All Graduate Projects   Graduate Student Projects

Summer 1999

A Model Reading and Writing Curriculum for Low-Achieving Eleventh and Twelfth Grade Students

Jeri Goebel

A MODEL READING AND WRITING CURRICULUM FOR LOW-ACHIEVING

ELEVENTH AND TWELFTH GRADE STUDENTS

BY

Jeri Goebel

June, 1999

The purpose of the project was to develop a model reading and writing curriculum for low-achieving eleventh and twelfth grade students that would be named, *English 11.* To accomplish this purpose, a review of related literature and research was conducted. Additionally, related information and materials from selected secondary level English programs were obtained and analyzed

ACKNOWLEDGEMENTS

Thanks to Dr. Schomer for his reading strategies expertise, Dr. Andrea Bowman for re-introducing me to the joy of researching, and Dr. Jack McPherson for leading me through my master's program with his invaluable advice. Their help was a sample of all the fine teaching staff at Central University with their humanistic and caring treatment of their graduate students. The learning environment was a positive and rich environment in which I was able to accomplish enormous goals. Mostly, the staff provided an arena for inner growth in my search of myself.

I also thank my friends and family for their help with my children during the busy times when I could not take care of them. They provided continuous encouragement during my master's program and internship for which I am forever grateful.

Most importantly, I thank my children, Kari and Kristi Goebel, for their numerous sacrifices and support in my educational endeavor. It is for them that I have had the strength to complete this journey. I hope that I will be an example of what a woman can accomplish in her life if she sets goals and works toward her dreams. My children have been my greatest inspiration during my entire educational process. They own a part of my accomplishments and success.

TABLE OF CONTENTS

CHAPTER ONE

Background of the Study

Introduction

"One reason for the failure of America's schools is that the

educational system is designed more for organizational and political

convenience than learning." (Cetron & Gayle, 1991)

As suggested in the above statement by Cetron and Gayle, learning must be

purposeful and useful for the learner in order for them to be engaged in the educational

process. For certain learners, the traditional curriculum did not achieve this purpose.

This resulted in course failure and school alienation for some students.

Education must build a foundation of basic skills in reading and writing for

students to be successful in society. According to the Washington State Commission on

Student Learning (1998), "The first job of schools is to ensure students more fully master

these basic skills as the tools to success in later learning, life, and work." Some students

didn't see themselves valued in the school organization. A Callahan and Tyack study, (as

cited in Hamovitch, 1996) documented that the organization of school disempowered

diverse elements within communities by excluding meaningful participation within the

system. Some typical English curriculum did not incorporate the learning needs of all

students.

Serving the needs of at-risk students in a purposeful curriculum which develops

competencies in writing and reading was a challenge to educators since typical writing

1

and reading programs were not successful with these students. Worsham (1993) said that there are two types of writing: school writing and real writing. Therefore, he stated that there should be a balance of real and school writing in the curriculum.

In reference to the rapid development of the World-Wide Web, Cruthirds and Hanna (1996) stated that computer-based instructional curriculum in combination with the Internet made it technologically possible to develop interactive materials. Cotton (1997) developed a curriculum and resources for classrooms using the Internet for K-12 instruction. The curriculum created teacher resources with which students can access information on a variety of topics. The variety of resources gave the student a variety of choices of topics and developed their internal locus of control rather than having the constraints of a narrow choice of topic which sometimes occurred in typical English reading and writing curriculum.

Writing and reading for purpose means that students are writing authentic works that reflect real-world practices. Research conducted by Shepard (1989) emphasizes the need for performance-based assessment.

"Performance-based assessment refers to assessment activities that directly assess students' understanding and proficiency. They are well-suited to assess the application of content-specific knowledge, the integration of knowledge across subject areas, and lifelong learning competencies such as effective decision making, communication, and cooperation." (p. 8)

Purpose of the Study

The purpose of the project was to design and develop a model reading and writing curriculum for low-achieving eleventh and twelfth grade students to be used by the eleventh grade English teachers. To accomplish this purpose a review of related literature and research was conducted. Additionally, related information/materials from selected secondary level English programs were obtained and analyzed.

Limitations of the Study

For the purpose of the study, it was necessary to set the following limitations:

1. Scope: The project for the newly developed English 11 class for at-risk students was designed for use by 120 eleventh and twelfth grade students at Mount Vernon High School who had failed either or both English 9 and English 10 classes.

2. Target Population: The project was specifically designed for use by eleventh and twelfth grade students enrolled in the English 11 class. The counseling department coordinated efforts with the English department scheduling eleventh and twelfth grade students who failed either or both English 9 or English 10 classes.

3. Research: The majority of research and literature reviewed for the purpose of this study was limited to the past nine (9) years on current research and trends to serve at-risk students.

4. Resource and Time: Shortages in available funding limited the ability to purchase professionally designed reading skill development software, specialized reading materials, textbooks and student workbooks at the outset of the program.

As a result, all materials used to enhance student reading skill development were created by the instructors during a limited three-month summer time frame.

Definition of Terms

Significant terms used in the context of the study have been defined as follows:

1. Assessment: The process for quantifying, describing, or gathering information about evaluation. (Blum, R.E. & Arter, J.A., 1996)

2. At-risk: Students who possibly won't graduate or continue attending school due to failure in courses or continued behavior problems at school. (Hammovitch, B.A., 1996)

3. Criteria: Guidelines, rules, or principles which student judges responses, products or performance. (Blum, R.E. & Arter, J.A., 1996)

4. Computer Assisted Instruction: Individualized interactive education via computers. (Cruthirds, J. & Hanna, M., 1996)

5. Internal Locus of Control: Development of strong, resilient personalities and beliefs. (Westfall, A. & Pisapia, J., 1994)

6. Performance Assessment: Direct observation of student performance or student work and professional judgment of the quality of that performance. (Blum, R.E. & Arter, J.A., 1996)

7. Portfolio: A purposeful, integrated collection of student work showing effort, progress, or achievement in one or more areas. (Blum, R.E. & Arter, J.A., 1996)

8. Proficiency: Having or demonstrating a high degree of knowledge or skill in a particular area. (Blum, R.E. & Arter, J.A. 1996)

4

9. <u>Resiliency:</u> High social self-concept, achievement motivation, and academic self-concept. (Westfall, A. & Pisapia, J., 1994)

CHAPTER TWO

Review of Related Literature

The review of research, literature and information summarized in Chapter Two was

organized to address the following:

1. Recent Research Regarding Programs for At-Risk Students

2. School Climate, Resiliency and Motivation

3. Internet/Computer-Based English Curriculum

4. Writing, Reading and Technology Essential Academic Learning Requirements of the

    Washington State Commission on Student Learning.

