you believe the author would agree.
 - A. People with disabilities must solve their own problems.
 - B. People with disabilities face many obstacles.
 - C. The government is helping as much as possible.
 - D. Disability laws are not helpful.

3. Which of the following statements from *The Disability Rights Movement* article best describes the attitude that people with disabilities had to overcome?
 - A. I don't have a disability, so I don't care.
 - B. It is better to die than to survive as a cripple.
 - C. People with disabilities are not as capable.
 - D. All of the above.

4. Which of the statements below best expresses the situation at the University of California?
 - A. The University buildings were accessible to disabled people.
 - B. Disabled people didn't want special treatment.
 - C. Disabled people can succeed if they are given the correct help and support.
 - D. Disabled people often don't take advantage of programs already in place.

5. The author tells this part of the story mainly by
- A. retelling his or her personal experiences.
 - B. relating events in the order they happened.
 - C. using his or her imagination and creativity.
 - D. combining anecdotal and historical information.
6. Which of the following statements from the article is an opinion rather than a fact?
- A. Under state and federal law, the Department of Rehabilitation was supposed to help disabled students pay for services or equipment needed to reach their goal.
 - B. In 1972, Roberts obtained funding to expand the program.
 - C. By 1967 twelve wheelchair users were attending classes at the University of California.
 - D. One doctor told (Roberts') parents that it would be better for him to die than survive as a cripple.
7. What does the author imply by saying, "Most did not really believe that disabled people could lead productive lives."?
- A. Disabled people can achieve if they try hard enough.
 - B. Disabled people are abandoned by society.
 - C. Disabled people are just as capable as non-disabled.
 - D. Disabled people cannot have successful, satisfying lives.
8. The main purpose of the first paragraph is to
- A. introduce a key character or person.
 - B. catch the reader's interest.
 - C. describe an obstacle.
 - D. All of the above.
9. From what the article told about the state of disability laws, you can predict that
- A. conditions will get worse.
 - B. things will remain as they are because everything possible is already being done.
 - C. disabled persons will have to struggle without government assistance.
 - D. disabled people will continue to struggle for equal rights.

SECOND READING SELECTION

Youth Curfews on Trial in Florida High Court

by
Diane Rado

Youth curfews on trial in Florida high court

A Pinellas Park case could well be a test for youth curfews around the state.

By DIANE RADO

TALLAHASSEE -- In the fall of 1997, 17-year-old Tiffani MacFarlane made the mistake of standing outside in a Pinellas Park neighborhood at 1 a.m.

She was handcuffed and placed in a police squad car, accused of being out too late and violating Pinellas Park's juvenile curfew ordinance.

Today, Tiffani, known as "T.M., a Juvenile," in court records, has become the center of a case that has wound its way to the highest court in Florida and could potentially wipe out juvenile curfew laws around the state.

In a lively exchange with attorneys Tuesday, the Florida Supreme Court weighed whether a curfew designed to keep kids safe and out of trouble actually violates the state Constitution. Does a juvenile curfew infringe on privacy rights afforded even to children in Florida? Does it interfere in parents' ability to raise their children without government interference?

"This is just one of many tools that are being used to keep the streets safe for everybody," argued Michael J. Neimand, a senior assistant attorney general defending the Pinellas Park curfew before the justices. "To keep children off the street at night is not that great of an imposition on society. I don't think it's a great imposition upon the parents themselves."

Justice Leander J. Shaw Jr. shot back: "It is where you have a state that has determined that the right of privacy is so important that it has put that right in its Constitution."

Bruce Howie, an attorney for the American Civil Liberties Union, which has challenged the curfew as unconstitutional, told justices that sometimes there are legitimate reasons for teenagers to be out at night.

We live in a "24-7 society," Howie said. "A society that allows us to do our shopping, our banking and other transactions 24 hours a day. Single parents often rely on their teenagers to perform certain tasks and errands. This ordinance disenfranchises those parents, and by imposing this restriction on people under the age of 18, disrupts the parent-child relationship."

Pinellas Park's curfew generally restricts youths younger than 18 from being in public without an adult from 11 p.m. to 6 a.m. on weekdays and from midnight to 6 a.m. on weekends and legal holidays. A written warning is the penalty for the first violation. Juveniles can be fined up to \$500 and face six months' imprisonment for subsequent violations.

Tampa, Largo, Miami-Dade County, and Orlando are among the jurisdictions that have juvenile curfews, though Orlando's is not citywide -- it covers only certain blocks downtown. St. Petersburg declined to pass a curfew ordinance last fall.

Neimand said the Supreme Court would consider whether juvenile curfews are constitutional, and if so, whether Pinellas Park's curfew meets the standards to keep it in line with the Constitution. If the court rules curfews are not constitutional, "all juvenile curfews in the state go."

That would be of concern to law enforcement officers who are fans of curfews.

