



**Gold Seal:**

Copernicus Education Gateway

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

**Performance Task**

Through the use of computer research skills, students will trace developments in their state or community history and describe their impact on the lives of people today.

1. Students will work in groups to create a newspaper from a specified time period in the history of their community or state. Students will write news articles based on research. The 5 – 6 page newspaper will include illustrations and photos.
2. From examples of old newspapers, students will write news articles based on today’s world and tell how it would be a different experience from 40 – 50 years ago.
3. Care should be taken to create student groups with a diversity of skills including research, analysis, and writing that will be used to create each newspaper. Students should choose an editor to lead the project and assign other students to staff positions.

**ICLE Essential Skills**

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| Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)   |
| Give oral or written directions that are clear and are understood by another person. (ela 2)  |
| Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)                |
| Follow oral or written directions. (ela 4)  |
| Identify, collect and/or select pertinent information while reading. (ela 5)  |
| Develop processes for understanding and remembering information. (ela 8)  |
| Use editing and revising skills to improve effectiveness and accuracy of drafts. (ela 14)   |
| Discriminate important ideas from unimportant ideas while reading. (ela 15)   |
| 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) |
| Understand the personal, social, cultural and historical significance of a text. (ela 23)   |
| Summarize, synthesize and organize information while reading. (ela 24)  |

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| Know how to find and read information from a variety of electronic sources. (ela 28)  |
| Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)  |
| 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. (ela 30) |
|   |
| Edit and revise written text so that it is 100% accurate. (ela 45)  |
| Understand and relate to situations, events and characters in a reading selection. (ela 57)   |
| Understand the needs of a specific audience and write and speak in ways that address these needs. (ela 62)  |
| Participate in peer editing groups. (ela 87)  |

**Scoring Guide:**

See attachment: Yesterday and Today Scoring Rubric

**Keywords**

| <b>English Language Arts</b>   | <b>Mathematics</b> | <b>Science</b> |
|--|--------------------|----------------|
| Reading<br>Comprehension<br>Independent reading<br>Research<br>Technology  | Algebra            | Earth Science  |
| Writing<br>Compare/contrast<br>Creative writing<br>Grammar<br>Internet<br>Journalism<br>Newspapers<br>Organization<br>Peer review<br>Word processing<br>Vocabulary<br>Technology | Geometry           | Life Science   |
| Communications<br>Audience<br>Illustration<br>Listening<br>Discussion<br>Visuals   | Statistics         | Chemistry      |
| Literature   | Calculus           | Physics        |
| Other  | Trigonometry       | Other          |
|  | Other              |                |

|                               | <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 constant, 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**