

# Global Competition Project

## Grade 10

### Project Description:

Students engage in a multicultural and interdisciplinary investigation of the globe to examine sports, cultures, environments, and unresolved problems of the modern world. This *Global Competition Project* is organized into academic and physical events in which student teams represent countries to earn assessments for each project component. The *Global Competition Project* culminates in a simulated Olympic event.

Please review this document with your student. Familiarize yourself with all the requirements for the project and each component's due date.

Parent support is needed in order to successfully complete the Olympic activities. The 10<sup>th</sup> grade team works closely with the I-Poly Education Foundation to utilize monetary donations for the purchase of refreshments and other activity supplies (medals) would be greatly appreciated.

Please plan on attending the Opening Ceremonies, competitions, and/or Closing Ceremonies during the week of January 17-20, 2012. We will let you know the specific dates as soon as they are finalized. Thank you, in advance, for your willingness to make this project a success. We'll see you at "the Games".

### I-Poly Foundation Olympic Donations

The I-Poly Foundation is a 501 (3)(c) organization (<http://www.ipolyfoundation.org/>). Please support the I-Poly Foundation as they support the Global Competition project with medals, water, awards, and room reservations. Make sure to give when you receive information about their annual fundraiser.

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**Parent Sign – Off Form      Please complete and return this form by Friday, September 2, 2011.**

### Global Competition Project

I have reviewed the requirements and due dates of the Global Competition Project with my student. We both understand the requirements necessary for the attainment of a Proficient or higher assessment rating on this project.

\_\_\_\_\_  
Parent/Guardian Name & Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Student Name & Date

\_\_\_\_\_  
Student Signature

## **Global Competition Project First Semester -Grade 10**

### **Project Justification:**

Since the conception of the Greek Olympic Games, people from all over the world have gathered to participate in healthy competition that promotes national pride and the pursuit of excellence in athletic performance. Using the model of the Olympic spirit and ideal, students will explore modern world conflicts and creatively determine potential ways to peacefully co-exist.

The purpose of the *Global Competition Project* is to explore the unresolved problems of the modern world and possible solutions through the academic disciplines of mathematics, social studies, science, language arts, foreign language, fine arts, physical education, health, and technology. In order to accomplish this endeavor, the project has incorporated the California Frameworks, California State Standards, California Department of Education Challenge Standards, and the I-Poly Standards from each discipline.

### **Essential Questions:**

1. What is the greatest contributing factor in trying to predict a country's Olympic success?
2. What is the most important way the Olympics help a country overcome, face or lessen its own issues?
3. What is the most important scientific advancement in sports?
4. What is the most important consequence of competition?

### **General Learning Outcomes:**

1. Students will make thematic connections between integrated subject areas through a variety of integrated learning activities.
2. Students will gain knowledge and appreciation of global cultures through the study and exploration of unresolved problems of the modern world.
3. Students will gain an awareness of the value of sportsmanship, celebrate the pursuit of excellence, and experience the "Olympic Team Spirit."
4. Students will gain knowledge and appreciation of world cultures and their historical developments.
5. Students will investigate and appreciate the organization and mission of the Olympics.
6. Students will apply and refine leadership skills within project components.
7. Students will critically examine their own values and aspirations as well as conflicting values and aspirations of the modern world.
8. Students will creatively develop potential solutions to global problems.
9. Students will apply and refine technological skills throughout the course of the project.

### **Written Paper Technical Standards:**

1. Double spaced, 12 point font, electronically spell checked, and proofread for proper grammar.
2. Must be in MLA format with a bibliography or work cited page.
3. Essential Questions are always a minimum of 350 words.
4. No clear plastic sleeves. (Please. Al Gore thanks you.)

### **Project Components:**

1. **Country Flag:** Student groups reproduce their authentic country flag using correct dimensions, proportions, and scale for the culminating, Olympic-style Global Competition. Students will produce a brief fact sheet detailing basic information and Olympic history about their country. Assessment is conducted, using the component contract, by the Math teacher.
2. **Country Issue Paper:** Each group member writes a short paper detailing one major issue in their country. No two group members can write about the same issue. One of the issues will be used as a basis for the Country Issue Lesson component. Assessment is conducted, using the component contract, by the English teacher.
3. **Country Mascot:** Student groups select an animal indigenous to their country and develop a poster-sized sign that displays their selected mascot for the culminating Olympic-style Global Competition. In addition, individual students each research and write a paper describing an animal indigenous to their country and define its scientific name and classification. Assessment is conducted, using the component contract, by the Science teacher.
4. **Olympic Statistical Rankings:** Students track and determine statistical information in evaluating their country's Olympic medal standing relative to a minimum of ten other countries. They will use scatterplot, Pearson's Correlation, standard deviations, etc., to determine statistical ranking. Assessment is conducted, using the component contract, by the Math teacher.
5. **Country Issue Lesson:** Using the California History Standards, each group prepares an informational and engaging lesson detailing a current issue their country faces. Groups will also prepare and present a short oral presentation on their country's issue as a lesson for their peers. Assessment is conducted, using the component contract, by the History teacher.
6. **Science of a Sport:** Student groups identify and evaluate the human body systems necessary for an athlete to perform a specified sport. Groups will produce and present a display board and explain the anatomy, physiology, physics, injuries, and biomechanics of the selected sport. Assessment is conducted, using the component contract, by the Science teacher.
7. **Global Competition Binder:** Student groups keep and maintain a project binder throughout the project containing all revisions, originals, and research used in the project.
8. **Global Competition Games:** Student groups participate in an extensive, simulated, Olympic-style Global Competition which includes both athletic events and a Super Quiz in the content areas. Medals and ribbons are awarded. Assessment is conducted by the Physical Education and content area teachers.

