



**Gold Seal:**

Copernicus Education Gateway

|   |            |             |  |          |           |          |
|---|------------|-------------|--|----------|-----------|----------|
| <b>Author(s):</b><br><i>Marsha Kucker</i> |            |             | <b>Lesson Title:</b><br><i>Making a Choice</i> |          |           |          |
| <b>Grade Span</b>                         |            |             | <b>ICLE Application Model</b>                  |          |           |          |
| <i>K-4</i>                                | <i>5-8</i> | <i>9-12</i> | <i>A</i>                                       | <i>B</i> | <i>C</i>  | <i>D</i> |
| <i>XX</i>                                 |            |             |  |          | <i>XX</i> |          |

**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.

**Performance Task**

1. Begin the activity by asking students to name some things that are important to them. Lead the discussion into important things at home, at school, with friends. Ask them to share why these things are important.
2. Continue the lesson by asking students to tell about situations where they had to make choices. How did they make their decision? Why was it easy? Hard? What were the results?
3. Ask students to write a story about something that was important to them and a choice they had to make. Make sure they include what happened as a result of their choice – good or bad.
4. Close the lesson with a reminder that what is important to us individually, may not always be as important to someone else. Stress the need to respect the opinions and beliefs of others.

**ICLE Essential Skills**

|   |
|---|
| Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)   |
| Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)  |
| Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)                              |
| Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)     |
| Use writing as a way of expressing personal creativity. (ela 31)  |
| Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)  |
| Respond orally to fellow student’s opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela 59) |

**Scoring Guide:**

See attachment: Making a Choice Scoring Rubric.doc

**Keywords**

| <b>English Language Arts</b>  | <b>Mathematics</b>  | <b>Science</b>       |
|---|---------------------|----------------------|
| <b>Reading</b>  | <b>Algebra</b>      | <b>Earth Science</b> |
| <b>Writing</b><br><b>Creative writing</b><br><b>Grammar</b><br><b>Narrative</b><br><b>Paragraphs</b><br><b>Penmanship</b> | <b>Geometry</b>     | <b>Life Science</b>  |
| <b>Communications</b><br><b>Discussion</b><br><b>Listening</b><br><b>Communication</b>                                    | <b>Statistics</b>   | <b>Chemistry</b>     |
| <b>Literature</b>   | <b>Calculus</b>     | <b>Physics</b>       |
| <b>Other</b>  | <b>Trigonometry</b> | <b>Other</b>         |
|   | <b>Other</b>        |                      |

# SCORING RUBRIC

|                               | <b>Beginning<br/>1</b>                       | <b>Developing<br/>2</b>   | <b>Accomplished<br/>3</b>   | <b>Exemplary<br/>4</b>  | <b>Score</b> |
|-------------------------------|--|---|---|---|--------------|
| <b>Topic</b>                  | Totally Unrelated                            | Remotely Related  | Somewhat Relevant   | Directly Relevant   |              |
| <b>Organization</b>           | Not organized, events make no sense          | Some organization, events jump around, start and end are unclear                                | Organized, events are somewhat jumpy  | Good organization, events are logically ordered, sharp sense of beginning and end         |              |
| <b>Quality of Information</b> | Unable to find specific details              | Details are somewhat sketchy  | Some details are non-supporting to the subject  | Supporting details specific to subject  |              |
| <b>Grammar &amp; Spelling</b> | Very frequent grammar and/or spelling errors | More than two errors  | Only one or two errors  | All grammar and spelling are correct  |              |
| <b>Interest Level</b>         | Needs descriptive words                      | Vocabulary is repetitious, details lack "color"   | Vocabulary is varied, supporting details need work  | Vocabulary varied, supporting details vivid   |              |
| <b>Neatness</b>               | Illegible writing, loose pages               | Legible writing, some ill-formed letters, print too small or too large, papers stapled together | Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided | Word processed or typed, clean and neatly bound in a report cover, illustrations provided |              |
| <b>Timeliness</b>             | Report handed in more than one week late     | Up to one week late   | Up to two days late   | Report handed in on time  |              |

**TOTAL**