5. Summary of the Survey of At-Risk English Programs at Selected Schools

6. Summary

    Current data within the past nine years were identified through an Educational

Resource Information Centers (ERIC) computer search. Additionally, the investigator,

(Jeri Goebel), collected current information through a hand search of various sources.

Recent Research Regarding Programs for At-Risk Students

The review of literature covered some state and federal programs used for at-risk students. One limited program dealt with school alienation (Hamovitch, 1996), named Ordered School Reinforcement Program (OSRP), an informal state-funded after-school program for at-risk teens. The program's goal was to resocialize dropout students so they could reintegrate back into the school setting. Some students didn't see themselves valued in the school organization. A Callahan and Tyack study (as cited in Hamovitch, 1996) documented that the organization of school disempowered diverse elements within communities by excluding meaningful participation within the system.

Other programs, such as Valued Youth Program (VYP) based in San Antonio, selected mostly Hispanic at risk teens by having trained them to be peer tutors for younger students (Bunce, 1996). Another program Academic Coaching Helps Individuals Experience a Vital Education (ACHIEVE) taught cognitive and affective skills which were developed with real-life written and spoken materials. The at-risk student involved said that the strategies had motivated them and the evaluations had shown increased literacy achievement (Baber, 1992).

School Climate, Resiliency and Motivation

Research by the writer uncovered some studies and information that dealt with increasing motivation, improving school climate and discipline in classes which involved at-risk students. These programs used techniques to increase self-esteem, resiliency, and motivation.

Worsham (1993) stated that self-esteem was meaningless if used apart from self-discipline. She used in her at-risk ninth-grade classroom a combination of self-esteem activities and structured discipline. She used slogans, standing ovations, "homecourt" atmosphere to build self-confidence and rapport. Along with building the classroom climate, she had developed a clear strict discipline plan of rewards and punishments.

Waxman (1996) stated that resiliency was a trait that revealed higher perceptions of involvement, task orientation, rule clarity, satisfaction, pacing and feedback than non-resilient students did. Resilient students also reported higher social self-concept, achievement motivation, and academic self-concept. Even though all students were in an inner-city middle school and similar home environments, students who were resilient were much more motivated than the non-resilient peers were.

As a pre-requisite for a reader response approach in a literature class, Henneberg (1996) discussed that skills and attitudes such as the capacity for sustained attention; the willingness to deal with problems rather than avoid them; the willingness to take risks, be wrong, respond honestly, and offer varied opinions; the tolerance for failure; the willingness to re-read; the tolerance of ambiguity, paradox and uncertainty; the ability to change his/her mind and appreciate alternative visions.

Internet/Computer-Based Curriculum

Serving at-risk students a curriculum that develops competencies in writing and reading is a challenge to educators since traditional writing and reading programs have not been successful with these students. With the rapid development of computer-based

instructional curriculum in combination with the evolution of the Internet made it technologically possible to develop interactive materials

Worsham (1993) stated that there are two types of writing: a) school writing, and b) real writing. She stated that school writing exists for testing purposes and is usually based on an assigned topic on which a student may not know anything about, making the writing unnatural. However, school writing is a fact of life and not knowing how to product it can cause failure in school. Worsham (1993) used a balance of real and school writing in her curriculum for her at-risk ninth grade class.

Some studies have shown that at-risk students need to be able to have control over reading and writing choices in the classroom. Peckman (1996) used a Peace Corp program, World Wise Schools, to develop "real world" writing." Students developed curriculum, videos, books, cassette readings, and class newspapers to educate foreign students on American culture. Morris (1991) studied the classroom teacher who changed her way of teaching at-risk students in her high school class by creating an environment that encouraged students to explore writing and reading topics of their choice.

Thistlethwaite (1990), a professor at Western Illinois University, stated that in a reading program for at-risk students, a teacher should teach critical reading through up-to-date material. With these critical reading activities integrated into the curriculum, Thistlethwaite said that students could go beyond the simple literal meaning of literature. She made the following suggestions for promoting critical reading:

1. Questioning with tabloid articles

2. Introducing propaganda with advertisements

3. Focusing on emotional language in editorials

4. Using moving reviews to evaluate propaganda and logical reasoning

5. Critically reading newspaper editorials presenting conflicting viewpoints

6. Comparing a book and a movie

7. Comparing descriptions of two historical events

Cruthirds and Hanna (1996) stated that the rapid development of computer-based instructional curriculum in combination with the evolution of the Internet have made it technologically possible to develop interactive materials. They cautioned that with the rich opportunities on the Internet, it is easy for a student to explore and get of the focus of the class. The question of teacher control in this area has not been fully answered.

Cotton (1997) developed a curriculum and resources for classrooms using the Internet for K-12 instruction. The author gave the basics of computer instruction for e-mail and Web searches. The author also gave the Internet addresses of resources that educators could access for information on a variety of classroom disciplines. These sites included museums, resume strategies, daily news and other educational sites that a teacher could incorporate into instructional activities. Beasley (1989) suggested using computer pals by e-mailing a peer or a student from another school to increase reading and writing skills in a real-writing situation. By writing stories, letters or poems to other students, children developed their communication within an authentic context.

