

# Lincoln-West School of GLOBAL STUDIES

The Lincoln-West School of Global Studies opened its doors in early July 2016 after a robust design year supported by Springpoint.

Exhibitions of Learning (EOL) are a key element of the school's instructional model. Twice a year, students select a project or concept from any subject to explore more deeply and demonstrate mastery. An EOL event allows every student to present their personal learning journeys to a group that includes their peers, teachers, and community partners.

The school has a robust set of community partnerships and an engaged cadre of individuals who are invested in the school's model. In order to ensure a smooth and seamless experience for the community partners and the students, administrators developed a set of communications materials to support partners.

Within, you'll find:

- EOL event invitation
- Event attendance confirmation
- EOL one pager
- EOL oral presentation rubric
- Anchor Performance Task Questions
- EOL Growth Mindset Questions

Lincoln-West School of

save the date!

**GLOBAL  
STUDIES**

# student exhibition

June 1, 2017



9:30 - 11:00 : Student Exhibitions

11:00 - 11:30 : Reception Celebration

Student exhibitions are the culminating experience for the second semester. Students will select one service learning performance assessment to present to a round-table style panel of judges.

Dear Valued Community Partner,

Thank you for registering to participate in our student exhibition presentations. You are confirmed for the following session(s):

**Thursday, June 1<sup>st</sup>, 2017**

**9:00-9:30 Panelist Orientation Session**

**9:30-11:00 Student Exhibitions of Learning**

Enter the building through the W 30<sup>th</sup> doors and pass through security. Security will direct you to the third floor. **Our main office is in room 300.** You will receive your presentation assessment materials and be given a brief orientation session when you arrive.

Please email [darla.hilt@clevelandmetroschools.org](mailto:darla.hilt@clevelandmetroschools.org) or call 216-838-7050 if you have questions.

We look forward to sharing our work with you and receiving your feedback!

Sincerely,

Darla Hilt  
Assistant Principal

## **OUR MISSION**

The **Lincoln-West School of Global Studies** serves a diverse population through a personalized and competency-based approach. Our mission is to prepare adolescents to become knowledgeable, empathetic, and principled adults who think critically and act creatively on issues of local and global significance to build a just, sustainable, and peaceful world. We prepare students academically and emotionally to master rigorous academic standards, take ownership of their learning, collaborate, and communicate with diverse audiences, while developing skills that will prepare them for college and careers.

## **Exhibition of Learning (EOL)**

Our EOL is a dynamic means of assessing our students' knowledge of school-wide competencies as a part of our mastery learning model. These competencies address the students' abilities to develop critical thinking skills, hone their language proficiency, and take ownership of their learning. The first EOL, along with another EOL in June, will serve as interim assessments and opportunities for students to practice for a more comprehensive EOL that is required for graduation. Oral presentations give students the opportunity to:

- Demonstrate their understanding of content through the language modalities of speaking and listening
- Improve their public speaking skills
- Improve their preparation and organizational skills
- Practice professionalism
- Experience receiving feedback and using it to improve their future performance

Our students have been working diligently over the past several weeks to prepare for exhibitions of learning and our entire community is looking forward to sharing their achievements with you.

