

Fall 2006

Transition Programs for New High School Students

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TRANSITION PROGRAMS FOR NEW HIGH SCHOOL STUDENTS

by

Carrie Jantz

A Project Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

REGIS UNIVERSITY

August, 2006

ABSTRACT

Transition Programs for New High School Students

Students who make the transition from middle school to high school experience academic, procedural, and social changes. These students benefit from support designed to aid them in their transition from middle to high school. In this paper, the author identifies characteristics of students in transition, the transition itself, and successful transition programs. Also, it includes the design of a week long transition program to help ninth grade students make a smoother transition to high school. This program includes academic, procedural, and social components.

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Chapter 1

INTRODUCTION

Each year, high school freshmen make the transition from eighth grade to ninth grade; however, this transition can be a difficult one. Because of this, new high school freshmen can benefit from support during their transitions into high school. Research has been conducted to determine the nature of students' struggles and the support strategies that help to make their transitions smooth (Alspaugh, 1998; Butts & Cruziero, 2005; Chapman & Sawyer, 2001; Holland & Mazzoli, 2001; Letgers, 2005; McElroy, 2000; Mizelle, 2005; Queen, 2002; Southern Regional Education Board, 2002). Based on this information, it is possible to identify: (a) the specific challenges that new high school students face, (b) the areas in which they need to be supported, and (c) the programs and strategies that can most effectively be implemented to support students in transition.

Statement of the Problem

For most students, the transition to high school is a difficult time that is characterized by a combination of fear and excitement (Akos & Galassi, 2004; Mizelle, 2005). Students' fears are not unfounded. Most high school freshmen face anxiety, achievement loss, and an increased risk of dropping out of high school (Mizelle, 2005; Queen, 2002). Letrello and Miles (2003) quoted Wiles and Bondi (2001) who stated, "At no other time in development is a student likely to encounter such a diverse number of problems simultaneously" (p. 35). Fortunately, high school transition programs can be

implemented to minimize the negative effects of the middle to high school transition and to better equip students for social and academic success in high school and beyond.

Purpose of the Project

The purpose of this project was to design a week long freshman transition program that addresses the needs of new ninth grade students. The program is specifically designed to address the social, academic, and procedural needs of a student in the transition to a new and larger school than he or she attended in eighth grade. Information presented in the review of literature guided the content presented and teaching methods used in the program.

Chapter Summary

Previous research in regard to students' transitions from eighth grade to ninth grade can be used to guide the design of programs for students as they make the transition from middle school to high school. This information can be used in the development of a week long transition program that is one part of a year long effort to support ninth grade students during their first year of high school.

In Chapter 2, the Review of Literature, this researcher presents an overview of the research in regard to: (a) the challenges faced by students in transition, (b) the information and skills these students need to succeed in high school, and (c) the programs and strategies proven to be effective. This information was then used to develop a transition program to address the needs of students in transition. In Chapter 3, Method, the procedures for the development of a long transitional program are presented.

Chapter 2

REVIEW OF LITERATURE

The purpose of this project was to explore the nature of the transition from middle school to high school. This exploration includes: (a) an identification of the characteristics of the students who make the transition, (b) an identification of the characteristics of the transition, (c) the negative effects of the transition, and (d) the characteristics of effective transition program. This information is used in Chapter 3, Method, to design an effective transition program for ninth grade students.

When students make the transition from middle school to high school, they must negotiate multiple important changes. Student participation in transition programs can help them to make this transition more easily (Alspaugh, 1998; Butts & Cruziero, 2005; Chapman & Sawyer, 2001; Holland & Mazzoli, 2001; Letgers, 2005; McElroy, 2000; Mizelle, 2005; Queen, 2002; Southern Regional Education Board, 2002). An effective middle school to high school transition program must be tailored to the transitioning students and their transition. Because of this, it is important to examine the existing research about: (a) new high school freshmen, (b) the nature of their transition from middle school to high school, and (c) the specific challenges and risks that are a part of this transition. Also, it is helpful to recognize and utilize strategies and programs that have been proven effective in the support of students in transition.

Characteristics of New Ninth Grade Students

Adolescent students experience multiple changes (Letrello & Miles, 2003; Queen, 2002). Therefore, ninth grade students experience these changes at the same time that they also experience the changes associated with a transition to high school. Also, these changes influence the ways that ninth grade students experience the transition to high school.

Developmental Changes

New high school freshmen experience physical, cognitive, and social developmental transitions which include: (a) puberty, (b) value formation, (c) social group identification, and (d) shifts in learning (Ansubel & Ansubel, 1966; Brofenbrenner, 1977; Cohen & Frank, 1975; Dusek, 1987; Hill, 1980; Lipsitz, 1984; all cited in Smith, 1997). Many adolescents anticipate these changes with excitement (Akos & Galassi, 2004). For others, the changes cause stress and anxiety.

These physical, social, and cognitive changes are linked to an emotional instability that is characteristic of early adolescence (Wiles & Bondi, 2001, as cited in Letrello & Miles, 2003). This emotional instability can contribute to erratic and inconsistent behavior, as well as feelings of anxiety and fear.

The Development of Maturity and Identity

During early adolescence, students desire and experience more freedom in school and in their personal lives (Mizelle, 2005). As a part of this, high school students have much more freedom than do middle school students. For example, in high school, students have their own lockers to decorate. Lockers provide students with personal space and with an opportunity for personal expression. Also, unlike elementary and

middle school students, high school students are allowed to move around the school building unescorted. Therefore, high school students have more opportunity to go where they want and do what they want during the school day.

This increase in freedom influences students' relationships and their levels of personal responsibility (Schiller, 1999, as cited in Queen, 2002). When students enter high school, they become less dependent on adults and more able to handle their own affairs. They are expected to be: (a) more self-disciplined, (b) more self-motivated, and (c) able to budget their time and balance their priorities. Also, they must begin to interact with larger numbers of peers and teachers (Compas & Wagner, 1991, as cited in Chapman & Sawyer, 2001). However, for many students, it is a struggle to meet these demands (Mizelle, 2005).