Writing, Reading and Technology Essential Academic Learning Requirements

Of the Washington State Commission on Student Learning

With the work on Essential Academic Learning Requirements in the state of Washington (1996), writing and reading has become a focus for schools. Following is an outline of the goals in writing, reading, and technology and the benchmarks, which support those goals.

Writing Essential Academic Learning Requirements:

- The student writes clearly and effectively.

- The student writes in a variety of forms for different audiences and purposes.

- The student understands and uses the steps of the writing process.

- The student analyzes and evaluates the effectiveness of written work.

Reading Essential Academic Learning Requirements:

- The student understands and used different skills and strategies to read.

- The student understands the meaning of what is read.

- The student reads different materials for a variety of purposes

- The student sets goals and evaluates progress to improve reading.

Technology Essential Academic Learning Requirements:

- The student as information navigator.

- The student as critical thinker and analyzer using technology.

- The student as creator of knowledge using technology, media and telecommunications.

- The student as effective communicator through a variety of appropriate technologies/media.

- The student as a discriminating selector of appropriate technology for specific purposes.

- The student as technician.

- The student as a responsible citizen, worker, learner, community member and family member in a technological age.

Summary of the Survey of At-risk English Programs

at Selected Schools

The following is a summary of collected information from at-risk English programs at different schools:

Burlington High School: In the English department, Burlington developed a course similar to Mount Vernon High Schools. Both programs used the Internet and includes school-to-work curriculum. The Burlington High School program, however, included a novel and a newspaper ad writing unit in the course. The Mount Vernon High School English 11 course covered complex grammar/usage rules; whereas, the Burlington English course covered simple grammar rules.

Oak Harbor High School: The school used the Tech Prep program in a partnership with the local community college, Skagit Valley College. Coursework was school-to-work type curriculum and was combined with a business keyboarding class. Students/Parents chose which English track their students would take through high school: college-bound or a vocational track. When students graduate, they could continue with their program at

the local college. At the college-level, the program included an internship with the business community. Both Mount Vernon and Oak Harbor at-risk curriculum included business applications. However, the Oak Harbor's curriculum did not include Internet usage.

Summary

The research, literature, and information summarized in Chapter Two supported the following themes:

1. Recent research regarding programs for at-risk students tried to increase student involvement in peer tutoring and develop ownership in the school.

2. School climate, resiliency and motivation were important elements for students' success in school.

3. Internet/computer-based curriculum developed competencies in writing and reading.

4. The Writing, Reading, and Technology Essential Academic Learning Requirements of the Washington State Commission of Learning emphasized the importance of improving student reading, writing and technology.

5. The survey of other schools at-risk curriculum showed the importance of school-to-work English curriculum.

CHAPTER THREE

Procedures of the Study

The purpose of the project was to develop a model reading and writing curriculum for low-achieving eleventh and twelfth-grade English students. To accomplish this purpose, current research and literature were conducted. Additionally related information/material from selected secondary level English programs were obtained and analyzed.

Chapter Three contains background information describing the following:

1. Need for the study

2. Development of support for the study

3. Procedures

4. Planned implementation and assessment of the study

Need for the Study

The need for this project was influenced by the following considerations:

1. The writer (Jeri Goebel), a secondary English instructor was currently teaching two English 11 classes and was searching for ways to help students be successful in English courses.

2. The writer's involvement in the Mount Vernon District's English curriculum development which aligned the Essential Learning goals of the Washington State Commission of Student Learning to the curriculum and instruction.

3. Current research findings and evidence supported student motivation and learning through computer-based instruction and English studies within a context of writing

14

about the world of work.

4. Undertaking this project coincided with the writer's, (Jeri Goebel's), graduate studies in Educational Administration at Central Washington University.

Development of Support for the Study

Beginning in May of 1998, the writer was a part of a team of educators who saw the need for providing English instruction which met the needs of at-risk students who had failed either or both English 9 or English 10 courses. The writer began discussing plans for developing a computer-based instruction with real-life applications for eleventh and twelfth-grade students with the principal, Ken Roberts; a counselor, Bobby McCarty, the English chairperson, Patricia Johnson; and English teacher, Brian Hanrahan. These individuals encouraged and supported the idea of developing a course that used computer-based instruction to develop a model reading and writing skills for low achieving eleventh and twelfth-grade students.

Procedures

To obtain background information essential for developing Internet/computer-based reading and writing curriculum for at-risk students, an Educational Resources Information Center (ERIC) computer search was undertaken. Additionally, a hand search of various other sources was also conducted.

During the 1998-1999 school year, the writer assumed numerous responsibilities necessary for implementing the Internet-based reading and writing curriculum designated as the course, *English 11*, for at-risk eleventh and twelfth-grade students including the following:

- Conducted research related to special programs for at-risk students; school climate, resilience and motivation; Internet/computer-based English curriculum; writing, reading and technology Essential Academic Learning requirements of the Washington State Commission on Student Learning.

- Conducted a survey of at-risk English programs at selected schools

- Designed and produced instructional materials needed to enhance student reading and writing skills.

- Assisted school counselors in identifying at-risk students for the program.

- Assisted with adapting Student Learning Improvement Grant (SLIG) funds to provide release time for instructor planning.

- Assumed team-teaching duties with Mr. Hanrahan in teaching *English 11*.

Planned Implementation and Assessment of the Study

As a result of the planning time funded through the Student Learning Improvement Grant, two English teachers and two counselors designed and implemented four Internet/computer-based reading and writing curriculum one semester classes from September 1998 to June of 1999 at Mount Vernon High School. The project was added as a new course for the Mount Vernon High School English department course offerings.