"I worked gangs, and when you see 11- and 12-year-olds out at 3 or 4 in the morning, it makes you wonder. Most of the time, the parents don't even know when they're out," said Nelda Fonticiella, a spokeswoman for Miami-Dade police.

But some justices clearly seemed troubled by the scope of Pinellas Park's curfew. Justice Barbara Pariente pointed out that while Pinellas Park's ordinance has criminal

penalties, the state law upon which local curfew ordinances are based "makes this a civil infraction, which to me is a pretty big distinction -- this idea that you can fight juvenile crime by making juveniles criminals."

Howie said the ordinance goes too far in other ways. For example, it doesn't create an exception for a parent giving consent for a child be out after curfew.

Justice Harry Lee Anstead essentially questioned why the ordinance was needed in the first place. "We're not talking about a case where statistics were offered into evidence that in this particular community there is a very serious problem of juveniles being victims of crimes," Anstead said. "None of that is in the record."

Pinellas-Pasco Circuit Judge Peter Ramsberger initially ruled that the Pinellas Park curfew ordinance was unconstitutional. In a 2-1 opinion in May, the 2nd District Court of Appeal overturned that order and reinstated the curfew. The curfew resumed last July.

SECOND READING SELECTION QUESTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *Youth Curfews on Trial in Florida High Court* at any time.

10. Tiffani MacFarlane was arrested for
- A. vandalizing the city park.
 - B. sleeping on a park bench.
 - C. leaving the state of Florida.
 - D. staying out too late.
11. In the article, Tiffani was accused of violating the Pinellas Park curfew *ordinance*. In the article, the word *ordinance* means
- A. warning.
 - B. law.
 - C. recommendation.
 - D. punishment.
12. Which of the following is an argument against Bruce Howie’s opinion that there are legitimate reasons for teenagers to be out all night?
- A. We live in a 24-hour society where you can shop, eat, and bank at all hours.
 - B. Single parents often rely on their teens to perform certain tasks and errands.
 - C. Most of the time when 11 and 12 year olds are found out late at night, their parents don’t even know they are out.
 - D. Many of the teens who break curfew have permission from their parents to be out late.
13. Which of the following examples prove that the law can create an **imposition** on parents?
- A. Many parents don’t know when their children are out late at night.
 - B. The law aims to keep kids safe and out of trouble.
 - C. Some parents rely on their teens to help with errands and other tasks.
 - D. Parents need to stay out late sometimes so they can get work done.
14. Which of the following statements would Tiffani most likely agree with?
- A. Not all kids out past eleven are causing trouble.
 - B. Some parents trust their kids to stay out late.
 - C. There are many situations where teens need to be out past eleven.
 - D. All of the above

15. The most likely reason this article was published in the newspaper is
- A. to persuade the court to side with Tiffani.
 - B. to promote a 24-7 society.
 - C. to expose problems with teen curfew laws.
 - D. to encourage others to join Tiffani's fight.
16. Which of these feelings was Tiffani **LEAST LIKELY** to feel when the district court reinstated the curfew?
- A. embarrassed
 - B. enthusiastic
 - C. frustrated
 - D. angry
17. Other teens in Florida **MOST LIKELY** see Tiffani as a
- A. convict.
 - B. troublemaker.
 - C. role model.
 - D. poor student.
18. From what you read in the article, which of the following would you predict?
- A. Tiffani will continue to stay out late.
 - B. Many cities will re-evaluate their curfew laws.
 - C. Tiffani will become a lawyer.
 - D. Tiffani will move out of the state of Florida.

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at your notes at any time.

19. In which article was there an example of discrimination?
- A. “The Disability Rights Movement”
 - B. “Youth Curfews on Trial in Florida High Court”
 - C. Both
 - D. Neither
20. What did Ed Roberts and Tiffani MacFarlane have in common?
- A. Both of them were high school students.
 - B. Both of them fought for what they believed in.
 - C. Both of them were successful in having laws changed in their favor.
 - D. Both of them were successful in winning a fight for teenage rights.
21. Which word would describe both Tiffani and Ed?
- A. persistent
 - B. defiant
 - C. self-centered
 - D. obnoxious
22. What is similar about the actions taken by both Tiffani and Ed?
- A. Both of them had reassuring parents to guide them.
 - B. Both of them were fighting for a cause that benefited others.
 - C. They both had a lot of money to fund their fight.
 - D. Both of them were arrested for disturbing the peace.

23. In the curfew article, the Pinellas Park curfew was found to be *unconstitutional* by a Florida Circuit Court judge. In the article on disability rights, Ed Roberts felt that the University of California at Berkeley’s refusal to accommodate him was *unconstitutional*. In both contexts, the word *unconstitutional* means
- A. violating someone’s rights.
 - B. fair for everyone.
 - C. not consistent.
 - D. showing no compassion.
24. What advice would both Ed and Tiffani give to others who have a similar situation?
- A. Go to court, you will always win.
 - B. If you make a scene, people will listen.
 - C. Don’t worry about what you can’t change.
 - D. Never give up on what you know is right.
25. Which quote would represent both selections?
- A. “If you believe, you will succeed.”
 - B. “May you live every day of your life.”
 - C. “No one can make you feel inferior without your consent.”
 - D. “Be kind, for everyone you meet is fighting a harder battle.”

