



754X

proudly presents

STUDENTS' FINAL PERFORMANCE TASKS

SATURDAY APRIL 16 | 9AM-1PM

CROSS-CURRICULAR ARGUMENTATIVE WRITING
PROJECTS & ORAL PRESENTATIONS
THAT ARE COLLEGE AND CAREER READY



470 JACKSON AVE. BRONX, NY 10455

Principal

Daniel Hoehn



Assistant Principals

Jeffrey Farley

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Event Coordinators:

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Simon Keegan

Lindsay Klemas

Trevor Long

Michael Masefield

Ariela Rosario

Samantha Schwartz

Patricia Taylor

Vanessa Vasquez

Timothy Wong



Schedule of Student Presentations

9:00- 9:30AM

Gallery Walk

Ushers: Javier D, Dayanaliz G, Steffani C, Alize R,
Michel Angelo S, Azhenay I, Rosa P, Duane M

9:30- 9:55AM

Bronxwood & Worksites

10- 10:25AM

Shops & Workforce

10:30- 10:55AM

Cluster 1

Ousmane K, Luis M, Alex O, Michael B

11- 11:25AM

Cluster 2

Marc G, Mario C, Christian M, Destiny O

11:30- 11:55PM

Cluster 3

Danard J, Prince W, Achim S, Rynya G

12:00- 12:25PM

Cluster 4+

Davontae A, Ayeisha W, Kevin J, Rasaun M,
Ramon L, Kevin J, Frederick F

12:30- 1:00PM

Lunch & Fun

Workforce Academy

MATHEMATICS (VASQUEZ)

Students will create their own piece of art inspired by geometric shapes, lines, angles, and formulas.

BILINGUAL STEM (VALAREZO)

Students have participated in inquiry tasks related to the life cycle of a butterfly. Students have recorded their observations with a butterfly kit in the classroom.

BILINGUAL HUMANITIES & CAFE (GONZALEZ)

Students from Class 583 have been hired to create a new healthy, natural smoothie recipe for the Pan Pan restaurant. Students from Class 582 have created a budget for a lemonade stand. Using their knowledge of proportional measurements and operations, students will calculate costs, financially plan, craft their own original recipe and serve their creation.

TECHNOLOGY (SINCLAIR)

Students have developed and filmed a video resume that showcases their qualifications, career goals, objectives, and communication skills. Students will 'sell' themselves to possible employers on why they should be hired. Students will advocate for themselves that they are, in fact, employable and are able to reach the career goals that they set for themselves.

SCIENCE (LEE)

Students constructed a model of the digestive system. They will explain how the digestive system works throughout each stage of digestion, as well as the importance of a healthy digestive system.

ENGLISH LANGUAGE ARTS (DONOVAN)

Students read the novel "Holes" by Louis Sachar and wrote a book review with supporting textual evidence and reasoning as to whether they would recommend the novel to others.

Worksite Programs

PART-TIME WORKSITE PROGRAMS (HAYES & BERNARD)

Participating in a worksite program is a valuable experience that prepares our students for their eventual transition into the world of work. Using various sources, students from classes 505 and 506 will demonstrate and write about why this program has been a valuable experience for each of them. They will be presenting both an iMovie and a trifold display of their arguments.

MANHATTAN COLLEGE (PERALTA)

The students at Manhattan College work independently, learning how to be responsible and reliable along the way. They are increasingly understanding the importance of applying their knowledge and skills towards future career decisions.

LINCOLN HOSPITAL (DIAZ)

Students engaged in an argumentative writing project that involves explaining their individual roles and responsibilities at in the Lincoln Medical and Mental Health Center.

JEFFREY'S CAFE (MORALES)

Students have written reflections demonstrating the knowledge they've acquired about leadership skills through their work experience. Specifically, students have been focusing on goal setting, monitoring progress, and improving their performance at the worksite. They will also discuss ways in which they communicate effectively in order to help others.