Assessment of the project was designed as a questionnaire for students. Also, the students' grade scores were analyzed to gauge the effectiveness of the curriculum. The majority of the students surveyed agreed that the course was valuable for increased writing and Internet skills. However, the students polled expressed a lack of increased skills developed in reading. The principal, teachers and counselors believed that the

course was effective and successful instruction for those particular at-risk students who had failed previous English courses. The writer's assessment is that the course was effective for increasing writing and school-to-work skills for at-risk students.

CHAPTER FOUR

The Project

The project to develop a model reading and writing curriculum for low-achieving

eleventh and twelfth-grade students at Mount Vernon High School, Mount Vernon,

Washington, has been presented in Chapter Four in nine (9) units as follows:

Unit One: English 11 Course Description and Student Expectations

Unit Two: Student Learning Activities for Arts/Entertainment/Sports Unit

Unit Three: Student Learning Activities for Women Research Paper Unit

Unit Four: Student Learning Activities for Film Review Unit

Unit Five: Student Learning Activities for Problem-Solving Unit

Unit Six: Student Learning Activities for Instructional Internet Search Unit

Unit Seven: Student Learning Activities for Career Unit

Unit Eight: Student Learning Activities for Consumer Report Project Unit

Unit Nine: Student Learning Activities for Weekly News Summaries

A Model Reading and Writing Program for Low-Achieving

Eleventh and Twelfth-Grade Students

Mount Vernon School District

Mount Vernon High School

Eleventh and Twelfth Grade

Jeri Goebel, Instructor

June 1999

TABLE OF CONTENTS

Unit One

English 11 Course Description and Student Expectations

Course Overview

English 11 is a Language Arts course designed for students who have not had a great deal of success in either English 9 or English 10. This course will teach students important skills in reading, writing, and oral communication. Yet the course differs from English 9 and 10 in a significant way: it is centered not on literature, but on practical, "real-world" thematic units.

Student Learning Objectives

While the English 11 textbook is different than the books used in English 9 and 10, the skills that will be taught are the same. The students will be able to do the following:

- Students will learn the six traits of effective writing. Correct grammar, usage, and mechanics will be emphasized in all written work.

- Students will think critically about what they read, analyzing their sources carefully.

- Students will communicate clearly and effectively in both small and large groups.

Performance Criteria

Students will apply their knowledge of the learning objectives to each project involved in the curriculum. All assignments will be completed on time and no student will have more than three missed assignments in any six–week grading period.

Teaching Strategies

Teaching strategies include the following:

- Class discussion: eliciting from students the traits of effective writing in the business world.

- Cooperative learning teams: evaluating sample and peer papers for the six writing traits, Internet searches and proper business style of writing.

- Independent study: revising, editing and assessing their own writing.

- Direct instruction on the six writing traits, different styles of writing and Internet/computer usage.

- Hands-on involvement with computer programs: WOIS, Microsoft Word, Type-Twister, and Internet search engines.

Assessment

The standard Mount Vernon High School English department grade scale will be used in this class for all assignments:

A = 94-100	A- = 90-93
B = 84-89	B- = 80-83
C – 74-79	C- = 70-73
D = 60-69	

Student Expectations

Activities will be consistent with unit student learning objectives and the class will include the following rules:

1. I will be in my seat prepared to work when the tardy bell rings

2. It is acceptable to criticize the ideas of another, but it is never acceptable to criticize and offend any member of this class personally. I will not put down those in the class, nor will I treat others in this class with disrespect.

3. I will use class time to work on daily assignments.

4. No late work is accepted in English 11. I will complete all assignments on time. I will make up all missed assignments due to an absence within one school day. I will make up any test I miss due to an absence within three school days of the test date.

5. I will not disrupt the class

6. I will not have more than three missed assignments in any six-week grading period.

7. When using the Internet, I will not go to inappropriate web-sites or to any chat rooms.

Instructional Materials/Technology

Resources include the following:

- District adopted textbook: *School to Work*

- Internet computer lab

- Computer resources: World-Wide Web, Type-Twister, Microsoft Word.

- Library resources

- College and Career technology: WOIS

Unit Two

Student Learning Activities for

Arts/Entertainment/Sports Unit

Arts/Entertainment/Sports Unit

For the Arts/Entertainment/Sports unit, you are to compile an Internet resource collection for third to fifth graders which are educational and entertainment sites. These sites that you recommend should enhance curriculum that young students would be learning in the classroom. Some of the sites should be fun and entertaining for kids. Find twenty sites.

Following the name and address of each site, write a brief three-four sentence description of the site. You can include what information or activities are at the site.

Project Check: Thursday

Example:

I. Name of Site:

      Address:

      Description:

Unit Three

Student Learning Activities

For Women Research Paper Unit

Women Research Paper Unit

Pick one of the following women. Only one student per name. Via the Internet collect data on the famous woman and write a two-page report on them. Include background information and their accomplishments. Include some personal analysis of the woman and her contribution to society.

Elizabeth Barrett Browning
Alice Putnam
Patricia McCormick
Sophia Louisa Jex-Blake
Elizabeth Blackwell
Dr. Mary Edwards Walker
Rosalind Franklin
Clarina Nichols
Wu Yi Fang
Violette Neatley Anderson
Maya Angelou
BetW Friedan
Harriet Tubman
Hertha Marks Ayrton
Juliette Gordon Low
Margaret E. Knight
Marv Ritter Beard
Toni Morrison
Gloria Vanderbilt
Barbara Jordan
Helen Augusta Blanchard
Gertrude Simmons Bonnin
Sue S. Dauser
Ruth Muskrat (Bronson)
Emilie Du Chatelet
Susan B. Anthony
Marion Riche Hart
Margaret Kenyatta
Virginia Woolf
Flora Mac Donald
Sonja Henie
Louise Amer Boyd
Teresa Carreno
Jackie Mitchell
Caroline Norton
Dorothy Schiff
Sharon S. Adams
Funmilayo Ronsome-Kuti
Anna Ella Carroll
Minnie Maddern Fiske
Amy Johnson
Babe Didrikson Zaharias
Fanny Mendelssohn (Hensel)
Lotta Crabtree
Catherine II (The Great)
Wanda Jackson
Caroline M. Churchill
Lou Henry Hoover
Pauline Johnson (Tekahionwake)
Anna Louise Strong

