

GOING FOR THE GOLD!

NAME _____ CLASS **6th**

PLACE A NEXT TO EACH COMPLETED ASSIGNMENT. PUT ALL ASSIGNMENTS IN ORDER BEFORE TURNING IN.

GRADE/COMPLETED/ASSIGNMENT

INTRODUCTORY ACTIVITIES:

- _____ KWL: SUMMER OLYMPIC GAMES
- _____ NOTES PAGE: OLYMPIC EVENT _____
- _____ WORD SEARCH: SUMMER OLYMPICS
- _____ CROSSWORD: OLYMPICS

READING ACTIVITIES: *INDEPENDENT NOVEL STUDY (ONE PER WEEK)

- _____ CYBER HUNT: BEIJING SUMMER OLYMPICS
- X 3 GROUP MEMBERS: _____

- _____ READING: THE OLYMPIC GAMES THEN AND NOW
- _____ ACTIVITY: SPORTS CATEGORIES
- _____ NOTES PAGE: THE BIRTH OF OLYMPISM & LEARNING FROM THE PAST
- _____ CHART: ANCIENT OLYMPICS VS. MODERN GAMES



WRITING ACTIVITIES: NARRATIVE – FINAL DRAFT MUST BE TYPED OR WRITTEN IN BLACK INK (400 WORDS)

WRITING SITUATION OLYMPIC ATHLETES SPEND YEARS TRAINING FOR COMPETITION. SOME ATHLETES KNOW AT A YOUNG AGE THEY WISH TO COMPETE IN THE OLYMPICS.

DIRECTIONS FOR WRITING

THINK ABOUT AN OLYMPIC SPORT YOU ENJOY OR ARE SKILLED AT PLAYING, WRITE AN ESSAY EXPLAINING IN WHICH OLYMPIC EVENT YOU WOULD COMPETE. BE SURE TO INCLUDE SPECIFIC DETAILS REGARDING THE SKILLS NECESSARY AND SUPPORT FOR YOUR CHOICE. DESCRIBE WHAT YOUR OLYMPIC EXPERIENCE WOULD BE. HOW WOULD YOU PERFORM?

- _____ BRAINSTORM: "AS AN OLYMPIAN ..."
- _____ ROUGH DRAFT: "AS AN OLYMPIAN ..."
- _____ PEER-EDITING CHECKLIST: "AS AN OLYMPIAN ..."
- _____ FINAL DRAFT: "AS AN OLYMPIAN ..."

X 3

PERFORMANCE TASK: COMPLETE 2 CHOICES FROM ASSESSMENT GRID (SEE REVERSE SIDE)

X 5

CHOICE # 1 _____

CHOICE # 2 _____

AVERAGE

DUE: _____

CHECKOUT UNIT CHECKLISTS & ASSIGNMENTS ON THE WEB:

www.geocities.com/MS_HALL_BMS

GOING FOR THE GOLD! ASSESSMENT CHOICES:

ASSESSMENT GRID		
<p>1. Create a PowerPoint about the history of the ancient and modern Olympic movements.</p> <p>10 slides _____/25 Images _____/25 Accurate Info _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>	<p>2. Create a Response Paper emphasizing your opinion related to one of the controversies we read about during the Olympic study.</p> <p>300 Words _____/25 Accurate Info _____/25 Persuasive Techniques _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>	<p>3. Research and write an Illustrated Biography about an athlete competing in the Beijing Olympics.</p> <p>300 Words _____/25 Pictures/Images _____/25 Accurate Info _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>
<p>4. Create a Brochure highlighting the history and current status of an Olympic event. Be sure to include popularity and athletes known for success in the sport.</p> <p>300 Words _____/25 Pictures/Images _____/25 Accurate Info _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>	<p>5. Create a Newspaper including history, athletes and results of the event you researched and tracked during the Beijing Olympics.</p> <p>History _____/25 Current Results _____/25 Accurate Info _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>	<p>6. Draw a Comic Strip with 4 panels depicting the results of the event you researched and tracked.</p> <p>4 Panels/Neatness _____/25 Appropriate Dialogue _____/25 Accurate Info _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>
<p>7. Create a Scrapbook of articles about the Beijing Olympics. Write a 3 paragraph summary for each.</p> <p>4 Olympic Articles _____/25 4 Article Summaries _____/25 Pictures/Images _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>	<p>8. Design a Poster advertising for the Beijing Summer Olympics. Be sure to include correct dates and event information.</p> <p>6 Accurate Facts _____/25 Includes a Diagram _____/25 Images/Pictures _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>	<p>9. Create Jeopardy Questions about the ancient and modern Olympics. Write your questions and answers on index cards (or use PP template).</p> <p>15 Questions _____/25 3 Categories _____/25 Accurate Info _____/25 Conventions _____/25</p> <p style="text-align: right;">Score = _____/100</p>

You must **complete (2)**:

I chose activities # _____, # _____.

RUBRICS:

ESSAY:

CATEGORY	25	20	15	10
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Organization	Information is very organized with well-constructed paragraphs.	Information is organized with paragraphs.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.

