



Gold Seal Lesson

Author(s): Marsha Kucker			Lesson Title: Island Living – Who Should We Invite?			
Grade Span			ICLE Application Model			
K-4	5-8 XX	9-12	A	B	C XX	D

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.

Performance Task

1. Draw a map of an island showing different kinds of physical features. The map might be on the board, on overhead transparency, or duplicated for each student.
2. Divide the class into groups of 4 or 5 and have them list activities/work needed to colonize the island. What occupations would have those skills and who should be invited to come to the island?
3. Each group may have different answers and should explain their decisions to the entire class. There are no right or wrong answers. Have the class discuss each group's report.
4. Each student writes an individual report that addresses the questions: What caused the difference in answers and opinions? Were there personal beliefs and attitudes that influenced their decisions about what was important and needed to colonize the island?

ICLE Essential Skills

Follow oral or written directions. (ela 4)

Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience. (ela 10)

Present information in well-organized fashion that will be clear to the target audience. (ela 11)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)

Use writing as a way of expressing personal creativity. (ela 31)

Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, journals and portfolios. (ela 40)

Understand and use a variety of organizational formats such as compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important. (ela 50)

Gather information such as data, facts, ideas, concepts, and generalizations from oral sources. (ela 51)

Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela 59)

Scoring Guide:

See attachment: Island Living Who Should We Invite Scoring Rubric Chart

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing Paraphrasing Spelling Organization Note taking	Geometry	Life Science
Communications Discussion Visuals Listening	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

Chart
SCORING RUBRIC

3	BEYOND	<p>Analyzed and readily understood the task.</p> <p>Developed an efficient and workable strategy.</p> <p>Showed explicit evidence of carrying out the strategy.</p> <p>Synthesized and generalized the conclusion.</p>
2	AT LEVEL	<p>Understood the task.</p> <p>Developed a workable strategy.</p> <p>Inferred (some evidence) but not always clear.</p> <p>Connected and applied the conclusion.</p>
1	NOT YET AT	<p>Partially understood the task.</p> <p>Appropriate strategy some of the time.</p> <p>Possible evidence of a plan – not clear.</p> <p>Partial connection of conclusion.</p>
0		<p>Totally misunderstood.</p> <p>Inappropriate, unworkable strategy.</p> <p>No evidence of carrying out a plan.</p> <p>No connections of conclusion.</p> <p>Blank.</p>