Emma Lazarus
Marrgaret Mitchell
Irene Duhart Long
Elizabeth Kennv
Mary Elizabeth Clyens Lease
Mary Wortley Montague
Blair Niles
Edith Sodergran
Emilv Warren Roebling
Sally Ride
Helen Wills Moody
Mary White Ovington
Anna Dickinson
Ruth Bryan Owen
Margaret Rudkin
Frances Wright
Margaret Walker
Philippa Duke Schuyler
Marina Raskova
Ruth Nichols
Kitty O'Neil
Ida Pfeiffer

Unit Four

Student Learning Activities for Film Review Unit

Film Review Assignment

English 11
Ms. Goebel
Film Review

10 pts.

Select one of the people from the film viewed in class and write a character analysis of them.

Film Choices: *Of Mice and Men, Christmas Carol, Memphis Belle, Hamlet.*

Learning Activities: Write a description of the selected character in the movie viewed. Include why the character is important. What were their accomplishments? What attributes do admire about them?

Length: 3/4 page

Intermediate Writing Film Review

Thumbs :Up/Thumbs Down:
Movie Review

Due: _____
Length: 1-2 Pages
Audience: Educated Peers (Newspaper readers)
Point of View: 1st Person
Purpose: Critical analysis of a movie

ASSIGNMENT:

Write a movie Review which includes the following points:
1. **PLOT-**
    (What happens in the story?) (Summary)
2. **CHARACTERIZATION** AND **DEVELOPMENT**(Interaction, Who changes? Why?)
3. **SETTING-**
    (Where does the story take place? What is it like? How does it affect the story?)
4. **THEME** (What is the meaning of the story and how does it affect the characters?)
5. **CONFLICTS/COMPLICATION**(What interferes or causes change in the plot or characterization?)
6. **OPINION-**
7. **RATING**
    1-5   **Stars- (1 Lowest/S** Highest)

REQUIREMENTS:
Format: Typed or Ink   1 side of paper.

PROCESS: 40 pts.

____ 1. **Rewriting** - Final copy on top (Rating-# of stars) ____ _10_ _____

____ 2. **Revision - (Additions, Rough Drafts)** _____ _10_ _____

     3. **Prewriting - (Notes, etc.)** _____ _10_ _____

     4. _____ **-Peer Evaluation** _____ _10_ _____

ESSAY: 40 pts.

1. **Introduction**
    (Thesis and Attention-getting opener)
2. **Body**
    (Organization, integration of details etc.).
3. **Conclusion**
    (Thesis-related)
4. **Originality**

                                       Total = (80 pts.)

Writing Evaluation Sheet

Ms. Goebel
English 11
Evaluation Sheet

Ideas/Content/Details: *(50* pts.)

Organization: *(25* pts.)

Mechanics: *(25* pts.)

Total: (100 pts.)

Unit Five

Student Learning Activities for Problem-Solving Unit

Higher Order Thinking (H.O.T.)
Responses Problem-Solving Assignment

HOT RESPONSES
Reflect and Discuss

1. How would you react if this had happened to you?

2. What course of action would you take, if any?

3. What do you think Pepsi's responsibility is?

4. Could you offer a solution to this problem that would be reasonable and satisfactory to Pepsi and to the people who hold the winning number-349?

What If? You Were Summoned By The
President of the United States

FOCUS

What if you and the members of your cooperative group were summoned by the President of the United States to create a plan for rebuilding America's cities? You are given total freedom to make recommendations to the President for dealing with such urban crises as (a) the homeless, (b) run-down housing conditions, (c) poverty, (d) crime, (e) drug trafficking, (f) health problems, (g) violence and poor achievement of African American and Latino students in urban schools.

H.O.T. RESPONSE

1. Brainstorm the causes for the seven listed problems.

2. Brainstorm ideas for making changes in each of the above areas. If your solutions require spending huge amounts of money, you must tell from where that money will come. (For example, huge sums of money have been diverted from the defense budget to pay back government loans, commonly referred to as the "budget deficit.") What money sources can be used? As you plan, give careful thought to alternatives and to setting different priorities.

CREATIVE PRODUCT

1. Create a plan that provides solutions to the seven key areas listed. Once you and your group are satisfied with your plan, commit it to writing. First, outline your plan.

2. Share your plan with your teacher, and perhaps you will be encouraged to write a letter to the President outlining your recommendations for urban renewal.

Unit Six

Student Learning Activities for

Instructional Internet Search Unit

- Scavenger Hunt   P21

Scavenger Hunt

Scavenger Hunt 2
Where in the World?

Directions: In which part of the world do some animals live? Look at the list of animals below. Some will be familiar and others will not. Use the Internet to find where they live. To help you, we've provided you with the URL Web site where you will find the information you need to wander around the Web site a bit to find the information about each animal's natural habitat. Write the name of the country where you find each animal.

Animal	Zoo Name/Web Site	Where in the World?
White-faced saki	Pittsburgh Zoo http://zoo.pgh.pa.us/wildlife.html	_____
King Penguin	Pittsburgh Zoo	_____
Silver Langur	Cincinnati Zoo http://www.cincy.zoo.org/index.html	_____
Gila Monster	Cincinnati Zoo	_____
Wallaroo	The Oakland Zoo http://www.oaklandzoo.org	_____
Bison	The Oakland Zoo	_____
Meerkat	Birmingham Zoo http://www.birminghamzoo.com	_____
Muntjac	Birmingham Zoo	_____
Black Rhinoceros	Lincoln Park Zoo http://www.lpzzoo.com/menu.html	_____
Green Tree Python	Lincoln Park Zoo	_____

Unit Seven

Student Learning Activities

For Career Unit

- Career Unit   P23

Career Unit

Career Planning Unit
Ms. Goebel
English 11

      There are few things so essential to your success after high school as planning for your career. Consider this unit something useful to achieve that goal. There are probably many careers that might interest you. This is the time to explore some options for your life. The exercises that you will complete will be practical assignments that you can use to help get a job and to also find a place for training. It will be helpful for you to always keep sample cover letters, resumes, sample applications and recommendation letters in a folder. At the end of the unit, you will have a collection of these items in a given folder.