**Thank you for joining us for this important work!**

**EOL ORAL PRESENTATION RUBRIC - For Year 1-2 Courses**

	<b>0=Unable to Assess</b>	<b>1=Approaching Proficiency</b>	<b>2=Proficient</b>	<b>3=Exceeding Proficiency</b>
<b><u>Preparation for Exhibition</u></b> SW.2.7	<ul style="list-style-type: none"> <li>Late</li> <li>Dressed unprofessionally</li> <li>No notes prepared</li> </ul>	(1 out of 3 of the following) <ul style="list-style-type: none"> <li>On time</li> <li>Dressed professionally</li> <li>Prepared notes or memorized presentation</li> </ul>	(2 out of 3 of the following) <ul style="list-style-type: none"> <li>On time</li> <li>Dressed professionally</li> <li>Prepared notes or memorized presentation</li> </ul>	<ul style="list-style-type: none"> <li>On time</li> <li>Dressed professionally</li> <li>Prepared notes or memorized presentation</li> </ul>
<b><u>Presentation</u></b> SW.2.1, 2.2, 2.3	<ul style="list-style-type: none"> <li>Does not give a preview of content of presentation</li> <li>Uses no transitional words or phrases</li> <li>Does not provide a synthesis statement about what was learned</li> </ul>	<ul style="list-style-type: none"> <li>Gives a preview of content</li> <li>Uses some transitional words or phrases</li> <li>Provides a brief synthesis statement about what was learned from the project but may not connect it to a universal theme</li> </ul>	<ul style="list-style-type: none"> <li>Gives an engaging preview</li> <li>Uses transitional words or phrases to create a sense of flow and logic</li> <li>Provides a cursory synthesis statement about what was learned from the project and attempts to make a connection to universal theme</li> </ul>	<ul style="list-style-type: none"> <li>Gives an engaging and sequenced preview</li> <li>Uses transitional words or phrases to create a logical line of reasoning</li> <li>Provides a detailed synthesis statement about what was learned in the project and connects it to a universal theme</li> </ul>
<b><u>Explanation of Project</u></b> SW.1.4	<ul style="list-style-type: none"> <li>Does not demonstrate understanding of the project</li> <li>Does not present accurate or substantive ideas or information</li> <li>Uses no academic language/vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates basic understanding of the project</li> <li>Presents/recalls accurate information</li> <li>Correctly uses two or three vocabulary specific to topic</li> </ul>	<ul style="list-style-type: none"> <li>Presents/recalls accurate information</li> <li>Summarizes multiple ideas or events</li> <li>Supports ideas with details</li> <li>Analyzes thinking that led to success on the project</li> <li>Correctly uses a variety of vocabulary specific to topic</li> </ul>	<ul style="list-style-type: none"> <li>Presents/recalls accurate information</li> <li>Summarizes multiple ideas or events</li> <li>Supports ideas with details</li> <li>Analyzes information, synthesizes new ideas</li> <li>Integrates vocabulary specific to topics that convey complex ideas</li> </ul>
<b><u>Reflection on Growth</u></b> HOS.1.1-1.5	<ul style="list-style-type: none"> <li>Does not reflect on growth</li> </ul>	<ul style="list-style-type: none"> <li>Gives example(s) of challenge(s) faced during APT process.</li> </ul>	<ul style="list-style-type: none"> <li>Gives specific examples of challenges faced during APT process.</li> <li>Articulates how they overcame those challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Gives specific examples of challenges faced during APT process.</li> <li>Clearly articulates how they overcame those challenges.</li> <li>Elaborates on what was learned from the reflection.</li> </ul>
<b><u>Response &amp; Discussion of Panel Questions</u></b> SW.2.8	<ul style="list-style-type: none"> <li>Does not follow the procedures established for the discussion</li> <li>Cannot answer any questions (with L1 support if needed)</li> </ul>	<ul style="list-style-type: none"> <li>Follows the procedures established for the discussion</li> <li>Can answer some questions accurately (with L1 support if needed)</li> </ul>	<ul style="list-style-type: none"> <li>Follows the procedures established for the discussion</li> <li>Can answer most questions accurately and thoughtfully in English (with L1 support if needed)</li> <li>Can further explain their thinking</li> </ul>	<ul style="list-style-type: none"> <li>Follows the procedures established for the discussion</li> <li>Can answer all questions accurately and thoughtfully in English</li> <li>Can elaborate on ideas</li> </ul>
<b><u>Voice and Poise</u></b> SW.2.5	<ul style="list-style-type: none"> <li>Is unable to present OR</li> <li>Disrespectful and/or unprofessional behavior</li> <li>Difficult to understand due to speed or volume</li> </ul>	<ul style="list-style-type: none"> <li>Looks up from notes occasionally to make direct eye contact with panel</li> <li>Speaks loudly enough to be heard through some of the presentation.</li> <li>Unprofessional gestures distracted from the presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Makes direct eye contact with entire panel while also using notes</li> <li>Maintains consistent pace and volume</li> <li>Uses some natural hand and body gestures</li> </ul>	<ul style="list-style-type: none"> <li>Holds attention of panel with use of direct eye contact; seldom uses notes</li> <li>Speaks clearly, changes tone and pace to maintain interest and emphasize key points</li> <li>Appears comfortable, uses natural gestures to keep panel actively listening</li> </ul>

Lincoln-West School of



# GLOBAL STUDIES

## EOL Anchor Performance Task Questions

### 1. Animal vs. Humans

Class: English

Description: Students were asked to write a two paragraph essay while reading *The Most Dangerous Game*. The students are able to pick from the possible prompts; 1. Analyze the difference between animals and humans and who is more adaptable to their environment, 2. Human rights vs. animal rights, 3. Who is more dangerous to the other or environment? The students are asked to write a position paper using a thesis.