Often, adolescent students want to distance themselves from adults like parents and teachers. However, they still need support from their parents and other adults (Mizelle, 2005; Queen, 2002).

Also, the increased freedom and responsibility of high school can provide students with an opportunity to develop their own identities and values (Queen, 2002). Because high school is a new environment, some students are able to use it as a chance to make a fresh start and to explore their personal identities. However, other students are not able to take advantage of this opportunity. For students to best use their time in high school to develop personally, they must be able to pursue their search for identity without fear or anxiety. Only then can they: (a) develop values, (b) develop pride in their achievements, and (c) develop close relationships with their peers.

Characteristics of the Transition to High School

Ninth grade students also experience changes that are direct results of the transition to high school (Chapman & Sawyer, 2001; Queen, 2002). The structure, systems, and procedures in high school are different than those in middle school (Chapman & Sawyer) as are the academic (Queen) and social expectations (Schiller, 1999, as cited in Queen; Mizelle, 2005). Because of this, ninth grade students often experience increased stress and anxiety (Hertzog & Morgan, 1997).

Changes in School System and Structure

During this period of great physical and personal change, ninth grade students must adjust to a new school environment (Chapman & Sawyer, 2001). Because high school students are more mature than middle school students, high school administrators and teachers expect more from them than did their middle school administrators and teachers. High school students are expected to be more independent and to take a more active role in their education (Queen, 2002).

Consequently, the high school workload is more difficult and intense than is the middle school workload (Mizelle, 2005; Queen, 2002). Many high school students have homework in each subject every night. Also, frequently, the high school grading scale is more demanding than in middle school (Chmelynski, 2004). This means that high school students must achieve higher percentages in order to earn the same letter grades that they earned in middle school.

Students' relationships with their teachers in high school are different than student relationships with their teachers in middle school (Mizelle, 2005; Queen, 2002). Middle school students have a few teachers who know them well, but high school students have

multiple teachers to whom, initially, they are unknown. This difference in relationship levels results in a corresponding change in the level of support that students perceive they receive from teachers.

Therefore, many ninth grade students do not know where to turn for help in high school (Mizelle, 2005). Because ninth grade students have new daily routines, and they attend larger schools than they are used to, many high school freshmen feel anonymous at school (Barber & Olsen, 2004; Chmelynski, 2004; Queen, 2002). This contributes to a common student perception that there is less school support in high school than there is in middle school (Seidman, Aber, Allen, & French, 1996, as cited in Barber & Olsen, 2004).

Increased Stress and Anxiety

Also, the many changes that new ninth grade students navigate cause them to experience increased levels of stress and anxiety (Hertzog & Morgan, 1997). Most new freshmen fear high school (Letrello & Miles, 2003). The biggest fear of most new freshmen is that they will get lost in the high school building (Capelluti & Stokes, 1991; Rossi & Stokes, 1991; Davis, 1998; Queen, 2000; all cited in Queen, 2002). Also, new ninth grade students fear the following characteristics of high school: (a) the size of the school, (b) the upperclassmen, (c) the potential to be bullied, (d) the potential that they will not have enough friends, and (e) the potential that they will get lost in the school building. In addition, they worry about: (a) school violence, (b) the fact that they are physically smaller than upperclassmen, and (c) the process for becoming involved in extracurricular activities (Chapman & Sawyer, 2001).

Increased Academic Load

In this atmosphere of general anxiety, it is difficult for students to perform well academically (Queen, 2002). Increased stress plagues many new high school students because they fear the academic rigor of the high school curriculum (Letrello & Miles, 2003; Chapman & Sawyer, 2001). Also, the high school environment is more academic than the middle school environment (Eccles, Midgley, & Adler, 1984, as cited in Mizelle, 2005). Therefore, high school students must study more and do more homework than middle school students (Letrello & Miles). In 1992, 75% of the students surveyed reported that ninth grade was academically much more difficult than was eighth grade (National Center for Education Statistics, 1992, as cited in Chapman & Sawyer).

Increased stress and an increased academic workload is a dangerous combination of factors because, at the same time, most high school freshmen feel increased pressure to perform academically (Mizelle, 2005). While new ninth grade classes become more difficult, students begin to make the connection between class choices, high grades, college acceptance, and professional success. Consequently, high school students place more pressure on themselves to succeed and, thus, academic competition often increases.

Social Climate Changes

Frequently, the transition to high school disrupts students' existing social networks (Schiller, 1999, as cited in Queen, 2002; Mizelle, 2005). This adjustment is so notable that one in five of the ninth grade students surveyed reported that they had increased feelings of social isolation during their initial year in high school (National Center for Educational Statistics, 1992, as cited in Chapman & Sawyer, 2001). This is reason for concern because, as students enter high school, they also experience an

increased need for friendship (Diamond, Hertzog, Morgan, & Walker, 1996, as cited in Mizelle, 1999).

Negative Effects of the Transition to High School

In the transition to high school, the coping skills of many students are overwhelmed (MacIver, 1990, as cited in Letrello & Miles, 2003). Because of this, the transition to high school can be an unpleasant experience for new ninth grade students (Davidson, Phelan, & Yu, 1994, as cited in Mizelle, 1999). Therefore, the transition can contribute to negative situations.

High Dropout Rates

High school freshmen are more likely to drop out of school than are students in any other grade (Akos & Galassi, 2004; Chmelynski, 2004; Neild, Stoner-Eby, & Furstenbury, 2002; Mizelle & Irvin, 2000). This risk is specifically associated with the difficulties of the transition from middle school to high school (Mizelle, 1999, as cited in Queen, 2002).

To drop out of high school is to reject “membership in a community in which youths feel marginal, gain little self-esteem, perceive few rewards, and which they also experience as rejecting them” (Anderson, Jacobs, Schramm & Splittgerber, 2000, as quoted in Queen, 2002, p. 11). Therefore, students leave high school because they: (a) do not feel that high school is relevant to them or benefits them, and (b) do not feel like they belong in high school.