      Assignment #1: Along with your application for employment, it might be beneficial to have a letter of recommendation. This letter can be used for scholarships, school applications, and employment applications. All future employers like to see a recommendation letter which attests to your strengths It also shows them that you are someone special for a previous employer or teacher who took the time to write you a letter of recommendation. In order for someone to write a letter of recommendation, they need to have some information about you. Complete the "Analyzing Your Strengths and Skills" worksheet and the "Letter of Recommendation - Personal Data Form." (10 pts. each)

      After the Data form is graded, take it to a former employer or teacher and have them write you a letter of application. Tell them you are using the letter for future scholarships, employment and school applications. Give them a two-week window to get them back to you. (10 pts.)

      Assignment #2: Looking at the "Analyzing Your Strengths and Skills" assignment, take the #4 and #5 items and give examples of these strengths. It is always good to be able to give some concrete examples of your strengths in cover letters and in interviews. Write out the strengths and give examples on at least 5 of them. (10 pts. each strength and example)

      This should be enough for the first day. If you have any more time, continue looking for school and scholarship cites that are in your area of interest. Also, if you are not sure of what career yet, look at some of search sites.

Unit Eight

Consumer Report Project Unit

Consumer Project Assignment Description

In this unit, students will learn to use information found on the Internet to make critically analyze different products and make an informed decision from the data collected. In work situations and in personal life, people must make choices about products to purchase or recommend to others to purchase. Decisions should be based on observable and objective data, not feelings, emotions, or subjective thoughts. In order to live within a budget, it is important to learn to buy the best product we need to purchase for the least amount of money.

1. **Choose a product.** Pick a product through Consumer Report. this must be a product that would be **a common purchase in** our average daily life (i.e. no Rolls Royce or fur coats). Perhaps your family is getting ready to purchase a mid-sized car or computer. These would be excellent products to compare different brands. (10 pts.)

2. **List three different brands of similar products.** For example, if you choose to compare computers, you might list Compaq, Macintosh, and Gateway. The products must be similar types of products. if you were comparing computers, they should have the same memory capacity. (10 pts.)

3. **List the characteristicsldataltraits of each product.** This should be data that will help you make an informed decision. For example, if you were comparing cars, you might want to list the gas mileage of each car. Of course, price should be on the list. List at least 5 different characteristics on each product. (10 pts.)

4. **Compare/Contrast Analysis of Products.** Based on the data collected, list positives and negatives of each product in comparison with the other products. Which product is the most expensive? Which product rates higher on the Consumer Report? Basically, which product offers the best quality for the least amount of money. After comparing the products, write down your selection and in three paragraphs describe why you came to this decision. What were some of the determining factors? (20 pts.)

5. **Memo. In** memo format, write a recommendation for your product to an employer. (10 pts.)

6. **Persuasive Speech.** Write and deliver a speech in class concerning your product selection. (20 pts.)

Part I: Product Selection Assignment

Ms. Goebel
Eng 11
Part 1 - Product Selection

Name

Find a consumer report Internet site and select a product. This product must me a common purchase in our average daily life. (i.e. no Rolls Royce or fur coats). Perhaps your family is getting ready to purchase a mid-sized car or computer. These would he excellent product to compare different brands. Keep in mind a price range that as a consumer you are willing to pay. Are you looking at computers in the $1000 or $2000 range? (10 pts.)

The product I have selected is_____

Part II: Three Different Brands Assignment

Ms. Goebel
Eng. 11
Part II - 3 different brands

Find three different brands of similar products. For example, if you choose to compare computers, you might list Compaq, Macintosh, and Gateway in the $1000 price range. The products must be similar types of products. if you were comparing computers, they should have the same memory capacity. (10 pts.)

The following are the three different brands of similar products:

1.

2.

3.

Part III: Characteristic/Data/Trait Assignment

Ms. Goebel
Part III
Characteristic/Data/Traits

List the characteristics, data and traits of each product. This is the basis of which you will be making your selection. This should be data that will help you make an informed decision. For example, if you were comparing cars, you might want to list the gas mileage of each car. Of course, price should he on the list. List at least 5 different characteristics on each product.

Product #1

    1.

    2.

    3.

    4.

    5.

Product #2

    1.

    2.

    3.

    4.

    5.

Product #3

    1.

    2.

    3.

    4

    5.

Part IV: Compare/Contrast Analysis Assignment

Ms. Goebel
Eng 11
Part IV - Compare/Contrast Analysis

Based on the data collected, list positives and negatives of each product in comparison with the other products. Which product is the most expensive? Which product rates higher on the Consumer Report? Basically, which product offers the best quality for the lease amount of money. After comparing the products, type a paper which names your selection and in three paragraphs type why you came to this decision. What were some of the determining factors? (20 pts.)

Unit Nine

Student Learning Activity

For Weekly News Summary Unit

Weekly Summary Activity

Ms. Goebel
Eng 11
Weekly News Summaries

It is important in life to read, summarize and communicate information to fellow workers at work. It is also important to keep aware of current situations in the news that affects our lives. These items include serious and entertaining topics.

Find an article in the _____ and write a 1/2 page summary of that article. Include the title of the article at the top of the paper. Choose an article that is of some interest to you. Write the summary on a separate sheet of paper.