Questions:

1. Present your thesis and explain two reasonings that support your thesis.
2. Explain how the peer editing process helped strengthen your writing.
3. As a result of working on your project, what did you learn about the research process as it pertains to writing?
4. Explain how the H.I.T.T.R.E.E writing process helped you prepare a strong essay.
5. Explain your counter argument and its purpose in an argumentative essay.

### 2. Rainsford/Zaroff Comparison Essay

Class: English

Description: Students were asked to write a four paragraph essay while reading *The Most Dangerous Game*. Students will compare the characters of "The Most Dangerous Game". This task was about analyzing the difference between Rainsford and Zaroff through a thesis. Their four paragraph paper includes; an engaging introduction paragraph, two supportive reasons, one opposing reason with a defense, nine transition words or phrases, and three pieces of cited evidence.

Questions:

1. Present your thesis and explain two reasonings that support your thesis.
2. Evaluate the process to compare the two characters.
3. Explain one piece of cited evidence and why you chose that textual evidence.
4. How did you come to your decision that your chosen character was a stronger character?
5. Explain your counter argument and its purpose in an argumentative essay.

### 3. Short Story

Class: Literacy

Description: As a final anchor performance task of a Short Story Unit, students will develop an original short story, participate in the revision process and present their writing in a Literary Forum.

Questions:

1. How did you develop your storyline?
2. What are the elements of your plot diagram?
3. What writing strategies were used to develop your characters?
4. How did figurative language enhance the story line?
5. How does plot diagramming advance a storyline?

#### **4. Cedar Point Lab Report**

Class: Physical Science

Description: Students will write a full lab report based on their investigation at Cedar Point. Quarter 4 was devoted to learning how to plan and conduct an experiment/investigation and write each part of the lab report. This demonstrates students' ability to write scientifically and independently carry out an investigation.

Questions:

1. Explain the importance of providing an explanation when forming a hypothesis?
2. Analyze the sources of error present in your experiment and explain how they may have affected your data.
3. Describe and support the precision of your data collection procedure and results.
4. Make this a specific, testable scientific question: Which pizza is best?
5. How does the use of charts and graphs assist in data interpretation?

#### **5. Illest Road Trip of All Time**

Class: Algebra

Description: Students planned a 7-to-28 day road trip, using equations to determine total costs of items such as food, lodging, car rental, and gas. After researching the three cities they would stop in, students were asked to research and select one non-profit in a city of their choosing. Students then researched which populations the non-profit served and what problems the non-profits might have that the students, during their limited time in the city, could help solve.

Questions:

1. Compare and contrast: domain vs. range, independent vs. dependent
2. This project was a real-life modeling experience; give another example where this math applies to real-life, real-world situations.
3. Evaluate your completed road trip: what expense (car, hotel, food, or luggage) would you change and how will it affect your budget?
4. How did this project change your perspective about money management?
5. Explain the role of technology used to help complete your project, and if you could incorporate more technology, what would it be?

#### **6. Laws of Exponents Project**

Class: Algebra

Description: Students explore and engage in discovery of the Exponent Rules. Through using various resources to explore the Exponent Rules, they will engage their class by becoming the teacher and presenting their findings in a creative way they choose.

Questions:

1. Identify and explain the exponent rule you are most confident with.
2. Which rule was the most difficult for you to use and why?
3. Explain the differences between power to power rule vs product rule.
4. Identify one rule and give an example of how it can be applied in your daily life?
5. How effective was the format you chose to convey the content?

## 7. Polynomial Project

Class: Algebra

Description: Students applied their math skills to a real-world application. Students were asked to calculate the overall material cost for a housing remodeling business. To do that, they calculated area and perimeter of the rooms and determined how much each individual material would cost.

Questions:

1. Demonstrate how to complete the square.
2. Explain F.O.I.L. and its purpose.
3. How would you determine when to use completing the square vs factoring?
4. Describe the differences between: polynomial, monomial, trinomial, binomial.
5. Elaborate on a "real-life" situation requiring the use of polynomials.