Worksite Programs

GED PLUS (TRAUB)

In order for students to show mastery of curriculum and preparation for the TASC exam, students must complete a position paper, personal statement, resume, and cover letter. Additionally, students must complete their Individual Learning Portfolio to demonstrate that they are prepared and have given genuine thought to their transition from alternative education into a vocational or educational program.

PARA TRAINING (GRAY)

The students from W-11 will demonstrate interviewing techniques. This represents Units 1, 5 and 6 in our syllabus. The Final Performance Task will include a pictorial and written demonstration of their experiences as teacher's aide trainees and the mandated workshops

FORDHAM UNIVERSITY (HART)

Students have been working closely with P754X staff, Fordham @ Lincoln Center Dining staff, and customers on the Fordham University campus. They have been reflecting on their experiences and roleplaying scenarios with P754X staff regarding the development of leadership skills and improving interpersonal communication skills in the work environment. They will present reflective responses depicting some of the ways in which they are building their skills daily.

GOODWILL (ESTEVEZ)

Students read the informational text "We Beat the Street" and the novel "Holes." They completed a graphic organizer about the individuals in the books and created a poster showcasing their obstacles and accomplishments.



BRONXWOOD

VISUAL ARTS (LANE)

Students will create a variety of projects that focus on lines and trees. Students will learn about how to make images appear three-dimensional by adding certain kinds of lines and working with shading and value. Students will discuss and respond to one another about their artwork. Students will complete an Artist Reflection Questionnaire at the completion of each one of their assignments. Tree Art Projects: (1) 3-D Line Tree (2) Winter Trees and (3) Tree Silhouette

MATHEMATICS (FREDER)

In this real world task, students will be learning the importance of how to tell time using analog clocks, discovering how to calculate an hour earlier and later, and discerning time elapsed.

ELA (ELLISON)

This performance task is based on "Les Miserables" by Victor Hugo. Throughout the semester, students read the book, listened to music from the Broadway musical, and watched the movie based on the novel. Their display will depict various activities and assessments students participated in, and a collection of images used to portray the mood, theme, and tone of the literary piece, posted on the "Barricade".

ELA (ARCHER-MCCOY)

The poster will display the students preparing for both transition to various worksites and activities for daily living skills. The poster will illustrate the students communicating with the staff upstairs and peers in the building. The poster will show the students working and preparing various meals for our daily and special menus.



BRONXWOOD

SOCIAL STUDIES (ROBB)

In honor of Women's History Month, students will be introduced to an array of historical female figures. They will then perform research on a self-selected woman of significance, culminating in the generation of a biographical profile.

SOCIAL STUDIES (CHESTER)

Students have generated a timeline of significant events that composed The Westward Expansion of the United States.

TECHNOLOGY (DENDY)

Students will be showcasing their mastery of both Microsoft Word and Microsoft Powerpoint. With an emphasis on grammar, spelling and punctuation, students worked diligently on a variety of topics, ranging from learning to spell their name to learning how to research famous historical individuals.

SCIENCE (STYLES)

Students will be showcasing their knowledge of the Water Cycle and its impact on our lives.

Cluster One

ALGEBRA (SCALLY)

Jay-Z, a hip hop mogul and investor, is offering \$750,000 to a new start up business that that promotes positivity, creates jobs, and will flourish in the Bronx. Students have been tasked with selling your idea to Jay-Z and convincing him to fund their business. Using algebraic skills, students have developed a financial business plan, and supported a claim with mathematical evidence and anticipated counter-claims.

ENGLISH LANGUAGE ARTS (HOWLEY)

Students have chosen to write an argumentative letter to either Principal Hoehn or Governor Cuomo, advocating for changing, adding, or repealing a law or rule. Background research on the topic, opinions, and claims and appeals were combined with data to create an emotional, persuasive impact.

