



Goal Seal Lesson

Author(s): Marsha Kucker			Lesson Title: A New Car			
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.

Reading –

Students read a variety of grade level materials, applying strategies appropriate to various situations.

Problem Solving and Mathematical Reasoning –

Students apply a variety of problem-solving strategies to investigate and solve problems from across the curriculum as well as from practical applications.

Statistics and Probability –

Students use statistics and probability to analyze given situations and the results of experiments. Students communicate the reasoning used in arriving at a conclusion.

Number Operations and Concepts -

Students use number, number sense, and number relationships in a problem-solving situation. Students communicate the reasoning used in solving these problems.

Algebraic Concepts and Relationships –

Students use algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation. Students evaluate and communicate the reasoning used in solving these problems.

Performance Task

This lesson provides students with the opportunity to research cost information on various makes and models of cars.

1. Working in teams, have students use want ads, display ads, and fliers from the newspapers and/or car dealerships to compare costs of make and model of cars.
2. Have students construct a line graph to show car types as compared to their costs.
3. Ask the teams to write summary statements about their findings. They should include opinions as to why the price differences exist.
4. Teams should also prepare a priority listing of car options available based on utility, as well as price.

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)

Follow oral or written directions. (ela 4)

Identify, collect and/or select pertinent information while reading. (ela 5)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Discriminate important ideas from unimportant ideas while reading. (ela 15)

Assess the validity and accuracy of an informational selection. (ela 18)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela

19)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Summarize, synthesize and organize information while reading. (ela 24)
Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)
Make informed judgments about topics under discussion such as current events, literature, movies or plays. (ela 36b)
Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)
Compare/contrast a reading selection with others. (ela 44)
Apply, extend, and expand on information while reading. (ela 46)
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. (ela 50)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)
Apply personal or objective criteria for evaluating informational, persuasive and literary materials. (ela 53)
Organize supporting detail in logical and convincing patterns. (ela 54)
Perform operations with signed (positive and negative) numbers, including decimals, ratios, percents, and fractions. (math 1)
Understand the characteristics of parallel, perpendicular, and intersecting lines. (math 2)
Understand the best procedures for statistical data collection, organization, and display including making estimates and predictions and drawing inferences. (math 5)
Use direct proof and indirect proof sequencing techniques to reach a conclusion. Direct proof uses the Laws of Reasoning to create an orderly arrangement of steps leading to a conclusion. Indirect proof uses an initial assumption that the conclusion is false, and through series of logically sound reasoning steps the statement may be proved otherwise. (math 32)
Execute basic operations with complex numbers (i.e., addition, multiplication, and inverse), and graphically interpret complex numbers using the complex plane. (math 39)
Solve and graphically sketch problems involving two variables that exhibit direct and indirect variation. (math 81)

Scoring Guide:

See attachment: A New Car Scoring Rubric Chart

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Construction Meaning Research	Algebra Cost Analysis Graphs Linear Patterns Math in Daily Life Problem Solving	Earth Science
Writing Compare/contrast Word processing Vocabulary Grammar Organization	Geometry	Life Science
Communications Listening Discussion Illustration	Statistics Data Collection Data Analysis Data Display	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

A New Car ... continued

Chart

SCORING RUBRIC

	EXCEPTIONAL	ADMIRABLE	ACCEPTABLE	AMATEUR
ORGANIZATION	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project	Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear	Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience	Choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience
CONTENT ACCURACY	Completely accurate: all facts were precise and explicit	Mostly accurate; a few inconsistencies or errors in information	Somewhat accurate; more than a few inconsistencies or error in information	Completely inaccurate; the facts in this project were misleading to the audience
RESEARCH	Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective.	Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school	Used the material provided in an acceptable manner, but did not consult any additional resources.	Did not utilize resources effectively; did little or no fact gathering on the topic
CREATIVITY	Was extremely clever and presented with originality; a unique approach that truly enhanced the project	Was clever at times; thoughtfully and uniquely presented	Added a few original touches to enhance the project but did not incorporate it throughout	Little creative energy used during this project; was bland, predictable, and lacked "zip"
PRESENTATION MECHANICS	Was engaging, provocative, and captured the interest of the audience and maintained this throughout the entire presentation; great variety of visual aids and multimedia; visual aids were colorful and clear	Was well done and interesting to the audience; was presented in a unique manner and was very well organized; some use of visual aids	Was at times interesting and was resented clearly and precisely; was clever at times and was organized in a logical manner; limited variety of visual aids and visual aids were not colorful or clear	Was not organized effectively; was not easy to follow and did not keep the audience interested; no use of visual aids.

