

Field Trip Permission Form

NELSON COUNTY BOARD OF EDUCATION

General Information:

Teacher Name Susan Locke School NEW HAVEN
 Grade/Subject 8th Funding Source 8th GRADE FUNDS
 Destination & Address HOLIDAY WORLD Date of Trip 18 MAY 13
SATURDAY

Academic Information:

Core Content +/- or Exiting Criteria Covered Science - Human interactions with the environment

Academic Objective of Trip Students will be able to explain how human interactions have an unintended impact with the environment.

Academic Pre-Trip Activities (Please attach plan.) Students will read and analyze an article about human impact from Smithsonian Magazine.

Academic Post-Trip Activities (Please attach plan.) Students write a letter to Holiday World proposing and change that they can make to lessen their impact on the environment.

Evaluation Procedures Evaluation procedures will be summative based on the final draft of the proposal letter.

Transportation:

Number of Buses Needed 1 Time Leaving 8:00 A.M. Time Returning 9:00 P.M.
 Number of Students 60 Number of Adults 6 Compartments Needed _____

(CENTRAL OFFICE USE ONLY)

Date Called for Buses _____ Driver(s) Assigned _____

Itemized Cost: Bus Drivers \$ _____ Mileage \$ _____ Cost per Child \$ _____

Signatures:

Susan Locke
 Teacher

Principal

Stephanie Kromb
 Superintendent/Director of Transportation

5.1.13
 Date

Date

Date

Review/Revised:

**SUBSCRIBE
NOW AND SAVE!**



Smithsonian
SUBSCRIBE NOW

Air & Space
magazine | goSmithsonian
Visitors Guide

Search...

Subscribe History & Archaeology Science Ideas & Innovations Arts & Culture Travel & Food At the Smithsonian
Archaeology U.S. History World History Today in History Document Deep Dives The Jetsons National Treasures

HISTORY & ARCHAEOLOGY

Air Pollution Has Been a Problem Since the Days of Ancient Rome

By testing ice cores in Greenland, scientists can look back at environmental data from millennia past

Like 142 | Tweet 80 | REDDIT | DIGG | STUMBLE | EMAIL |

By Joseph Stromberg

Illustration by Kim Rosen

Smithsonian magazine, February 2013, **Subscribe**

[View Full Image »](#)



Methane gas has impacted our atmosphere since the Romans. (Illustration by Kim Rosen)

Before the Industrial Revolution, our planet's atmosphere was still untainted by human-made pollutants. At least, that's what scientists thought until recently, when bubbles trapped in Greenland's ice revealed that we began emitting greenhouse gases at least 2,000 years ago.

More from Smithsonian.com

- A Massive Field Of Frozen Greenhouse Gas Is Thawing Out

Holiday World

Follow – Up Writing Assessment

Situation: Recently, our class visited Holiday World. In addition, we have been studying human interactions with the environment. Use your prior knowledge from Science class and observations that you made on our recent trip to respond to the prompt.

Task: Write a letter to the Board of Directors at Holiday World that proposes at least one way that their theme park could potentially lessen their impact on the environment.

Scoring Criteria: Your writing will be scored using Kentucky's On-Demand Writing Rubric.

Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.

2 Points:

Writers at this score point level display developing writing skill, resulting in less effective communication.

- The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.
- The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.
- The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.
- The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

1 Point:

Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

- The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.
- The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.
- The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.
- The writer's tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.