ALGEBRA (ANDERSON) & EARTH SCIENCE (LONG)

Students are asked to write a proposal for the construction of the floor of a room in a house. They are given option for materials and cost. They must choose between three types of rocks or minerals based on given characteristics, cost, and availability. They must also choose a potential client and type of room. Students are given a budget and a quadratic equation to calculate the total cost and determine if the project will fall within the budget performance. Students will need to find the area of the room by factoring and the minimum of different functions by graphing. Students will play the role of designer and entrepreneur. In designing their own room using algebraic and science principles and using their own prior knowledge to persuade others that their design is the best and most efficient choice.

cluster two

ENGLISH LANGUAGE ARTS (MASEFIELD)

Students will assume the role of a Supreme Court Justice delivering either the majority decision or the dissent in a case regarding the legality of burning the American Flag as a form of protest. Students will write an argumentative essay that includes a counterargument, using the Hochman Method to guide them.

GLOBAL HISTORY (SOLTANOFF)

You are a famous historian who has been recently asked to attend a historical seminar that is highlighting the achievements and impacts of Leonardo da Vinci, Toussaint L'Ouverture, and Mohandas Gandhi. While analyzing sources, students will investigate one of these men, providing a claim and counterclaim as to whether his achievements were positive or negative.

LIVING ENVIRONMENT (TAYLOR)

The Haitian Revolution was impacted by many elements. By applying scientific concepts and principles, students will fact-check theories pertaining to changes in human population and the effects of infectious disease (yellow fever and small pox). Students will present claims about how and why disease played a dramatic role in guiding the revolution's outcome.

GLOBAL HISTORY (JACOBS)

Is Simon Bolivar a good leader? Choosing relevant documents to support their argument, students will cite compelling evidence from documents about Latin American Revolutions in their essay and complete a timeline of the events of Simon Bolivar's life.

U.S. HISTORY (HUTCHINSON)

Students and their friends have recently gained independence from the classroom rules of Ms. Hutchinson. Their task is to collaborate and establish a classroom constitution on their own. At the room 222 Constitutional Convention, students will vocalize their reason(s) for selecting your claim in front of family and friends (mimicking colonists) who need to be persuaded for or against (Support texts for this project included the Antifederalist Papers and the US Constitution).

EARTH SCIENCE (ADDAE)

As an energy consultant, students will select a form of energy (nuclear, geothermal, solar, hydroelectric, or wind). In their presentation, they will advocate for their company and convince the audience to sign up for a particular energy supply, dissuading them from the use of other energy types.

Hello, Cluster Three

ENGLISH LANGUAGE ARTS (HALUGA)

An election is coming up with critical issues on the ballot. As the owner of an important local newspaper, your community is looking to you for guidance. Students will explain their position in a news article on the most important issue (gun control/rights, animal testing, or death penalty). Secondly, they will give a brief interview to a local TV station on the same issue.

CONSUMER MATHEMATICS (OMENUKWA)

Students compared two restaurant flyers and designed a restaurant menu. Students used argumentative writing to support their claims using valid reasoning and relevant evidence to convince their audience why the menu they chose is the better choice.

Cluster Four

GEOMETRY (HOSSAIN)

Geometry expresses the unity that is found within the diversity of nature. Students will be creating harmony in constructions through claiming and counter claiming by applying geometric ideas of pattern, reflection, symmetry, tessellation, rotation, and transformation. They will also critique the design and structure of buildings in terms of applications of shapes in regards to Islamic Art.

PARTICIPATION IN GOVERNMENT (SEOANE)

You are a journalist for the New York Times. The Supreme Court has handed down a historic decision that will impact American society. The Editor in Chief has asked you to write an article reporting the decision and its impact on Americans. In your argument, report the decision and facts of the case, discuss both the majority and minority decisions, and explain the impact of the Court's decision on the United States.

LIVING ENVIRONMENT (CLAYTON)

Goal: Save an ecosystem from being destroyed! You have been hired by an environmental activist organization to represent a specific ecosystem. As an activist, you will be required to create a presentation that will be given to lobbyists to to prevent wealthy landowners from destroying your ecosystem. Construct a compelling argument why your ecosystem of choice is an important part of our biosphere.

