



International Center
for Leadership
in Education



Gold Seal:

Copernicus Education Gateway

Author(s): Deborah Karas			Title: Tri-City Bus Line..... All Aboard!!			
Grade Span			ICLE Application Model			
K-4	5-8 Xx	9-12	A	B	C	D Xx

Instructional Focus:

Language Arts Integration

Students synthesize individual language arts skills.

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.

Performance Task

As manager of Tri-City Bus line you need to transport people from one city to another in the morning and then back home again in the evening. Your problem is you have only six buses to go between the three cities. Each bus run from city to city takes an hour. You need to schedule for one day the following people on the correct bus to their morning destination and back home at night.

1. Mr. Smith lives in X-town and works in Y-ville as a mechanic.
2. Miss Miller lives in Y-ville and visits her aunt in Z-burg every day.
3. Mrs. Brown travels from Y-ville to X-town as a hospice nurse.
4. Mr. Judge needs to go to his law office in Z-burg from his home in X-ville.
5. Dr. Fillum, the dentist lives in Z-burg but works in X-ville.
6. Miss Cook is a chef who works in Y-ville but lives in Z-burg.

CLUES TO HELP YOU:

Draw a map and label the three cities.
Label each bus.

Extension/Enrichment : Create a schedule for three days. No bus can return to its original starting point that day. However, at the end of the third day, they must return to where they started on the first day.

ICLE Essential Skills

Identify, collect and/or select pertinent information while reading. (ela5)

Summarize, synthesize and organize information while reading. (ela24)

Discriminate important ideas from unimportant ideas while reading. (ela15)

Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela29)

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 a series of logically sound reasoning steps the statement may be proved otherwise. (m32)

Scoring Guide:

4: The student has drawn an accurate map, labeled the cities and the bus routes correctly. All six people have been transported to and from their destinations on the appropriate bus.

3: The student has drawn an accurate map and labeled the cities correctly. Four out of six people have been transported to and from their destination on the appropriate bus.

2: The student has drawn an accurate map and labeled the cities correctly. Two out of six people have been transported to and from their proper destinations on the appropriate bus.

1. The student has drawn an accurate map and labeled the cities correctly.

Keywords

English Language Arts	Mathematics	Science
Reading Comprehension Study Skills	Algebra	Earth Science
Writing Diagramming Organization Visuals	Geometry	Life Science
Communications	Statistics Tables Data Analysis Data Display Problem Solving	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other Models/Constructions
	Other Problem Solving	