A sobering number of students drop out of high school (Queen, 2002). As many as 5% of high school students drop out of school each year (Alt, Chapman, & Kaufman, 2001, as cited in Mizelle, 2005). In certain populations, for example, among low-income

students, as many as 10% drop out of school each year. In 1994, 12% of 16-24 year-olds in the United States had not completed high school (National Center for Education Statistics, 1996, as cited in Queen, 2002). Of these students, 8% were Anglo, 13% were African, and 30% were Hispanic American. According to the Children's Defense Fund (2004, as cited in Mizelle), if school retention rates do not improve, one in seven children born in the U.S. in 2005 will not finish high school.

Students who drop out of high school have limited professional and economic options (Hess & Lauber, 1985; McMillen, Kautman, Hauksen, & Bradby, 1993; both cited in Smith, 1997). For example, students who drop out of high school tend to have low paying jobs. In the mid-1990s, high school dropouts earned an average of less than \$13,000 per year. In 1990, the median earnings of adult males who dropped out of high school were 35% less than those of male high school graduates. The median earnings of females who dropped out of high school were 40% less than those of female high school graduates (Roderick, 1993, as cited in Queen, 2002). Males who dropped out of high school earned half the income of college graduates, and females who dropped out of high school earned 65% less than those who graduated from college.

Also, students who drop out of high school, particularly minority and low income students, are more likely than high school graduates to experience physical, social, and emotional difficulties (Queen, 2002). Examples of these include feelings of disenfranchisement from society and poor mental health.

Lower Academic Performance

Often, students who drop out of high school do so because they experience academic difficulty (Queen, 2002). However, many students who remain in high school

experience academic difficulty and exhibit an achievement loss that is associated with the transition into high school (Alspaugh 1998; Barone, Aguirre-Deandreis, & Trickett, 1991, as cited in Mizelle, 1999; Chapman & Sawyer, 2001; Letrello & Miles, 2003; Queen, 2002; Southern Regional Education Board, 2002). Perhaps, because of this, high school freshmen and sophomores are more likely to earn failing grades than are upperclassmen (Marder, 1992, as cited in Letrello & Miles).

In a study conducted to explore the nature of this achievement loss, Alspaugh (1998) found that all high school freshmen who participated in his study experienced achievement losses. Achievement losses were greater for students who attended middle schools instead of K-8 schools and, overall, included all academic areas, including reading, mathematics, science, and social studies.

Many new high school freshmen are academically unprepared to succeed in high school (Queen, 2002). As a result, they may become academically frustrated because they: (a) earn lower grades than they did in eighth grade, (b) fail to complete homework, and (c) do not understand the material covered in their classes.

An increase in self-reported cheating among ninth grade students coincides with this achievement loss (Anderman & Midgley, 2004). In a study of adolescents who attended nine middle schools and five high schools, Anderman and Midgley found that ninth grade students admitted to cheating more frequently than did eighth grade students. This increase in self-reported cheating corresponded positively to students' perceptions of a classroom emphasis on academic achievement. In classrooms where students perceived the emphasis to be a mastery of material rather than academic achievement, cheating was less prevalent than it was in other ninth grade classrooms. This finding may be related to

Mizelle's (2005) finding that, in high school, students experienced more pressure to succeed academically than they did in eighth grade.

Increased Discipline Problems

Ninth grade students receive more discipline referrals than do high school students in Grades 10-12 combined (Chmelynski, 2004; Queen, 2002). For example, a Georgia principal reported that, previous to the establishment of a ninth grade academy in the school where he worked, ninth grade students received 60% of the total discipline referrals (Chmelynski).

Students' behavior problems can be exacerbated by the transition to high school (Queen, 2002). Many students who had discipline problems in the lower grades have even greater difficulty with the transition to high school than do other students. As a result, their behavioral problems increase and result in conflict with other students and teachers.

This large number of discipline referrals can negatively influence students' academic opportunities (Queen, 2002). Many students enter high school without the social skills to exhibit acceptable behavior. These students achieve low levels of academic success and are, therefore, inaccurately identified as being learning disabled (LD). Thus, the subsequent placement of these students in classes for LD students is inappropriate. This placement inappropriately limits these students' academic opportunities and negatively influences their school experiences. This can lead to even more serious problems such as increased risk for failure and dropping out of high school. Inaccurate academic placements are especially common for students who are African American and male.

Negative Student Perceptions

Frequently, students who make the transition into high school have negative perceptions of themselves and of their school experiences (Barber & Olsen, 2004; Mizelle, 2005; Queen, 2002). Many students do not feel able to meet the social and academic demands of high school and, therefore, they develop negative self-images (Diamond & Walker, 1996, as cited in Mizelle).

In the study conducted by Barber and Olsen (2004), their sample consisted of adolescents from 933 Utah families. They found that the ninth grade students who participated in the study reported decreased self-esteem and increased feelings of depression immediately after their transition into high school.

Also, Barber and Olsen (2004) found that student perceptions of high school, when compared to student perceptions of middle school, were more negative. Students perceived that there was less school support in high school in comparison with middle school. They reported that their high school teachers were less helpful than their middle school teachers. These findings corresponded with the findings from previous researchers (Midgley, Eccles, & Feldlaufer, 1991; Murdock, Anderman, & Hodge, 2000; Queen, 2000; all cited in Queen, 2002) who found that ninth grade students reported that: (a) they liked high school less than they liked middle school, (b) they received lower levels of support from high school principals and assistant principals than they did middle school principals and assistant principals, (c) there was less monitoring by high school teachers than by middle school teachers, and (d) they had less involvement in high school activities than they did in middle school activities. Overall, after their transition to high

school, the students became less satisfied with school and with their roles in their school communities.

