



**International Center  
for Leadership  
in Education**



**Gold Seal:**

Copernicus Education Gateway

<b>Author(s):</b> Marsha Kucker			<b>Lesson Title:</b> What if...			
<b>Grade Span</b>			<b>ICLE Application Model</b>			
<b>K-4</b> <b>XX</b>	<b>5-8</b>	<b>9-12</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b> <b>XX</b>

**Instructional Focus:**

Writing – Students write for a variety of purposes and audiences with sophistication and complexity 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. Discuss with the students what it would be like if there were no doctors. Who might do their job? Who would be affected? How would things change? Write a story with the title “What if There Were No \_\_\_\_\_.” Fill in the blank with the job title that you would like to write about and write how people would be affected if there was no one to do that job.
2. Based on the activity, the students will individually present what they came up with from doing the exercise. Their answers should be relevant to the questions.

**ICLE Essential Skills**

- Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
- 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)
- Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)
- Use writing as a way of expressing personal creativity. (ela 31)
- 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)
- Use expository writing skills in subjects other than English language arts. (ela 58)
- 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: What If Scoring Rubric Chart

**Keywords**

<b>English Language Arts</b>	<b>Mathematics</b>	<b>Science</b>
<b>Reading</b>	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing</b> <b>Careers</b> <b>Creative Writing</b> <b>Grammar</b> <b>Word Processing</b> <b>Vocabulary</b>	<b>Geometry</b>	<b>Life Science</b>
<b>Communications</b> <b>Discussion</b> <b>Listening</b> <b>Oral Presentation</b>	<b>Statistics</b>	<b>Chemistry</b>
<b>Literature</b>	<b>Calculus</b>	<b>Physics</b>
<b>Other</b>	<b>Trigonometry</b>	<b>Other</b>
	<b>Other</b>	

Chart

Scoring Rubric

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Topic</b>	Totally Unrelated	Remotely Related	Somewhat Relevant	Directly Relevant	
<b>Organization</b>	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
<b>Quality of Information</b>	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	Supporting details specific to subject	
<b>Grammar &amp; Spelling</b>	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
<b>Interest Level</b>	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
<b>Neatness</b>	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
<b>Timeliness</b>	Report handed in more than one week late	Up to one week late	Up to two days late	Report handed in on time	

**TOTAL**