NEWSPAPER/BROCHURE:

CATEGORY	25	20	15	10
Who, What, When, Where & How	All articles adequately address the 5 W's (who, what, when, where, & why).	90-99% of the articles adequately address the 5 W's.	75-89% of the articles adequately address the 5 W's.	Less than 75% of the articles adequately address the 5 W's.
Spelling and Proofreading	No spelling or grammar errors.	No more than a couple of spelling or grammar errors.	No more than 3 spelling or grammar errors.	Several spelling or grammar errors remain in the final copy of the newspaper.
Knowledge Gained	Student can accurately answer all questions related to stories in the newspaper.	Student can accurately answer most questions related to stories in the newspaper.	Student can accurately answer some most questions related to stories in the newspaper.	Student appears to have little knowledge about the facts.
Creativity	Student put a lot of thought into making the project interesting.	Student put a fair amount of thought into making the project interesting.	Student put some thought into making the project interesting.	Little thought was put into making the project interesting.

COMIC STRIP/SCRAPBOOK:

CATEGORY	25	20	15	10
Knowledge Gained	Student could easily and correctly state 5 or more facts about the topic used for the project.	Student could easily and correctly state 3-4 facts about the topic used for the project.	Students could easily and correctly state 1-2 facts about the topic used for the comic strip.	Students could NOT correctly state facts about the topic used for the comic strip/game without looking at the game.
Accuracy of Content	All information cards made for the game are correct.	All but one of the information cards made for the game are correct.	All but two of the information cards made for the game are correct.	Several information cards made for the game are not accurate.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Creativity	The group put a lot of thought into making the game interesting and fun to play as shown by creative questions, game pieces and/or game board.	The group put some thought into making the game interesting and fun to play by using textures, fancy writing, and/or interesting characters.	The group tried to make the game interesting and fun, but some of the things made it harder to understand/enjoy the game.	Little thought was put into making the game interesting or fun

POWER POINT/LEOPARDY:

CATEGORY	20	15	10	5
Required Elements	The Power Point includes all required elements as well as additional information.	All required elements are included in the Power Point.	All but 1 of the required element is included in the Power Point.	Several required elements were missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the Power Point.	Student can accurately answer most questions related to facts in the Power Point.	Student can accurately answer about 75% of questions related to facts in the Power Point.	Student appears to have insufficient knowledge about the facts used in the Power Point.
Content - Accuracy	At least 15 accurate facts are incorporated in the Power Point.	12-14 accurate facts are incorporated in the Power Point.	10-11 accurate facts are incorporated in the Power Point.	Less than 10 accurate facts are incorporated in the Power Point.
Mechanics	Capitalization and punctuation are correct throughout the Power Point.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Grammar	There are no grammatical mistakes in the Power Point.	There is 1 grammatical mistake in the Power Point.	There are 2 grammatical mistakes in the Power Point.	There are more than 2 grammatical mistakes.

POSTER:

CATEGORY	20	15	10	5
Content/Facts	Facts were accurate for all events reported on the poster.	Facts were accurate for almost all events reported on the poster.	Facts were accurate for most (~75%) of the events reported on the poster.	Facts were often inaccurate for events reported on the poster.
Dates	An accurate, complete dates has been included for poster	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate and/or missing for several events.
Learning of Content	The student can accurately describe 75% (or more) of the events on the poster without referring to it.	The student can accurately describe 50% of the events on the poster without referring to it.	The student can describe any event on the poster if allowed to refer to it.	The student cannot use the poster effectively to describe events .
Readability	The overall appearance of the poster is pleasing and easy to read.	The overall appearance of the poster is somewhat pleasing and easy to read.	The poster is relatively readable.	The poster is difficult to read.
Resources	The poster contained at least 8-10 events related to the topic being studied.	The timeline contained at least 6-7 events related to the topic being studied.	The timeline contained at least 5 events related to the topic being studied.	The timeline contained fewer than 5 events.

PAPER

CATEGORY	20	15	10	5
Content: Focus	Maintains focus on topic/subject throughout response.	May exhibit minor lapses in focus on topic/subject.	May lose or may exhibit major lapses in focus on topic/subject.	May fail to establish focus on topic/subject.
Content: Organization	Organizational structure establishes relationship between/among ideas/events.	Organizational structure establishes relationships between ideas/events, although minor lapses may be present.	Organizational structure establishes some relationship between/among some of the ideas/events. The structure is minimally complete.	Organizational structure does not establish connection between/among ideas/events. The overall structure is incomplete or confusing.
Content: Support	Support information is related to and supportive of the topic/subject.	Support information has minor weaknesses in relatedness to and/or support of the topic/subject.	Support information has major weaknesses in relatedness to and/or support of the topic/subject.	An attempt has been made to add support information, but it was unrelated or confusing.
Content: Style – Vocabulary	Exhibits skillful use of vocabulary that is precise and purposeful.	Exhibits reasonable use of vocabulary that is precise and purposeful.	Exhibits minimal use of vocabulary that is precise and purposeful.	Lacks use of vocabulary that is precise and purposeful.
Content: Elaboration	Elaboration consists of specific, developed details.	Elaboration consists of some specific details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration is sparse; almost no details.