These changes in satisfaction levels are important because students' perceptions of a new school and a new school system can influence their transition to high school (Anness & Wichterle, 2001; Bank Street College, 2001; Johnson, 2002; Hampel, 2002; Letgers, 2000; Reyes, Gillock, Kobust, & Sanchez, 2000; all cited in Queen, 2002).

When students have negative transitional experiences, they are more likely to have: (a) poor attendance, (b) low grades, (c) fewer friends, (d) more behavior problems, and (e) more vulnerability to negative peer influence (Loeber & Farrington, 1998; Louis Harris & Associates, 1998; Reyes et al., 2000; Anderson et al., 2000; Queen, 2000; all cited in Queen; Smith, 1997).

Effective Transition Programs

The implementation of transition programs can assist students to make the transition from middle school to high school (Alspaugh, 1998; Butts & Cruziero, 2005; Chapman & Sawyer, 2001; Holland & Mazzoli, 2001; Letgers, 2005; McElroy, 2000; Mizelle, 2005; Queen, 2002; Southern Regional Education Board, 2002). Transition programs are most effective when they include: (a) social support (Akos & Galassi, 2004; Queen, 2002), (b) practical information about high school (Akos & Galassi, 2004; Butts & Cruziero; Mizelle, 1999; Queen), (c) instruction in regard to academic skills (Butts & Cruziero; Fulk 2003; Queen), and (d) cooperation with middle school educators (Fulk; Hertzog & Morgan, 1997; McElroy, 2000; Queen; Vars, 1998, as cited in Mizelle, 1999).

Transition Programs Matter

The negative effects of the middle to high school transition can be minimized with the provision of effective transition programs (Alspaugh, 1998; Butts & Cruziero, 2005; Chapman & Sawyer, 2001; Holland & Mazzoli, 2001; Letgers, 2005; McElroy, 2000; Mizelle, 2005; Queen, 2002; Southern Regional Education Board, 2002). When effective transition programs are in place, students are helped to develop the skills and knowledge that they need to succeed in high school. Participation in such programs can: (a) decrease drop out rates, (b) increase school attendance, (c) improve grades, and (d) contribute to increased student enthusiasm. Balfanz, Letgers, and Jordan (2004, as cited in Letgers) conducted a study to evaluate the efficacy of ninth grade transition programs, and found that students who participated in a transition program out performed students who attended control schools in mathematics and reading. Also, the students who participated in the transition program reported that they learned new skills, strategies, and concepts as a result of the program.

To be effective, a transition program must address the academic, social, and practical needs of students (Akos & Galassi, 2004; MacIver, 1990, as cited in Mizelle, 1999). Also, a transition program should promote cooperation and communication between high school and middle school educators.

According to a survey (Search Institute, 2000, as cited in Holland & Mazzoli, 2001) conducted in a high school in an urban area of Colorado, many of the freshmen who entered high school did not have the internal or the external resources to succeed prior to their participation in a transition program. Students who participated in the study were given the “Search Institute Profiles of Student Life: Attitudes and Behaviors”

survey (Search Institute). It was found that they possessed an average of 18 of the 40 assets that were identified as being important for high school success. According to researchers at the Search Institute, the ideal minimum number of assets is 30. Students who had 10 or fewer assets were three times more likely than were other students to engage in high-risk behaviors such as: (a) drug and alcohol use, (b) violence, (c) truancy, and (d) sexual relationships. Also, the students with the fewest assets engaged in fewer positive behaviors like: (a) maintenance of good health, (b) avoidance of dangerous activities, (c) academic success, and (d) involvement in leadership roles.

When these same students participated in a freshmen academy, the results were positive (Search Institute, 2000, as cited in Holland & Mazzoli, 2001). Unfortunately, no post year survey was conducted to quantify student progress. However, as a result of the program, the dean of students at the school where the students who participated attended reported the following improvements: (a) more student enthusiasm, (b) higher attendance rates, (c) more positive relationships between teachers and high risk students, and (d) fewer discipline referrals.

In Smith's (1997) larger study that included over 30,000 randomly selected eighth grade students from 1,035 schools in the U.S., the findings confirmed that programs established and implemented in efforts to aid student transitions to high school were effective. Smith found that students' likelihood of dropping out of high school decreased by 20% when they participated in a complete transition program. Also, students who participated in complete transition programs earned higher Grade Point Averages (GPAs) than students who did not.

Effective Programs Provide Social Support

Students' academic successes are highly related to their social successes (Juvonen & Wentzel, 1996, as cited in Queen, 2002). Therefore, for a transition program to be effective, it must first address students' social needs (Akos & Galassi, 2004; Queen). Many new ninth grade students have social fears that stem from feelings of isolation or that they are afraid of being threatened by others. When transition programs result in positive relationships between students and their peers, upperclassmen, and their teachers, students' fears are eased and the school atmosphere improves. This positively influences school attendance and performance.

Further, students cannot learn effectively in an environment that they perceive as personally threatening to them (Queen, 2002). Violent, threatening, or negative atmospheres correspond with an increase in other negative factors like: (a) school truancy, (b) higher drop out rates, and (c) poor academic performance.

Since many students who enter high school are not equipped to function appropriately, it is vital that they have access to effective transition programs in which students can learn how to behave in a high school environment (Queen, 2002). This can be done with the help of a curricular focus on responsibility and civility. When students are taught how to belong to and behave in a community, individual students directly benefit. Also, members of the whole student body benefit because the school climate becomes more conducive to learning.

The presence of such a community can foster positive relationships between students (Mizelle, 1999; Mizelle, 2005; Queen, 2002). Effective transition programs include activities that allow freshmen to interact with other students in their own grade as

well as students in the higher grades. Examples of such programs are: (a) summer pen pal programs, (b) freshman advisory groups, and (c) social events (Hertzog & Morgan, 1999; Hertzog et al., 1996; MacIver, 1990; all cited in Mizelle, 2005; Maute & Brough, 2002). Other possibilities include buddy programs (Baylor University's Community Mentoring for Adolescent Development, 2004; Fulk, 2003; McElroy, 2000) and a big-brother/big-sister program that begins in the eighth grade and continues through the ninth grade (Fulk, 2003; Maute & Brough, 2002; Mizelle, 1999). Also, if possible, students should be grouped in small cohorts for their first year of high school (Alspaugh, 1998; Fulk, 2003; Newton Reents, 2002; Oxley, 1997). When students are placed in small groups for long periods of time, they tend to perform better academically.

