

Coventry High School

Applied Learning Task: Teacher Facing Prompt



Department: Math

Title: **Vacation Adventures**

Designers: Malinow, Becker, Rocchio

Grade Level: 11 Course Number(s): 320, 321, 322

VoG Stems: CT1, CT2

I. **Curriculum Unit and Essential Question:** (Provide a statement of the essence of this assessment: What unit is assessed? What essential question is addressed?)

Unit: - M9 Rational Functions

Essential Question: What do I need to consider when planning a trip by car?

II. **Timing and Pacing:** (Where and when in the unit will this assessment be placed?)

This ALT will be placed following our unit on rational functions - Q3.

III. **Standards Assessed**

Note: The fewer the standards/objectives, the more focused the instrument and resulting data

Common Core Standards (Provide name, number, and brief descriptor.)

CCSS.MATH.CONTENT.HSA.CED.A.1

Create equations and inequalities in one variable and use them to solve problems.

Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

CCSS.MATH.CONTENT.HSA.REI.A.2

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

IV. **CHS Vision of the Graduate Alignment:** (Please connect at least one Vision of the Graduate [Rubric](#) indicator and describe how students will meet the criteria)

Vision of the Graduate Standards (Provide the specific VOG stem reference)

CT1 - Identify problems and explore solutions

CT2 - Analyze outcomes and reflect on results

V. **Context** (Where in the learning “continuum” does the task occur? How will you get students excited about the task?)

Using rates and rational equations, students will plan a road trip to their chosen destination outside of Rhode Island.

VI. **Hook** (How will you hook and engage students' interest and enthusiasm through thought-provoking experiences throughout the task?)UbD

Discussion

If you could travel anywhere in the world (by car) where would you go and why?

VII. **Supporting Question(s)** (Questions that contribute knowledge and insights into the applied learning task and help to scaffold the essential question)IDM

- ☐ How can I determine the cost of a trip?
- ☐ How many miles, how fast, and/or how long will it be to drive to X?
- ☐ What are other factors to consider when you travel on a road trip?

VIII. **Featured Resources** (generate students' curiosity and interest in the topic, build students' content knowledge, and help students construct and support their arguments related to an essential question) IDM ([Develop student facing prompt in this section which includes student choice.](#))

[A2 - Vacation Adventures Student Prompt](#)
[A2 - Vacation Adventures CPS Student Prompt](#)
[A2 - Vacation Adventures CLA Student Prompt](#)

IX. **Reflection/Feedback/Revision Components** (Describe specifically how the students will reflect on how this work connects to the VOG)

After completing the different parts of the project students will have to complete a self check with the scoring rubric, a peer share for their progress, and self score for the VoG Rubric.

Part 1: Self Check with Scoring Rubric

Part 2: Self Check with Scoring Rubric & Peer Share

Part 4: Overall Reflection of the project and Self Check with the VoG Rubric

X. **Presentation** (consider [audience](#))

The Student Facing Prompt will serve as the students' presentation of their information and their thinking as they progressed through their road trip. Their reflection in Part 4 will serve two fold, as their culmination of what their findings were as well as what things they have learned with respect to an actual road trip. In addition the reflection in Part 4 will have students analyze

how realistic their findings may or may not be.

XI. **Product** (review the [CREaTe](#) framework to examine product authenticity and higher order thinking)

Students will build their own trip and analyze their situation in the context of the math content.

Applied Learning Task

Taking Informed Action

Understand: Students will choose a destination in the continental United States that they would like to go on a road trip and research mileage and estimated driving time to that destination. Students will gauge the real life aspects of road trips and different scenarios on their overall time spent.

Assess: Students will use their knowledge of rational functions in order to calculate times for the real life scenarios presented on their road trip.

Action: Students will research mileage and estimated times that different map apps project to be for their chosen destination from Rhode Island. Students will enter into multiple scenarios to see how much additional time these scenarios tack onto their road trip. Students' final products will include analysis of these scenarios on their original information.

Coventry High School Applied Learning Task Rubric

Not Yet What's Missing?	Meets Criteria <i>Color this box green if you have met the standard.</i>	Quality Task How did it go beyond?
	The task connects to curriculum and standards taught within the course.	Common Core: HS Algebra - Creating Equations HS Algebra - Reasoning with Equations & Inequalities
	The task connects to at least one part of the Vision of the Graduate . ☐ reflective learner ☐ critical thinking ☐ effective communicator ☐ responsible individual ☐ global citizen	Critical Thinking
	The task requires students to	Road trip in the continental United States

	apply content and skills to an authentic real world task/ topic .	
	The task requires higher order thinking skills and creativity.	Students use all aspects of this visual in the project.
	Students have choice in the topic, process, plan, or final product.	Choice in the destination and the route that they will travel to get to the destination.
	Students have the opportunity to reflect and revise the task.	After each part of the project there is either a self check against the scoring rubric, peer share, or overall reflection on the project.
	Students present the task to an audience .	Students present their task / student prompt to their peers and their teacher.

Student Facing Prompt

[A2 - Vacation Adventures Student Prompt](#)

[A2 - Vacation Adventures CPS Student Prompt](#)

Reflecting on Current ALT

Think about the task in its current iteration.

1. Introduction to the ALT
2. Student prompt
3. Rubric

Come to consensus to complete the rubric.

1. Explain why it falls into 'Not Yet' or 'Quality Task' Columns.
2. If it meets the criteria, shade the box a different color.

Links to documents: