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Grade Span			ICLE Application Model			
K-4	5-8	9-12 XX	A	B	C XX	D

Instructional Focus:

Language Arts Integration Students synthesize individual language arts skills
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

Performance Task

<p>Because of the high price of gasoline and environmental concerns, there have been various proposals in town for new transportation systems. Students assume the role of advisers to the mayor and are charged with researching the issue and presenting a written set of recommendations. Students work in groups with each group assigned to investigate a different alternative, which may include the addition or expansion of city buses, a subway system, a monorail, and bicycle paths, and ways the city can encourage carpooling.</p> <p>Their recommendations should be based on their investigations into the following areas:</p> <ul style="list-style-type: none"> • Where would these alternative systems run? • Who might use them? • Which systems do the people in town favor or oppose? Who specifically supports which option? • How well would these systems address the original problems, the high cost of gasoline and environmental impact? • What other cities in the state, country, and world have these types of systems? • What are the overall benefits and drawbacks of each alternative? <p>Students should use a variety of sources in their research, including books, newspapers, magazines, the Internet, and interviews. In addition to the written recommendations, each student should keep a research log, noting the source consulted, the type of media, its content, and the possible use of the information.</p> <p>A possible second step is for the class to evaluate and choose one of the proposals to submit to an appropriate real audience such as a City Council or the Op-Ed pages of the local paper.</p>
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ICLE Essential Skills

Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)
Identify, collect and/or select pertinent information while reading. (ela 5)
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 24)
Summarize, synthesize and organize information while reading. (ela 24)
Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
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. (ela 27)
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)

Scoring Guide:

	Excellent	Satisfactory	Unsatisfactory
Research (40 points)	28-40 points Research logs are complete and reflect a variety of source types, an understanding of the content and its relevance to the question, a focused search for information, and a clear train of research (e.g., one source leading to others). They also reflect an appreciation of the more subtle points of research, such as potential bias in the sources and an understanding of what questions still must be answered.	14-27 points Research logs are fairly complete and reflect a variety of source types, an understanding of the content and its relevance to the question, a focused search for information, and an evolving train of research (e.g., one source leading to others). At the same time, a few key questions may be unanswered, logical sources may not be listed, or the train of research may appear occasionally random.	0-13 points Research logs are incomplete, contain clear omissions in source types and questions investigated, and show lack of understanding of the relevance of the information to the question.
Teamwork: Individual as part of team (10 points)	7-10 points Student fulfills research and writing tasks assigned and looks for additional ways to help other members or group as a whole. Is not necessarily a group leader, but plays constructive role in group discussions.	4-6 points Student fulfills research and writing tasks assigned, but could do more to help others in group. May be active in group discussions, but may not be focused on group's mission.	0-3 points Contributes little to group discussions or serves as distracting or destructive influence on group discussions; relies heavily on others to do their work for them
Teamwork: Team as a whole (10 points)	7-10 points Develops fair distribution of work, taking into consideration the interests and abilities of members; maintains focus; is able to resolve conflicts	4-6 points Develops fair distribution of work; maintains general focus; recognizes need for harmony but may not be able to maintain it consistently	0-3 points Work unevenly or unfairly distributed; some student views are suppressed while others dominate; shows lack of harmony or inability to cooperate or communicate
Report: Individual contribution (15 points)	11-15 points Incorporates and identifies various sources; presents key points clearly; is logically organized; obeys standard rules and conventions of written English. Successfully attempts to synthesize information and relate it to the original question.	6-10 points Incorporates and identifies various sources; presents key points clearly; is logically organized; obeys standard rules and conventions of written English. May leave a few key questions unaddressed and may suffer from occasional lapses of logic, style or focus. Information may be complete, but may show lack of analysis and synthesis.	0-5 points Lacks effort or quality in several of the following areas: organization, sources consulted, grammar, spelling, logic, and analysis.
Report: Team effort (25 points)	17-25 points Sections complete; reflects obvious and successful effort (either before or after individual pieces were written) to ensure consistency of style and language; contains summary	9-16 points Sections complete; different pieces do not contradict each other; recognizes need to make various pieces consistent in style of presentation and language but may not succeed fully	0-8 points Different pieces simply put together with little effort to make them consistent.

Keywords

English Language Arts	Mathematics	Science
Reading: research, technology	Algebra	Earth Science
Writing: proposal, persuasion	Geometry	Life Science
Communications	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	