Effective Programs Provide Information

Many of the challenges involved in the middle school to high school transition can be lessened if students and parents receive information about the new school (Akos & Galassi, 2004; Butts & Cruziero, 2005; Mizelle, 1999; Queen, 2002). Often, parents have questions about the school system, programs, and procedures, and students have questions about the high school experience (Mizelle, 1999). When these questions are answered, parent and student anxiety decreases, and the members of both groups are better equipped to make class selections and other school related decisions.

To accomplish this, administrators should provide programs that inform students and parents (Baylor University's Community Mentoring for Adolescent Development, 2004; McElroy, 2000; Mizelle, 1999; Queen, 2002). For example, educators should host parent and student information meetings about: (a) course selections, (b) class descriptions, (c) placement guidelines, and (d) graduation criteria (McElroy). In addition

to this, eighth grade students can be invited to accompany a ninth grade student to school for a day so that they can experience a typical day in their future high school (Queen; McElroy; Mizelle). Also, administrators can provide freshman orientations for students and parents to attend (Queen). There, students and parents can become familiar with the school building and learn about school policies and procedures. At that time, students can practice opening their lockers and meet their new teachers and classmates

Effective Programs Teach Academic Skills

Because many new freshmen are ill equipped to succeed in high school, teachers must teach them the academic skills they need to succeed in the increasingly academic high school environment (Butts & Cruziero, 2005; Fulk, 2003; Queen, 2002). These skills are not subject specific. Rather, they equip students with knowledge about how to learn and study effectively and efficiently. Examples of these skills are: (a) the ability to identify teacher expectations, (b) general study skills, (c) note-taking skills, (d) conflict resolution skills, and (e) career exploration. With these skills, students can become more motivated to succeed, and they will see more results for their efforts.

Effective Programs Foster Relationships with Middle School Educators

Good communication between middle school educators and high school educators is an essential part of a transition program (Fulk, 2003; Hertzog & Morgan, 1997; McElroy, 2000; Queen, 2002; Vars, 1998, as cited in Mizelle, 1999). When educators cooperate, they can share information about their: (a) curricula, (b) class requirements, and (c) students. This gives educators information that they can use to make the transition smoother for both students and teachers. For example, high school teachers can discover: (a) which information has already been taught in eighth grade, (b) which

information needs to be reviewed, and (c) which information needs to be presented to ninth grade students for the first time. Middle school teachers can find out: (a) which information students have retained, and (b) what needs to be taught differently. Also, middle school teachers can share information about specific students so that high school teachers are better informed about their strengths and weaknesses.

There are several possible initiatives that can facilitate this cooperation between middle and high schools (McElroy, 2000; Mizelle, 1999; Queen, 2002). School administrators can establish a transition team that includes members from the middle school teaching staff and the high school teaching staff. Also, teachers can participate in teacher exchanges where middle and high school teachers trade classrooms for a day. This enables middle school teachers to experience the school where their eighth grade students will attend. Also, it enables high school teachers to see the schools where their freshman students attended eighth grade.

Conclusions

Although the transition to high school can jeopardize students' academic and personal successes, administrators and teachers can work to facilitate students' transitions into high school (Smith, 1997). Because students have multiple needs during this time of transition, transition programs must address students' social, practical, and academic needs in order to be effective (Mizelle, 2005). Also, effective programs must involve both students and parents (Smith).

Students will not be able to take effective advantage of transition programs until their fears are alleviated (Queen, 2002). When students feel uncomfortable or threatened, they cannot learn. This idea is consistent with the concepts of constructivist pedagogy

(Brooks & Brooks, 1999) in which it is emphasized that learning is enhanced when it is approached as a function of a complete human being. Learning is not simply a cognitive function. It is a cognitive, social, and emotional process that involves the whole student.

When transition programs provide students with immediate opportunities to calm their anxieties and fears, the programs are more effective (Akos & Galassi, 2004).

Students who: (a) become familiar with the high school environment, (b) receive answers to their questions, and (c) build positive relationships with their peers and teachers are able to take advantage of other features of the transition program. An example would be the components designed to teach study skills and school procedures.

Chapter Summary

A summary of the challenges faced by students in transition, the information and skills these students need to succeed in high school, and the programs and strategies proven to be effective was presented in this chapter. This information can be used to promote the development and implementation of transition programs that aid students' transitions from middle school to high school. When transition programs are in place, students benefit socially, academically, and practically. One attempt to develop such a transition program is detailed in Chapter 3, Method.

Chapter 3

METHOD

The purpose of this project was to develop a transition program to support new high school freshmen who make the transition from eighth grade to ninth grade. The main objective of this project was to use existing research to guide the design of a transition program that is appropriate for the students it is intended to serve and the challenges that are a part of the transition they make.

Targeted Population

The transition program is designed to support the 2006 freshman class of Bishop Machebeuf High School in Denver, Colorado. Although the program is designed for this specific group, also, it could be appropriate for a similar group of freshman at another high school.

The total number of students in the 2006 freshman class at Bishop Machebeuf High School is 96, with 47 males and 49 females. The ethnic composition of the students is 56 Anglo, 15 African, 17 Hispanic, 3 Asian, 1 Native American, and 4 Multiracial. The socioeconomic status of the students ranges from upper to low socioeconomic status. Of the 96 students in the class, 81 attended private Catholic middle schools for eighth grade, 7 attended other private middle schools, and 8 attended public middle schools.

Procedures

According to information found in existing research, ninth grade students who make the transition from eighth grade need social, procedural, and academic support. Therefore, the design of the transition program is focused on these three areas.