### **turnitin.com Class IDs and Passwords**

All students need to logon at <http://www.turnitin.com> in order to submit all written work electronically. Turnitin.com stores the papers for future reference, revisions, and also checks them for plagiarism. To login, students need a valid and current email address.

	<b>English</b>	<b>History</b>	<b>Math</b>	<b>Science</b>
<b>East</b>	4084895	4084887	4083611	4083672
<b>North</b>	4084892	4084891	4083612	4083673
<b>South</b>	4084899	4084889	4083614	4083674
<b>West</b>	4084894	4084893	4083616	4083675

Passwords: Mr. Hogan- SoCal, Mr. Daly- Humboldt, Mrs. Thinnes-Fullerton, Mrs. Matthews-Irvine

**Time Line and Due Dates:**

Return Parent Authorization Form	<b>Friday, September 2, 2011</b>
Country Flag	<b>Friday, September 16, 2011</b>
Country Mascot	<b>Friday, September 30, 2011</b>
Country Issue Paper	<b>Thursday-Friday, October 13-14, 2011</b>
Olympic Statistical Ranking	<b>Friday, October 28, 2011</b>
Country Issue Lesson	<b>Monday-Tuesday, November 21-22, 2011</b>
Science of a Sport	<b>Wednesday-Thursday, January 4-5, 2012</b>
Global Competition Binder	<b>Friday, January 13, 2012</b>
Global Competition Games	<b>Tuesday-Friday, January 17-20, 2012</b>

**Materials Lists:**

The following is a list of necessary items to complete this project

**General - Group**

- 3" Binder with Tabs
- USB flash memory device

**Country Flag-Group**

- Felt
- ½" PVC pipe 48" long
- fabric glue or sewing supplies

**Mascot Sign-Group**

- Poster Board
- Art Supplies
- Pole or Stick

**Science of a Sport - Group**

- Project Board
- Art Supplies
- Collage Materials

**Web Pages of Use**

- <http://www.olympic.org> International Olympic Committee
- <http://www.exploratorium.edu/sports/> Science of a Sport
- <http://www.sirc.ca/Sport> Information site (includes sports sciences-biomechanics)
- <http://www.london2012.org> Official Olympic site for the 2012 Summer Games
- <http://www.sochi2014.com/> Official Olympic site for the 2014 Winter Games
- <http://www.flags.net> World Flag Database
- <http://www.factmonster.com/> Olympic and other research materials and how to cite
- <http://whyfiles.org/019olympic/> Science and the Olympics

**Evaluation & Assessment**

Projects will be evaluated by the instructors and given a rating of Exemplary (E), Approaching Exemplary (AE), Proficient (P), Approaching Proficient (AP), Credit (CR), or No Credit (NC). The evaluation process will take the following factors into account: degree of completion, adherence to contract requirements, neatness, quality, written responses, creativity/originality, aesthetics, group organization, and effort. Each student is required to document her/his contributions to the group project. Project assessments are a part of each interdisciplinary subject and will be assessed as follows:

<u>Project Assessment (all components - group)</u>		<u>Individual Class Work</u>
LANGUAGE ARTS	50%	50%
SOCIAL SCIENCE	50%	50%
SCIENCE	50%	50%
MATHEMATICS	50%	50%

An "NC" in any project component or classroom assessment will result in an NC for the semester.







	<p><b>Mascot Sign</b></p> <ul style="list-style-type: none"><li>• Visible from a distance</li><li>• Original, hand drawn work</li><li>• Neatness/Aesthetics</li><li>• Poster size and material of your choice, but must be sturdy and able to be carried by one person.</li><li>• Stick or pole securely attached to poster by opening ceremony</li><li>• Information on back of sign word processed</li></ul>			
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	<p><b>Presentation</b></p> <ul style="list-style-type: none"><li>• Same objectives are met from above</li><li>• Student handouts are produced for class (35 copies)</li><li>• All group members actively participate in lesson</li><li>• Is professional and appropriate</li><li>• Is rehearsed</li><li>• Presentation is interesting and engaging</li><li>• Clear and easy to understand visuals are used</li><li>• Audience is engaged</li></ul>			
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	<b>Technical: All members participate</b>			
	<ul style="list-style-type: none"> <li>● Format- hand drawn or pre-existing visuals with word processed explanations</li> <li>● Show integration of information</li> <li>● Information in own words, summarized and on topic</li> <li>● Board organized and sections clearly labeled</li> <li>● All explanations submitted, as a group, to turnitin.com</li> <li>● Neatly and aesthetically assembled</li> <li>● All research turned in on presentation day with source, highlighted &amp; identified by name</li> </ul>			
	<p><b>Oral Presentation:</b></p> <ul style="list-style-type: none"> <li>● All individuals demonstrate knowledge of science and sport</li> <li>● Inclusion and accurate pronunciation of scientific terminology</li> <li>● Incorporates display board</li> <li>● Spoken with appropriate volume, clarity and rate</li> <li>● Provides accurate and appropriate information in understandable fashion</li> <li>● Well-organized sequence of topics</li> <li>● All members participate equally</li> <li>● All members respond appropriately to questions</li> <li>● Professional dress or sport specific clothing</li> <li>● <b>Evidence of rehearsal</b></li> </ul>			
	<p><b>Individual Paper:</b></p> <ul style="list-style-type: none"> <li>● Answer EQ # 4 “How have advancements in science and math affected sports?”</li> <li>● Minimum 350 words turned into Mrs. Matthew’s turnitin.com (Paper version put in binder, not submitted to teacher)</li> </ul>			

