



Gold Seal Lesson

Author(s): <i>Elizabeth Pierce</i>			Lesson Title: <i>Charles Dickens-Great Expectations-Pip's Credit Report</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>X</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>X</i>

Instructional Focus:

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

<p>The student reads <i>Great Expectations</i> by Charles Dickens. The student understands that despite being given a generous allowance each month, Pip was not able to live within his means and ran into debt.</p> <p>The student has been given a budget and his or her expenses have exceeded his or her income (See Gold Seal Lesson <i>Charles Dickens-Great Expectations-Pip's Budget.</i>). The student has used and maximized his or her credit line and has researched debt consolidation through a bank or a credit union (See Gold Seal Lesson <i>Charles Dickens-Great Expectations-Pip's Consolidated Loan.</i>).</p> <p>The student researches the role of the Credit Report and its effect and influence on his or her financial future. After researching the Credit Report on the internet and other media sources, the student prepares interview questions. The student calls his or her local credit bureau and asks for an appointment to talk with a representative about the role of the Credit Report. The student tell the credit bureau employee that this appointment is for a school project and that he or she has a scenario of debt to talk with the employee about (See Gold Seal Lesson <i>Charles Dickens-Great Expectations-Pip's Budget</i> and <i>Charles Dickens-Great Expectations-Pip's Consolidated Loan</i>). The student takes his or her debt scenario with him or her to the meeting. The student takes notes during the meeting. The student decides based on all the information he or she has derived if the Credit Report is of importance in our society or not.</p> <p>In a computer-generated essay, the student writes about the function of the Credit Report. The student explains who the Credit Report is important to and who it is not important to. The student also explains who has access to a person's Credit Report and who does not. The student explains and justifies why he or she thinks the Credit Report is or is not important. If the student does not believe the Credit Report is important, he or she must explain what course of action businesses have to alert other businesses of people who buy and do not pay.</p> <p>The student engages in a debate with another student who has the opposite opinion about the Credit Report. There is no right or wrong opinion.</p>

ICLE Essential Skills

Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela1)
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela3)
Present information in well-organized fashion that will be clear to the target audience. (ela11)

ICLE Essential Skills Continued...

Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela12)
Express opinions clearly and forcefully without interrupting or insulting others. (ela16)
Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela19)
Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action. (ela27)
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)
Make informed judgments about the content, organization, and delivery of spoken communication. (ela32)
Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela51)

Scoring Guide:

Score each of the following characteristics on a scale of 4 to 0, where 4 = surpasses expectations; 3 = high quality performance; 2 = satisfactory quality performance; 1 = minimum quality performance; 0 = does not meet expectations.

**CHARACTERISTICS
CRITERIA
SCORE**

- **Researches role of the Credit Report**
- Makes proper use of technology using at least two internet sites
- Uses other various sources for research

- **Interviews credit bureau representative**
- Makes appointment
- Prepares interview questions
- Conversation is productive

- **Takes notes**
- Notes are clear and concise

- **Writes essay**
- Expresses opinion clearly
- Substantiates opinion with facts
- Opinion is logical and well thought out
- Applies the rules and conventions of grammar, usage, punctuation, paragraphing, spelling
- Presents information in well-organized fashion that will be clear to the target audience
- Uses editing and revising skills to improve effectiveness and accuracy

- **Debates opinion**
- Participates in debate without dominating
- Expresses opinions clearly and forcefully
- Does not interrupt
- Does not insult
- Talks so that he/she is clear and is understood
- Makes eye contact, speaks loudly enough, delivers information in a well-organized fashion

- **Technology**
- Makes proper use of technology

- **Task Management**
- Manages time wisely
- Manages communication with institutions in a timely and courteous fashion
- Cooperates with others as needed

Keywords

English Language Arts	Mathematics	Science
<p>Reading Comprehension Independent Reading Research Integration Vocabulary</p>	<p>Algebra</p>	<p>Earth Science</p>
<p>Writing Composition Note Taking Paraphrasing Persuasion Prewrite Integration Vocabulary Word Processing</p>	<p>Geometry</p>	<p>Life Science</p>
<p>Communications Debate Interviewing Listening Paraphrasing Integration</p>	<p>Statistics</p>	<p>Chemistry</p>
<p>Literature Fiction Non-Fiction Plot Point-of-View Primary Sources Integration World Literature</p>	<p>Calculus</p>	<p>Physics</p>
<p>Other Finance Credit Report Credit Bureau Budget Budgeting <i>Charles Dickens-Great Expectations-Pip's Budget</i> <i>Charles Dickens-Great Expectations-Pip's Consolidated Loan</i> Economics</p>	<p>Trigonometry</p>	<p>Other</p>
	<p>Other</p>	