The freshman transition program is designed as a week long program to help students: (a) develop relationships, (b) learn the practical information that they will need in high school, and (c) develop the academic skills that they will need to succeed in high school. Therefore, the classes and activities that are a part of the program are designed to address each of the three previously mentioned areas, social, procedural, and academic. Classes include: (a) Introduction to High School, (b) Writing Skills, (c) Study Skills, (d) Computer Skills, and (e) Mathematics and High School Grading. For each class, lesson plans were created. Each lesson plan includes: (a) step by step instructions for the teacher; (b) a list of the materials needed for the class; and (c) clear, measurable objectives. Each day of the program includes opportunities for students to develop relationships with their teachers and peers. These opportunities include: (a) ice-breaker activities, (b) team building activities, and (c) an activity that teaches cultural sensitivity.

Goals of the Research Project

The freshman transition program is designed to accomplish the following goals. Some of these goals are general goals of the program and some are specific to a particular component of the program.

General Goals

1. Students will have a positive and worthwhile experience.
2. Students will develop relationships with their teachers and peers.

3. Students will become familiar with the school building, personnel, policies, and procedures.
4. Students' anxiety in regard to the first day of high school will be reduced.

Introduction to High School Class

1. Students will understand the differences between middle school and high school in areas of structure, function, and student and teacher expectations.
2. Students will know how to locate and open their locker, locate all of their classrooms, and locate other important locations within the school building.
3. Students will be able to identify and exhibit appropriate language and behavior in high school settings.
4. Students will gain an understanding of their learning styles.
5. Students will set realistic goals for themselves, both academic and personal.

Writing Skills Class

1. Students will be able to make a point and support it when speaking and writing.
2. Students will be able to write and identify a thesis statement.
3. Students will be able to write a well organized sentence, paragraph and short essay.
4. Students will apply thinking skills to their writing, speaking, and listening.

5. Students will understand the rubric that will be used to grade their written work during the school year.

Study Skills Class

1. Students will know how to use two different methods of note taking.
2. Students will be able to identify their strengths and weaknesses related to time management and make a plan to succeed in this area.
3. Students will be able to identify their strengths and weaknesses related to organization, make a plan to be organized, and identify tools that can help them be organized.
4. Students will know and be able to use strategies to improve their listening skills.
5. Students will know and be able to use strategies to prepare for tests, take tests, and overcome test anxiety.

Computer Skills Class

1. Students will establish a network login and password.
2. Students will know how to save information to a floppy disk.
3. Students will know how to retrieve and print information from a floppy disk.
4. Students will know how to use the internet safely and effectively.
5. Students will know school policies in regard to internet and computer use.

Mathematics and High School Grading Class

1. Students will review basic math principles like addition, subtraction, division, and multiplication.

2. Students will understand the school's grading scale.
3. Students will understand what a transcript is and what it is used for. They will also understand how a transcript is evaluated by colleges.
4. Students will become familiar with the concept of a GPA and how they are calculated.
5. Students will understand how missing assignments can negatively affect grades, and how class failures can negatively affect GPAs.

Assessment

The efficacy of the transition program was assessed with the use of a Likert scale style survey (see Appendix G) administered to six educators before the program was implemented. Educators who participated in the assessment evaluated whether or not the program design is likely to provide students with academic, procedural, and social support to ease their transition to high school. Their feedback is discussed in Chapter 5.

Chapter Summary

This researcher designed a transitional program for new ninth grade students who make the transition from eighth grade to ninth grade. The program design is guided by information presented in existing research about ninth grade students and the middle school to high school transition. The transition program includes classes and activities designed to equip students to succeed in high school socially, academically, and practically.

Chapter 4

RESULTS

This week long transition program is designed to help students develop the skills needed for success in high school. The program is designed to achieve three goals.

These are to: a) teach academic skills, b) provide students with procedural information, c) and provide students with opportunities for social interaction.

The first four days of the program, students will attend five classes. These include: a) Introduction to High School, b) Writing Skills, c) Study Skills, d) Computer Skills, and e) Mathematics and High School Grading. Lesson plans are provided below. Also, each day, students will participate in team building activities.

On the fifth and final day of the program, students will: a) participate in an activity designed to promote cultural sensitivity, receive their schedules and walk through their daily school schedules, c) evaluate the transition program, and d) attend an ice cream social.

INTRODUCTION TO HIGH SCHOOL CLASS

In this class, students will learn about and discuss topics that pertain to high school success. Topics include: (a) differences between eighth grade and ninth grade, (b) classroom etiquette, (c) appropriate use of language, (d) learning styles, (e) cheating, and (f) goal setting. This class includes four sessions, each 45 minutes in length.

Course Overview

Lesson 1 – Differences between Eighth Grade and Ninth Grade, Classroom Etiquette

Lesson 2 – Appropriate Use of Language, Self-Advocacy

Lesson 3 – Learning Styles, Cheating

Lesson 4 – Goal Setting

Lesson 1 – Differences between Eighth Grade and Ninth Grade, Classroom Etiquette

Learner Outcomes

1. Students will identify the differences between eighth grade and ninth grade.
2. Students will be aware of what is expected of them in high school.
3. Students will review appropriate classroom behavior.

Materials (see Appendix B)

1. 1 copy of “Differences between Eighth Grade and Ninth Grade” worksheet for each student
2. 1 copy of “Classroom Etiquette” worksheet for each student
3. White board and markers

Transition (5 minutes)

This is the first time students will be in the class and the first day that they will be in a high school setting. Therefore, it is important to establish behavioral expectations and set students at ease.

1. Introduce self.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.
3. Take attendance using an ice-breaker question like: If you could invent a new type of ice cream, what would it be?

Anticipatory Set and Pre-Assessment (5 minutes)

1. Discuss with students – What impressions do you have of high school from visiting, older siblings or friends, television, etc?
2. Inform students that today’s lesson relates to the differences between eighth grade and ninth grade, and the things that will be expected of them in high school.

