

DOCUMENT RESUME

ED 457 066

SO 031 568

AUTHOR Arenas, Michael
TITLE Land Use Competition. Grade 12 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
INSTITUTION San Bernardino County Superintendent of Schools, CA.
PUB DATE 1999-00-00
NOTE 9p.
AVAILABLE FROM Schools of California Online Resources for Education, San Bernardino County Superintendent of Schools, 601 North East Street, San Bernardino, CA 92410-3093. E-mail: webmaster@score.rims.k12.ca.us; Web site: <http://score.rims.k12.ca.us>.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Standards; Community Benefits; *Community Planning; *Economics; Grade 12; High Schools; Interdisciplinary Approach; *Land Use; *Simulation; Social Studies; *Teamwork
IDENTIFIERS *Business Plans

ABSTRACT

The California city of Rancho Cucamonga has been given the task of developing a 4-square-mile area into a productive venture. There is already freeway access and a cargo railroad line, but sewer lines and various other services must be added. This lesson plan stipulates that student teams, each representing a specific interest in the business community, present plans that will benefit the community with the least amount of danger. Students are provided with background information, detailed instructions, and online resources. The teacher's notes describe the unit, explain the application of history/social science standards, and provide an evaluation rubric. (BT)

ED 457 066



**Schools of California
Online Resources for
Education (SCORE):
Connecting California's
Classrooms to the
World**

Land Use Competition

12th Grade Lesson by Michael Arenas

**SCORE
San Bernardino County Superintendent of Schools
601 North E. Street
San Bernardino, CA 92410-3093**

http://score.rims.k12.ca.us/activity/land_competition/

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

Margaret Hill

1999

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

BEST COPY AVAILABLE



Land Use Competition



The city of Rancho Cucamonga has been given the task of developing a 4 square mile area into a productive venture. The area in question is located between Rochester and the 15 freeway, bordered on the south by Highland. There is freeway access and an active railroad line (cargo only). Sewer lines and various other services must be added. Your plan should be able to cover the cost of these additions, and you must convince the community and the planning commission why you represent the best use for the area. A lender must be found that will allow you maximum flexibility and sufficient funds. Your time frame to submit a plan is 10 days.

The Task
Conclusion

The Process
Teacher Notes

Presentation
Resources

Evaluation
Evaluation Rubric

THE TASK

You will be representing a specific interest in the business community. You are being asked to present a plan that will benefit the community and will present the least amount of danger to the community. You must understand that you represent a special interest and, as such, you must convince the city fathers that your venture is in the best interest of the community as a whole.

You must:

- A. Present an overall schematic of the physical appearance of your submitted project.
- B. You must show the impact of your project, positive and negative, on the following:

Short Term

- a) environmental
- b) fiscal impact to the city budget
- c) other expenses to community groups
- d) employment/jobs
- e) traffic (auto and foot)

Long term

- a) all of the above plus:
 - I) Expansion
 - II) Public transportation
 - III) Housing

THE PROCESS

You are a member of one of these land use groups: industry, recreation, business, or housing. Each is defined below:

1. Industry: Any type of industry that involves production, employment, resource use, disposal, sale, distribution, profit, possible unionization, competition, and investment.

2. Recreation: Must include indoor facilities, outdoor facilities, drainage, sanitation, maintenance, employment, and means of financial support.
3. Business: This could be a shopping center which would include commercial enterprise, entertainment, restaurants, small scale recreation facilities, and security. Must consider parking, sanitation, disposal, traffic control, delivery, lighting, and pest control.
4. Housing: A planned community which would include single family housing, apartments, park, sewers, proper drainage, security lighting, access to public utilities, and could include an educational facility, bridle path, bike path, walking trail, and restrictive zoning to avoid over building.

PRESENTATION

Each committee will present its venture to a neutral board. All proposals will have the following:

1. Any number of visual aids such as overheads, charts, diagrams, or models
2. Notes supporting the proposed project.
3. Notes on the negative side of the project and how you plan to attack them.
4. A spokesperson for the group.
5. Handouts.

The committee will present material based on topics listed on the Task page.

EVALUATION

Each "team" will be evaluated on content, organization, full group participation, amount of research, and use of technology evaluation rubric which is attached.

CONCLUSION

The basic conclusion will be made by the neutral board based on the project seen as the most beneficial to its community. Your credit will be based on the content of the presentation rather than whether or not your project is selected.

Evaluation Rubric

Group Name _____

Students' Names _____

Visual aide _____

Scoring
1-6
1 being poor, 6 being excellent

	1	2	3	4	5	6
Organization						
General presentation						
Following basic guidelines						
Charts						
Overheads						
Model						
Feasibility						
Overall						

Comments _____

RESOURCES

Community, trade and economic development
www.cted.wa.gov

Washington State Department of Licensing
www.wa.gov

Sprawl watch clearinghouse
www.sprawlwatch.org

The spatial analysis, urban planning and transport research group
www.cf.ac.uk

TEACHER NOTES

This project should take no more than 10 periods at school and five hours out of class to prepare.

Suggested Timeline:

Class Time: Use computer lab to research and to word process presentations, charts, and graphs. Non labtime can be used to brainstorm and fine tune presentation.

Out of Class Time: Library research, phone interviews and research methods may be used at this time.

Day 11-12

Each team will have a half class period its present their proposal. Teacher will supply each group with whatever is needed (within reason) for presentations. The neutral board made up of other teachers, community members or students from other classes will select the most effective project and present a decision.

History Social Standards Science: Grade 12

Principles of Economics

12.1 Students understand common economic terms and concepts and economic reasoning, in terms of:

1. the casual relationship between scarcity and the need for choices
2. opportunity cost and marginal benefit and marginal cost
4. the role of private property as an incentive in conserving and improving scarce resources

Principles of American Democracy

12.7 Students analyze and compare the powers and procedures of national, state, tribal, and local governments, in terms of:

1. how conflicts between levels of government and branches of government are resolved
2. the major responsibilities and sources of revenue for state and local governments
5. how public policy is formed, including the setting of the public agenda and how it

is carried out through regulations and executive orders

6. the process of lawmaking at each of the three levels of government, including the role of lobbying and the media



REPRODUCTION RELEASE

(Blanket)

I. DOCUMENT IDENTIFICATION (Class of Documents):

All Publications: Schools of California Online Resources for Education (SCORE) History/Social Studies Lesson Plans	
Series (Identify Series):	
Division/Department Publications (Specify):	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2A documents

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample _____

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 1

Level 2A

Level 2B



Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Margaret A Hill	Printed Name/Position/Title: Margaret Hill, Ph.D.	
Organization/Address: Director, SCORE H/SS San Bernardino County Superintendent of Schools 601 North E. Street, San Bernardino, CA 92410 3093	Telephone: 909-387-4604	FAX:
	E-mail Address: peg_hill@sbpcss.k12.ca.us	Date:



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: <p style="text-align: center;">ERIC/CHESS 2805 E. Tenth Street, #120 Bloomington, IN 47408 Attn: Lisa Barnes</p>
--

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2nd Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: ericfac@inet.ed.gov

WWW: <http://ericfac.piccard.csc.com>