CHAPTER FIVE

Summary, Conclusions and Recommendations

Summary

The purpose of the project was to develop a model reading and writing curriculum for low-achieving eleventh and twelfth-grade students. To accomplish this purpose a review of related literature and research was conducted. Additionally, related information/materials from selected secondary level English programs were obtained and analyzed.

Conclusions

Conclusions reached as a result of this project were the following:

1. Emphasizing a curriculum to help low-achieving students see the connections between education and work is useful.

2. Emphasizing an internet/computer-based writing and reading curriculum for at-risk students can help such students gain writing and computer skills.

3. By using an internet/computer-based curriculum, low-achieving eleventh and twelfth-grade students can increase motivation and help students be successful in gaining English credits.

Recommendations

As a result of the project, the following recommendations were suggested:

1. Increased reading strategies for low-achieving students should be researched and implemented with the English 11 curriculum.

2. To help at-risk students in the development of writing and reading skills, educators should adapt internet/computer-based strategies.

3. To motivate low-achieving, secondary-level students enrolled in English classes, greater use should be made of an internet/computer-based curriculum.

4. Before implementing a reading and writing curriculum for low-achieving students, funds should be provided for purchasing professionally-designed reading skill development software, specialized reading enhancement materials, student workbooks, etc., and to allow instructors planning equivalent to one school year.

5. School districts seeking to develop a model reading and writing curriculum for low-achieving eleventh and twelfth grade students may wish to adapt the project designed for purposed of this project, or undertake additional research intended to meet their unique needs.

References

Baber, C. R. and Stoodt, B. D. (1992). Wholistic literacy instruction for at-risk

students. Reading Psychology 13 (4), Dec., pp. 329-36 [Online]

http://medusa.prod.oclc.org:3058/FUNC/GRO....ype=0%3Asessionid=3229851:49/fsres

49.txt.

Beasley, M. R. (1989). Reading for a real reason: Computer pals across the

world. Journal for Reading, 32 (7), April, pp. 598-605. [Online]

http://www.indiana.edu/~eric_rec/bks/celebrex.html.

Blum, R.E. & Arter, J.A. (Eds.). (1996). Portfolios: Process and product. New

Hampshire: Heineman.

Bunce, A. (1996). A little responsibility helps at-risk students take the lead

becoming a mentor gives borderline kids new motivation to study and stay in school.

The Christian Science Monitor, Apr. 29, p. 7. [Online]

http://proquest.umi.com/pqqdweb?Did=00000...Fmt=3&Deli=1&mtd=1&idx=15&Sid=1

15&RQT=309.

Cruthirds, J. and Hanna, M. S. (1996). Programmed instruction and interactive

multimedia: A third consideration. Paper presented at the Annual Meeting of the

Southern States Communication Association, Memphis, TN, March 27-31.

Speeches/Conference Papers (150), ED 400 576.

Hamovitch, B. A. (1996). Socialization without voice: An ideology of hope for at-risk students. <u>Teachers College Record 98 (2)</u>, pp. 286-306. [Online] <u>http://proquest.umi.com/pqdweb?Did=000000...78&Fmt=3&Deli=1&Mtd=1&Idx=2&Si</u> <u>d=1&RQT=309</u>.

Henneberg, S. (1996). Dimensions of failure in reader response. <u>English Journal</u> <u>85 (3)</u>, Mar., p. 21. [Online] <u>http://proquest.uni.com/pqdweb?Did=00000...Fmt=3&Deli=1&Mtd=1&Idx=16&Sid=1</u> <u>&RQT=309</u>.

Morris, C.W. (1991). Giving at-risk juniors intellectual independence: An experiment. <u>English Journal 80 (3)</u>, Mar., pp. 37-41. [Online] <u>http://medusa</u>. Prod. Oclc. Org:3058/:next=NE...=1:/fsrec79.txt%22%3Asessionid-3229851:79.

Peckman, S. (1996). Developing student ownership in the "real world." <u>English</u> <u>Journal, 85 (2)</u>, Feb., p. 60. [Online} <u>http://proquest.umi.com/pqdweb?Did=00000...Fmt=3&Deli=1&Idx=17&Sid=15&RQT=</u> <u>309</u>.

Shermis, M. E. (1997). <u>The online classroom: Teaching with the Internet.</u> Bloomington, Indiana: U.S. Dept. of Education. (ERIC Document Reproduction Service No. ED 400 577.

Thistlethwaite, L. L. (1990) Critical reading for at-risk students. <u>Journal of</u> <u>Reading 33 (8)</u>, May pp. 586-93.

Washington State Commission on Student Learning. (1998) Essential academic learning requirements. July 1998.

Waxman, H. C. and Shwu-Yong, H. L. (1996). Motivation and learning environment differences in inner-city middle school students. The Journal of Educational Research, 90, 93-102.

Westfall, A. & Pisapia, J. (1994). Students who defy the odds: a study of resilient at-risk students. Research Brief #18. Metropolitan Educational Research Consortium, Richmond, VA.

Worsham, S. E. (1993). Making winners of the no-win track. English Journal 82 (6), Oct., p. 51. [Online] http://proquest.umi.com/pqdweb?Did=00000...1&Fmt=3&Deli=1&Mtd=1&Idx=1&Sid= 9&RQT=309.

