



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Forecasting the Future			
Grade Span			ICLE Application Model			
K-4	5-8 XX	9-12	A	B	C	D XX

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
Listening – Students listen for a variety of purposes appropriate to the grade level.
Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.
History and Nature of Science - Students develop an understanding of the nature of science, its history, and science as a human endeavor.
Science and Technology - Students develop skills in using technology and recognize the relationship between technology and science, including its potential and limits.
Science in Personal and Social Perspectives – Students apply scientific principles to personal and social issues.

Performance Task

<p>In this lesson students will compare past lifestyles with present and future lifestyles and predict and illustrate one futuristic item. They will also predict how these items may impact careers in the future.</p> <ol style="list-style-type: none"> 1. Distribute the "Can You Predict the Future?" activity sheet. 2. Discuss with students the ways things were done in the past and the way things are done now. 3. In groups of two, have students complete the activity sheet (attached) using their imaginations to forecast future events. 4. Have each student select one of their "future" responses to prepare a presentation to the class including how their predictions will impact the home as well as the workplace.
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ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela1)
Follow oral or written directions. (ela4)
Present information in well-organized fashion that will be clear to the target audience. (ela11)
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela12)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela20)
Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela30)
Use writing as a way of expressing personal creativity. (ela31)
Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important. (ela50)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela51)
Understand and use graphics such as graphs, charts, visual aids, white space, bold print, headers and other graphics to enhance meaning. (ela56)
Use expository writing skills in subjects other than English language arts. (ela58)

ICLE Essential Skills Continued...

Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela59)
Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela69)
Know and apply the principles of scientific inquiry. (Implicit in this statement are the processes of prediction, estimation, developing hypotheses, drawing conclusions, evaluation, and following ethical principles and professional procedures.) (science N/R)
Understand the impact upon society and the environment of scientific and technological discoveries and the contributions of scientists. (understand how society may accept or reject scientific discoveries based upon need or refusal to change. (science N/R)

Scoring Guide:

5	Engaging, very creative, strong command of topic, high quality presentation, strength very clearly demonstrated
4	Enjoyable, creative, good command of topic, quality presentation, strength demonstrated.
3	Average presentation, some creativity, average command of topic, strength not clearly demonstrated.
2	Below average, little creativity, shows little command of topic, strength poorly demonstrated.
1	Poor quality, little or no creativity, shows no command of topic, no strength demonstrated.
0	Presentation not given

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Careers Composition Creative writing Organization Word processing Mechanics	Geometry	Life Science Adaptation Technology integration Physics
Communications	Statistics	Chemistry
Literature	Calculus	Physics Change Technology integration
Other	Trigonometry	Other
	Other	

Chart

CAN YOU PREDICT THE FUTURE?

<u>PAST</u>	<u>PRESENT</u>	<u>IN THE FUTURE</u>
Wash clothes in stream	Washing Machine	_____
Cooked over fire	Stove/microwave	_____
Walked or rode horses	Automobile/aircraft	_____
Lived in caves	Wooden/cement homes	_____
Smoke signals	Satellites/telephones	_____
Write/draw with rocks and sticks	Pens, pencils, crayons	_____
Clothes of animal skins	Various man-made Fabrics and cottons	_____
Parents teach	Teachers, TV, computers	_____
Toys of rocks and sticks	Manufactured toys	_____