



**International Center  
for Leadership  
in Education**



## Gold Seal Lesson:

Copernicus Education Gateway

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<b>Grade Span</b>			<b>ICLE Application Model</b>			
K-4	5-8 XX	9-12	A	B	C	D XX

### Instructional Focus:

Language Arts Integration—Students synthesize individual language arts skills
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
Reading—Students read a variety of grade level materials, applying strategies appropriate to various situations

### Performance Task

The class will prepare a proposal to the International Olympic Committee on behalf of their town to host either the Summer or Winter Olympics. The proposal will involve both written and oral presentations. The class will be divided into groups, with each group addressing one of the following topics:

Facilities—What athletic facilities and accommodations does the town have and what will have to be constructed?

Transportation—How will people get to the town and move around within it?

Local attractions—What makes the town unique and what would make it interesting to visitors in addition to the athletic events?

Local support—How can various groups in the community assist in such a large-scale international event?

What the town symbolizes—Examples might include cross-cultural harmony, looking toward the future, a rich athletic history, etc.

Students should use a variety of sources in their research, including books, newspapers, magazines, the Internet, and interviews. In addition to the written recommendations, each student should keep a research log, noting the source consulted, the type of media, its content, and the possible use of the information.

Each group will be responsible for a written critique of another group's written report. The oral presentations will be made to the class as a whole and will be critiqued by the students in the audience.

In researching their topic, students should be guided to research the following:

- Basic data on the Olympic games, including number and type of events, number of athletes and spectators
- Recent Olympic Games, including size and setting of host cities and what they are remembered for
- Local resources, such as athletic facilities, accommodations, transportation systems, community groups, and resources for non-English speakers
- Town history

Students should be encouraged to use a variety of media in their oral presentations

## ICLE Essential Skills

Present information in well-organized fashion that will be clear to the target audience. (ela 11)
Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative. (ela 12)
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)
Identify, collect and/or select pertinent information while reading. (ela 5)
Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report. (ela 3)
Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20)
Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1)
Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques. (ela 22)
Understand and use graphs, charts, and visuals to enhance informational writing and oral presentations. (ela 29)

### Scoring Guide:

	Excellent	Satisfactory	Unsatisfactory
Research (20 points)	14-20 points Research logs are complete and reflect a variety of source types, an understanding of the content and its relevance to the question, a focused search for information, and a clear train of research (e.g., one source leading to others). They also reflect an appreciation of the more subtle points of research, such as potential bias in the sources and an understanding of what questions still must be answered.	7-13 points Research logs are fairly complete and reflect a variety of source types, an understanding of the content and its relevance to the question, a focused search for information, and an evolving train of research (e.g., one source leading to others). At the same time, a few key questions may be unanswered, logical sources may not be listed, or the train of research may appear occasionally random.	0-6 points Research logs are incomplete, contain clear omissions in source types and questions investigated, and show lack of understanding of the relevance of the information to the question.
Teamwork: Individual as part of team (10 points)	7-10 points Student fulfills tasks assigned and looks for additional ways to help other members or group as a whole. Is not necessarily a group leader, but plays constructive role in group discussions.	4-6 points Student fulfills tasks assigned, but could do more to help others in group. May be active in group discussions, but may not be focused on group's mission.	0-3 points Contributes little to group discussions or serves as distracting or destructive influence on group discussions; relies heavily on others to do their work for them
Teamwork: Team as a whole (teamwork, oral and written presentation, critique—all group members receive same grade) (30 points)	21-30 points Develops fair distribution of work, taking into consideration the interests and abilities of members; maintains focus; is able to resolve conflicts. Written and oral reports organizationally sound and complete; reflect obvious and successful effort (either before or after individual pieces were written) to ensure consistency of style and language.	11-20 points Develops fair distribution of work; maintains general focus; recognizes need for harmony but may not be able to maintain it consistently. Written and oral reports organizationally sound and complete; recognize need to make various pieces consistent in style of presentation and language but may not succeed fully.	0-10 points Work unevenly or unfairly distributed; some student views are suppressed while others dominate; shows lack of harmony or inability to cooperate or communicate. Written and oral reports are simply collection of pieces with little effort to make them consistent.
Written report (individual contribution) (20 points)	14-20 points Incorporates and identifies various sources; presents key points clearly; is logically organized; obeys standard	7-13 points Incorporates and identifies various sources; presents key points clearly; is logically organized; obeys standard rules	0-6 points Lacks effort or quality in several of the following areas: organization, sources consulted, grammar, spelling, logic, and

	rules and conventions of written English. Successfully attempts to synthesize information and relate it to the original question.	and conventions of written English. May leave a few key questions unaddressed and may suffer from occasional lapses of logic, style or focus. Information may be complete, but may show lack of analysis and synthesis.	analysis.
Oral presentation (individual contribution) (20 points)	14-20 points Meets the following criteria: speaks clearly and at appropriate pace; uses appropriate language; identifies introduction, main and supporting points, conclusion, and transitions with appropriate verbal and visual cues; uses A/V devices appropriately.	7-13 points Generally meets the following criteria with occasional difficulty in only a few areas: speaks clearly and at appropriate pace; uses appropriate language; identifies introduction, main and supporting points, conclusion, and transitions with appropriate verbal and visual cues; uses A/V devices appropriately.	0-6 points Fails to meet several or many of the following criteria: speaks clearly and at appropriate pace; uses appropriate language; identifies introduction, main and supporting points, conclusion, and transitions with appropriate verbal and visual cues; uses A/V devices appropriately.

### Keywords

English Language Arts	Mathematics	Science
<b>Reading:</b> research	<b>Algebra</b>	<b>Earth Science</b>
<b>Writing:</b> peer review, persuasion, proposal	<b>Geometry</b>	<b>Life Science</b>
<b>Communications:</b> audience, oral presentation, visuals	<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>	