APPENDICES

Results of English 11 Survey

The following was the results of the survey given January, 1999 to the writer's first semester *English 11* students:

	Low		Med.		High
This class improved my reading	4	1	12	2	0
This class improved my writing	1	0	7	10	2
This class improved my Internet skills	2	2	4	5	7

Evaluate the following units on how you felt the units were valuable or interesting:

Travel Unit	0	1	5	5	7
Career Unit	0	11	7	7	5
Problem-Solving	1	2	6	7	5
Product Research	1	3	6	8	2
20 Kid's Sites	7	2	6	2	3
Movie Reviews	0	2	7	6	6
Vocabulary Assignments	3	4	4	4	5
Women Research Paper	2	3	5	4	6

	Never				Always
When I have a problem with an Assignment in class, I usually try To solve it	0	0	4	7	6
I am proud of my work in this Class	0	1	3	7	7
My teacher is proud of my work In this class	0	3	2	4	9

I really pay attention to what the Teacher is saying in this class	1	0	0	9	8
I know the other students in my Eng. 11 class really well	0	3	3	10	2
My teacher takes a personal interest in me	2	3	4	4	5
Getting a certain amount of Classwork done is very important In my Eng. 11 class	0	1	2	6	8
The class is under control with Orderly behavior	1	0	5	4	8
There is a clear set of rules to follow In my Eng. 11 class	1	2	3	4	8
I enjoy the type of schoolwork in My Eng. 11 class	0	0	5	2	11
The pace and difficulty of school work Is just right for me	1	2	3	4	8
My teacher gives me feedback on how I'm Doing in the class	0	2	4	3	9
My parents ask me about what I learn In my Eng. 11 and other classes	5	1	4	4	4

Appendix B

English 11

I would like to begin the class by getting to know a few, specific things about each of you. Please answer the following questions In no **less than a paragraph and in complete sentences.**

1. What specific things do you remember learning in your other high school English classes?

2. What things and materials did you most enjoy in your other high school English classes?

3. What things and materials did you **least** enjoy in your other high school English classes?

4. What is your favorite high school class? Why?

English 11 Syllabus

Textbook: *School to Work*

English 11 is a Language Arts course designed for students who have not had a great deal of success in either English 9 or in English 10. It will teach students important skills in reading, writing, and oral communication. Yet the course differs from English 9 and 10 in a significant way: it is centered not on literature but on practical. "real-world" thematic units. These units will include the following:

1. Weekly current events summaries and analyses

2. Individual and group problem solving

3. Product comparison reports

4. Comprehensive travel planning

5. Career development and planning

6. Workplace writing

7. Literary films/Reviews

8. Speeches

In addition to the writing handbook, *School to Work*, students will use written information on the internet. *Consumer Reports, The Seattle Times, The New York Times,* and literally hundreds of other reputable sources of information will create a very large English textbook!

While the English 11 textbook is different than the books used in English 9 and 10, the skills that will be taught are the same:

* Students will learn the six traits of effective writing. Correct grammar, usage, and
mechanics will be emphasized in all written work.
*Students will think critically about what they read, analyzing their sources carefully.
*Students will communicate clearly and effectively in both small and large groups.

The standard grade scale will be used in this class:
A=94-100   A- = 93-90
B = 84-89   B- = 83-80
C = 74-79   C- = 73-70
D = 60-69

English 11 Class Contract

1. I will be in my seat prepared to work when the tardy bell rings.

2. It is acceptable to criticize the ideas of another but it is never acceptable to criticize and offend any member of this class personally. I will not put down those in the class, nor will I treat others in this class with disrespect.

3. I will use class time to work on daily assignments.

4. No late work is accepted in English II. I will complete all assignments on time. I will make up all missed assignments due to an absence within one school day. I will make up any tests I miss due to an absence within 3 school days of the test date.

5. I will not disrupt the class.

6. I will not have more than three missed assignments in any 6 week grading period.

7. When using the Internet, I will not go to inappropriate web-sites or to any chat rooms.

CONSEQUENCES

Breaking rules will lead to the following progression:

1. Verbal warning
2. Parent notification; detention or time-out
3. Parent/ student/ administrator/teacher conference
4. Permanent removal from English 11

Student signature

Parent signature

Date

Appendix E

MOUNT VERNON SCHOOL DISTRICT
INTERNET AND ELECTRONIC MAIL PERMISSION FORM

We are pleased to offer students of the Mount Vernon School District access to the District computer network for electronic mail and the Internet. To gain access to e-mail and the Internet, all students under the age of 18 must obtain parental permission and must sign and return this form the to LIBRARY MEDIA SPECIALIST. Students 18 and over may sign their own forms.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. However, users should be aware that messages and information on the Internet are NOT guaranteed to be private Families should be further warned that some material accessible via the Internet may contain items that are illegal, inflammatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. Parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. Ultimately we believe that the opportunities for collaboration exceed any disadvantages.

District Internet and E-Mail Rules

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parental permission is required. Access is a privilege
-- not a right. Access entails responsibility.

Individual users of the District computer networks are responsible for their behavior and communications over those networks. It is expected that users will comply with District standards and will honor the agreements they have signed. Beyond the clarification of such standards, the District is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas will be treated as school property. Network administrators will review files and communications to maintain system integrity and to insure that users are using the system responsibly.

Users should not expect that files stored on District servers will be private. Within reason, freedom of speech and access to information will be honored. During school, teachers will guide students toward appropriate materials; outside of schools, families bear the same responsibility for such guidance.

As outlined in School Board Policy and Procedures on Student Rights and Responsibilities (Policy #3200), the following are not permitted:

- Sending or accessing offensive pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
  Violating laws, including copyright laws
  Using another user's password
  Trespassing in another user's folders, work or files
  Intentionally wasting limited resources
  Employing the network for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

31

MOUNT VERNON SCHOOL DISTRICT TECHNOLOGY TEAM
STATEMENT OF INTERNET USE

The Mount Vernon School District views the Internet as an extension of school libraries and media centers. The Internet is an additional tool to be used for the enhancement of our curriculum. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society.

USER AGREEMENT AND PARENT PERMISSION FORM --1995

As a user of the Mount Vernon School District computer network, I hereby agree to comply with the above stated rules communicating over the network in a reliable fashion while honoring all relevant laws and restrictions.

Student Signature   Date

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility and guidance of Internet use - setting and conveying standards for my daughter or son to follow when selecting, sharing or exploring information and media.

Parent/Legal Guardian Signature

School:
Name of Student:
Student Number   Birthdate:
                                       Grade:_____

Address.

Home Phone:
Street Address   City   State   Zip