Teaching the Lesson (10 minutes)

1. Complete “Differences between Eighth Grade and Ninth Grade” as a class. Invite student participation. As you complete this, discuss

differences and similarities. Some answers will be different for different students depending on where they went to middle school.

2. Ask for student volunteers to share – Which of these changes will be the easiest for you? Why? Which of these changes will be most difficult? Why?
3. Emphasize that the differences in expectations will be manifest in their homework and time outside of school. It will also be manifest in their day to day decisions and behavior in the classroom.
4. Quickly review the “Classroom Etiquette” worksheet without discussing it or filling it in. Simply read the situations on the left hand side of the worksheet. Explain to students that these are some of the situations when they will be expected to behave in a certain way.
5. Ask students to form pairs or groups of three. Assign one or two situations to each pair or group. Ask students to come up with the worst possible behavior a student could have in this situation and form a short skit about it.

Guided Practice (17 minutes)

1. Review situations one at a time.
2. Allow students to perform their skits.
3. Present appropriate alternatives to this behavior according to the expectations of the school staff and policies. As you progress through the worksheet, have students take notes to complete the worksheet.

Post Assessment (5 minutes)

1. Ask students to review aloud the things that they have written down.
2. Discuss – Which of these will be most difficult? Which are the same as they were in middle school?

Closure (2 minutes)

1. Thank students for their work.
2. Ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 2 - Appropriate Use of Language

Learner Outcomes:

1. Students will understand the differences between formal and casual language.
2. Students will know whether to use formal language or casual language in a particular situation.

3. Students will know effective and appropriate ways to advocate for themselves.

Materials (see Appendix B)

1. 1 copy of “Formal and Casual Language” worksheet for each student
2. White board and markers

Transition (3 minutes)

This is the second time students will be in the class and the second day that they will be in a high school setting. Therefore, it is important to reinforce behavioral expectations and set students at ease.

1. Remind students of your name.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.
3. Take attendance using an ice-breaker question like: Would you rather be a cat or a dog? Why?

Anticipatory Set and Pre-Assessment (5 minutes)

1. Inform students that we will be reading the story of Cinderella. Then, like yesterday, discussing what will be expected of them in high school.
2. Ask students to guess what Cinderella has to do with high school expectations.

3. Ask for two volunteers. Have one of them read Cinderella #1 to the class. Have the second volunteer read Cinderella #2 to the class. For Cinderella #2, ask the rest of the class to read the parts in bold type. If no students volunteer, read the two versions yourself but still have the class read the parts of Cinderella #2 that are in bold type.
4. After reading, discuss. What is different about these? What is the same?
5. Make lists or a Venn Diagram on the white board as you discuss.

Teaching the Lesson (10 minutes)

1. As a class, complete the back side of the “Formal and Casual Language” worksheet. Refer to the Venn Diagram or lists on the white board when it helpful to do so. Have students take notes as you discuss this.
2. Emphasize that one language register is not superior to the other, however, they are appropriate in different situations.

Guided Practice (20 minutes)

1. Ask students to form pairs or small groups with different students than they worked with yesterday. Assign each group a situation like: (a) a student needs help before a test, (b) a student is eating lunch with his or her friends, (c) a student meets his or her parents’ friends for the first time, (d) a student asks his or her brother to go to the movies, (e) a student is asked to stop visiting in class, (f) a student applies for a job, (g) a student has a question during a lecture, and (h) a student has asked a question in class but doesn’t feel that it was adequately answered.
2. Have each pair or group act out their situation in each language register.

Post Assessment (5 minutes)

1. Discuss which language register was appropriate and why. Reemphasize that the formal language register is not better than the casual and vice versa. Rather, each is appropriate in some settings but not others.
2. Ask students when, for the rest of the day, they will use the formal language register and when they will use the casual language register.
3. Make lists on the white board

Closure (2 minutes)

1. Thank students for their work.
2. Ensure that students know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 3 – Learning Styles, Cheating

Learner Outcomes

1. Students will become aware of their learning styles.
2. Students will learn specific strategies that are linked to their learning styles and strengths.
3. Students will evaluate the pros and cons of cheating.
4. Students will identify alternatives to cheating.

Materials (see Appendix B)

1. 1 copy of “Identifying your Learning Style” worksheet for each student
2. 1 copy of “Cheating” worksheet for each student
3. White board and markers

Transition (5 minutes)

1. Welcome students.
2. Review behavioral expectations – Ask a student volunteer to review expectations
3. Review student names – Ask student volunteers to try to name all of the students in the class.
4. Take attendance using an ice-breaker question.

Anticipatory Set (10 minutes)

1. Ask students to complete the survey on the front of the “Identifying your Learning Style” worksheet. When students are finished, ask them to total the items checked on each list and write the numbers in their margins.

2. Use the directions at the top of the back of the worksheet to determine survey results. Discuss with students – Do they agree with their results or not? Why?
3. Explain to students that this survey does not give clinical results. Emphasize that it can be a helpful tool for students to use, but that they should not use their results to limit their learning to one style or another. However, the survey might be useful later in the lesson to help us identify specific strategies that they can use to learn information.

Pre-Assessment (5 minutes)

1. Divide the white board into four categories. Label the categories as follows: (a) auditory learner, (b) visual learner, (c) tactile learner, and (d) cheater.
2. Ask students to come to the board and write words that they associate with these categories on the board. If it is easier, have several students come to the front and be the secretaries for the rest of the class.

Teaching the Lesson and Guided Practice (10 minutes)

1. Discuss and complete the back of the “Identifying your Learning Style” worksheet. Emphasize practical strategies.
2. Ask students to choose at least three strategies that they are willing to try this year. Have them place stars beside these strategies.
3. Ask students to turn to the “Cheating” worksheet. Explain that some students cheat because they either: (a) don’t want to do the work that they

need to do in order to get the grades they want, or (b) do not understand information and do not know how to learn it.