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *The Disability Rights Movement* and *Youth Curfews on Trial in Florida High Court*. You may look back at the reading selections to help you answer the following question:

During the summer, many teenagers like to spend their evenings hanging out at the local park, listening to music and talking to their friends. Recently, some homeowners near the park have complained to police about the loud music being played late at night. Police have threatened to ticket the guilty teens.

SCENARIO QUESTION:

Should teens playing loud music be ticketed?

Write an editorial for the local paper in response to this situation. What would you say?

When finished writing fill out this checklist.

- Did I take a position on the question?
- Did I tell why I took this position?
- Did I use examples from the two reading selections to support my thinking?
- Did I show how the selections are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade: High School
Part 2b Rubric
Writing in Response to Reading

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to one selection.

LISTENING DIRECTIONS:

Concentrate on listening to **“I, Too”** as a story. As you listen think about the actions of the speaker and what you could learn from them. Do the speaker’s actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about the speaker’s actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about **“I, Too”**.

LISTENING SELECTION

Celebrate American Poetry and Art

“I, Too”

(pg 59)

by Langston Hughes

Part 3

LISTENING SELECTION QUESTIONS

DIRECTIONS: Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *I, Too* at any time.

26. In this selection, “I am the darker brother” means the author is
- A. a troublemaker.
 - B. a child.
 - C. a black-American.
 - D. very tan.
27. Why is the speaker sent to the kitchen when company comes?
- A. He has misbehaved.
 - B. He has poor table manners.
 - C. He is not good enough to join the company.
 - D. He is dirty and unkempt.
28. What do the lines, “But I laugh, and eat well, and grow strong” mean?
- A. He eats so he can grow stronger.
 - B. He pretends it’s OK until he can confront them.
 - C. He gets better food in the kitchen.
 - D. He would rather be in the kitchen.
29. Why does the speaker feel that he will sit at the table “tomorrow”?
- A. Someday the world will see his true worth.
 - B. When they discover how handsome and well mannered he is, they will feel ashamed of themselves.
 - C. When he behaves better, they will like him.
 - D. Someday the world will see how bad “they” are.
30. Why won’t anyone dare to send him to the kitchen?
- A. He will be old enough to join.
 - B. He will be strong enough to fight them.
 - C. It would be wrong.
 - D. Times and beliefs will have changed.

31. What does the line, “Besides, they’ll see how beautiful I am and be ashamed” mean?
- A. Someday the world will see his true worth.
 - B. When they discover how handsome and well mannered he is, they will feel ashamed of themselves.
 - C. When he behaves better, they will like him.
 - D. Someday the world will see how bad “they” are.
32. The speaker in the poem feels everything **EXCEPT**:
- A. acceptance.
 - B. anger.
 - C. hope.
 - D. pride.
33. What is the speaker’s message when he says, “I, too, am American”?
- A. Someday he will be worthy to be an American.
 - B. He was born in America, too.
 - C. He is a good American.
 - D. He is just as much a part of America as anyone else.
34. The main idea of this poem is
- A. we must earn the right.
 - B. we are all equal.
 - C. being an American is a privilege.
 - D. we are all Americans.

High School – Individual Rights

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. B to present the story of one disabled person's obstacles.
2. B People with disabilities face many obstacles.
3. D all of the above.
4. C Disabled people can succeed if they are given the correct help and support.
5. D combining anecdotal and historical information.
6. D One doctor told (Roberts') parents that it would be better for him to die than survive as a cripple.
7. B Disabled people are abandoned by society.
8. D All of the above
9. D disabled people will continue to struggle for equal rights.

10. D staying out too late.
11. B law
12. C Most of the time when 11 and 12 year olds are found out late at night, their parents don't even know they are out.
13. C Some parents rely on their teens to help with errands and other tasks.
14. D All of the Above
15. C To expose problems with teen curfew laws
16. B enthusiastic
17. C role model
18. B Many cities will re-evaluate their curfew laws.

19. C Both
20. B Both of them fought for what they believed in.
21. A persistent
22. B Both of them were fighting for a cause that benefited others.
23. A violating someone's rights.
24. D Never give up on what you know is right.
25. A "If you believe, you will succeed."

26. C a black-American.
27. C He is not good enough to join the company.
28. B He pretends it's OK until he can confront them.
29. D Someday the world will see how bad "they" are.
30. D Times and beliefs will have changed.
31. A Someday the world will see his true worth.
32. A acceptance.
33. D He is just as much a part of America as anyone else.
34. B we are all equal.