ENGLISH LANGUAGE ARTS (DIFFUT)

As a student here at 754X, do you feel we need to implement a bullying program in our school? Write a letter to Mr. Hoehn arguing why or why not. Use statistics, research, and evidence from literary and informational texts read in class to support claims and counter-claims.

Cluster 4.5 & Health

MEDIA & SOCIETY (VU)

ENGLISH LANGUAGE ARTS (KELLEY)

Students will conduct interviews, and research an additional source that supports reasoning in order to write a well-crafted essay based on a claim. Based on the argumentative writing piece, students will create an episode of a podcast. You are the host of a radio show at 754X. In the next episode, you are discussing the topic of survival: "Does survival require selfishness?"

HEALTH SCIENCES (SCHWARZ, LOCICERO, SMITH, & DICARLO)

Students completed a food journal during our nutrition (my plate) unit. The components of the task are the Food Journals, as well as an analysis of the journals (proteins, grains, dairy, fruits, and vegetables), complete with a student-generated bar graph, showcasing the number of days per week they ate four of the five food groups, and a student-decorated pie chart that approximates their intake based on their food journals. Students also wrote their interpretations based upon the evidence, of what foods would be beneficial to eat more or less of...

Shop Classes

AUTO SHOP (FINN)

The students will be performing a tire rotation. Students will select the proper tools to do the job. They will also discuss the importance of performing this maintenance periodically.

BIKE SHOP (SOLIMINE)

You have recently been given a bike but it is need of many repairs before you can safely ride it. You must be able to recognize all the repairs needed, know the names of the bike parts in order to buy them from a part supplier and know the proper tools and procedures to make those repairs. Then recheck the repairs to insure they were all done and done properly. Lastly, enjoy a safe ride.

VISUAL ARTS (WONG)

Students created an artwork that combines two or more Elements of Art that they have learned about in the semester. They are able to choose from: Line, Color, Shape, Form, Texture, Value, and Space. Some of the components of Value that they can choose are: Stippling, Cross hatch, and Scribbling. Some of the components of Space are: Depth, Horizon Line, Vanishing Point, and Foreshortening.

DANCE STUDIES (CUMMINGS)

Michael S. of class 526 will present his Performance Task on April 16th. His research project is on "Traditional Dances of Israel. In addition, Kevin J. of Class X06 will present his research on "Traditional Dances of Japan." Both students will also enhance their work with on-going video clips of that dance form.

Shop Classes

WOOD SHOP (BARNES)

Workforce students use sequential multisteps to build a Napkin Holder from start to finish. The napkin holder will be beautified with painted pictures on them.

The Mission Academy students use many woodworking / carpentry operations to construct a pine bookcase with birch sliding doors. They write a detailed description of the different parts and shapes of the bookcase; and how it finished.

PRINT SHOP (COLE)

In this final task, students select images from a set collection and apply the above skills. After editing the images students then place them onto a blank Photoshop canvas and arrange them to create his or her collage.

SPANISH (BUCKNAM)

Students wrote an essay (in Spanish) entitled "¿Cuál país hispanohablante debes visitar?" This translates to "Which Spanish-speaking country should you visit?" They researched several countries and picked the one they view as most interesting.

They used several sources to make at least two claims as to why it is most interesting (e.g. music, food, geography, etc.) This is the prelude to the larger part of the Final Performance Task, which is a travel brochure promoting that country.

They must use all the information in the essay to structure the travel brochure.

CULINARY ARTS (GUERCIO)

For the final task, students will set up cafe, re-stock kitchen, take phone orders, and clean entire kitchen with all tools and equipment.

*Special
Thanks*



to our
Community
Partners



JustFood, City Chicken Project

Calo Rosa (Street Artist)



Morris Heights Health Center

Children's Aid Society



New York Public Library

Boy Scouts of America



Nature Conservancy

NYS Promise