## 8. Revolutions Lesson

Class: World History

Description: After an overall introduction of the Russian Revolution, Chinese Revolution and the struggle for India's independence, students will then choose one element of one of the topics. In small groups, students will then research their subtopic for their presentation/lesson. Students were given a week to research and prepare a multimedia presentation around their topic.

Questions:

1. Identify and describe the individuals involved in the revolution you researched.
2. What were the political ideas that separated the people groups?
3. In your opinion, describe the factors that led to victory?
4. In your opinion, describe the factors that led to defeat?
5. Of the individuals and/or groups you have studied, which one do you identify with and why?

## 9. Internment Camps

Class: World History

Description: Students will write a position paper on the following topic; Do you **agree** or **disagree** with how the United States treated those of Japanese heritage during World War II? The paper will be a 5 paragraph position paper that either defends or argues against the treatment of those of Japanese heritage.

Questions:

1. Explain Executive Order 9099?
2. How did you form your position? Give two supports.
3. Present your counter argument and it's purpose in a position paper.
4. Compare the way Japanese Americans were treated during WWII with other ethnic groups in history.
5. Explain how the events of Pearl Harbor affected the United States decision to intern Japanese Americans in the camps?

## 10. Senior Memories

Class: World History

Description: Students met with groups of Senior Citizens, interviewing them from a predetermined set of questions. The students took notes on the discussion paying special attention to the biographical information, specific memories and any important events, Students will then research any events the senior mentioned. The final step was the writing of a profile which included the biographical data and research material

Questions:

1. Summarize the events your senior remembered (Family, World Events)?
2. Explain the impact a specific event had on your senior's life.
3. Describe a time your senior overcome an obstacle to reach his/her goal?
4. Identify some of the similarities between your life and the life of the senior that you interviewed?
5. Describe the senior memory that affected you the most.

## 11. Rooms to Let

Class: Art I

Description: Students contribute to a collaborative interactive art installation for the Rooms to Let event in Slavic Village. Each student created four boxes exploring different aspects of their personal identities which, when brought together with the other boxes, create a full picture of who we are as a community. Visitors to the event are invited to build structures with the boxes and tweet photos of what they build with #roomstoletcle.

Questions:

1. Describe the three printmaking techniques we used (stencil, trace monoprint and gel transfer), which did you utilize the most and why?
2. Critique another project you saw at the house.
3. How did our school's project compare to others you saw at the house?
4. What is the benefit of having an interactive art display?
5. What surprised you the most about your artist interviews?

## 12. Stone Carvings

Class: Art I

Description: Students created carved sculptures in alabaster stone.

Question:

1. Describe each stage of stone carving and its technical complexity.
2. What stage of carving did you like least and why?
3. Describe how you developed the idea behind your sculpture.
4. Please show us your favorite detail or area of your sculpture and explain why you like it.
5. Explain how your sculpture demonstrates the principle of balance.

## 13. Pinatas

Class: Spanish I

Description: The anchor performance task for 4th Quarter is a piñata. Students created the piñata to symbolize one of the elements that form part of the Mexican cultural celebrations. As a service learning component, the student donated their piñatas to the House of Provenance to better serve the community.

Questions:

1. How does the pinata represent Mexican religion?
2. How would you compare the use of the Mexican pinatas to the way you or others make use of pinatas as a celebration?
3. Based on your research of hispanic celebrations and cultures, what did you find the most interesting?
4. Based on your research findings what surprised you about the similarities and/or differences.?
5. Which celebration did you research and present in Spanish?

Lincoln-West School of

The logo features a stylized globe with latitude and longitude lines, positioned behind the word 'GLOBAL'.

# GLOBAL STUDIES

## EOL Growth Mindset Questions

### General Questions

1. What was a challenge for you in this project? How did you overcome the challenge?
2. What would you do differently if you had to complete this project again?
3. How did you collaborate with fellow students on this project?
4. How did you manage your time during the completion of this project? What did you learn about time management?
5. What did you particularly enjoy about completing this project? What was one of your strengths in completing this project?
6. How does this projects relate to something in real life?
7. How would completing this project and/or participating in this EOL process help you in a college or career atmosphere?
8. How has this project given you a greater understanding of your own learning?
9. If there were an opportunity to extend this project, what would the next phase look like?
10. What are some suggestions that you would give an incoming freshman about completing EOL's?