4. As a class, identify advantages and disadvantages to cheating. Have students complete the lists on their worksheets as the discussion progresses. Write lists on the whiteboard if this is helpful.
5. Review the negative and positive effects of cheating on the back of the worksheet. Discuss.
6. Review the definition of cheating on the back of the worksheet. Discuss.

Post Assessment (15 minutes)

1. Ask students to form pairs or small groups with different students than they worked with yesterday.
2. Assign each group one of the definitions of cheating listed on the back of the worksheet. Have them create a short skit about someone who gets caught cheating. Ask students to present alternatives to cheating in their skit.

Closure (5 minutes)

1. Thank students for their work.
2. Ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?

3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 4 – Defining Goals, Finding and Opening your Locker

Learner Outcomes

1. Students will define goals for themselves.
2. Students will find and open their lockers.

Materials (see Appendix B)

1. 1 copy of “Defining your Goals” worksheet for each student
2. Locker number and combination for each student

Transition (5 minutes)

1. Welcome students.
2. Take attendance using an ice-breaker question.

Anticipatory Set and Pre-Assessment (5 minutes)

1. Ask students to share some of their academic strengths and weaknesses that they saw in themselves in eighth grade.
2. If students do not volunteer to share, ask questions like: How many of you were satisfied with your grades last year? How many would like to improve? How many of you were satisfied with your study habits last year? How many would like to improve?

Teaching the Lesson (5 minutes)

1. Emphasize the importance of goal setting. We are unlikely to reach a target if we don't aim for it.
2. Discuss.

Guided Practice (15 minutes)

1. Ask students to complete the "Defining your Goals" worksheet. Emphasize that these goals are no one's business but theirs and no one will read these goals but them unless they want to share them.
2. When students are finished writing, allow them to seal their goals worksheet in an envelope and write their name on it.
3. Tell students that you will meet with them in one month, give them their envelope, and discuss ways that they are or can reach these goals.

Post Assessment

1. This will occur on one month's time when students' goals are returned to them for evaluation.
2. At this time, if students want to share their goals with you, provide support and encouragement to support their goals.

Closure (15 minutes)

1. Thank students for their work. Let them know that this is the last time you will meet as a class because tomorrow's schedule will be different.
2. Ask student volunteers to share the most helpful strategy they learned in this class this week.

3. Distribute locker numbers and combinations. Escort students to hallway. Allow them to find and open their lockers.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

WRITING SKILLS CLASS

In this class, students will learn and review basic principles of writing a thesis statement, paragraph, and essay. Topics include: (a) thesis statements, (b) supporting thesis statements, (c) writing short essays, and (d) library orientation. This class includes four sessions, each 45 minutes in length.

Overview

Lesson 1 – Thesis Statements and Supporting Points

Lesson 2 – The Last Spin – Developing a Thesis Statement

Lesson 3 – The Last Spin – Writing an Essay

Lesson 4 – Library Orientation & Scavenger Hunt

Lesson 1 – Thesis Statements and Supporting Points

Learner Outcomes

1. Students will get to know one another.
2. Students will understand the difference between a thesis statement and a supporting detail.
3. Students will be able to identify supporting points and thesis statements.
4. Students will be able to write a thesis statement and points that support the thesis statement.

Materials (see Appendix C)

1. 1 copy of “Crime and Evidence” cut into strips (one sentence per strip)
2. Paper for each student
3. White board and markers

Transition (5 minutes)

This is the first time students will be in the class and the first day that they will be in a high school setting. Therefore, it is important to establish behavioral expectations and set students at ease.

1. Introduce self.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.
3. Take attendance with the use of an icebreaker question: What is your favorite detective / cop show on television?

Anticipatory Set and Pre-Assessment (10 minutes)

1. Explain to students that you will be playing a detective game. Each student will receive a strip of paper. On the strip will be either a crime or a piece of evidence about the crime. Each crime has three pieces of supporting evidence. The students' job is to find the other three people who have information relevant to the same crime that they do. By doing this they will gather enough evidence to make a case against the criminal.
2. Hand out strips (shuffled) and allow students to find one another.

Teaching the Lesson (10 minutes)

1. Ask student groups to present their four pieces of information. Ask them to explain how they found one another. Ensure that everyone has found the correct group.
2. Discuss – there are two different kinds of statements in each group. One of one kind and three of another. Which statement is different from the others? Why? How would you describe or identify each type of statement.
3. Apply this thinking to the idea of thesis and support. Discuss – What is a thesis statement? What is a supporting statement? What do they have in common? How are they different? What purpose does each serve? Which statement in your case file is the thesis statement? Which are supporting statements?

Guided Practice (15 minutes)

1. Ask students to pretend they are prosecuting lawyers. Ask them to write a paragraph that proves that the criminal in their case file is guilty. Use a thesis statement and support. It may be helpful to do an example on the board as a class first so that expectations and format are clear to all. This can be done individually or in groups, at discretion of teacher.
2. In this, help student to explain the evidence as well as listing it. Show them that it is different to say, “Ladies and gentlemen of the jury, here is a bloody knife” and the show the knife and ALSO to explain the relevance of the knife.

Post Assessment (5 minutes)

1. Ask student volunteers to read their cases.
2. Ask students to comment – What was done well? What would you suggest the person work on if they were to edit this for a final draft?

Closure (1 minute)

1. Thank students for their work.
2. Ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Could the students transfer information from one situation to another?
7. Do students plan to apply the skills and strategies presented?

Lesson 2 – The Last Spin - Developing a Thesis Statement

Learner Outcomes

1. Students will apply thinking skills to their reading.
2. Students will discuss their reactions to literature.
3. Students will choose a thesis statement.
4. Students will develop thoughts that support their thesis statement.

Materials (see Appendix C)

1. 1 copy of “The Last Spin” for each student
2. Paper for each student
3. White board and markers

Transition (2 minutes)

This is the second time students will be in the class and the second day that they will be in a high school setting. Therefore, it is important to reinforce behavioral expectations and set students at ease.

1. Teacher reminds students of his or her name.
2. Teacher reviews behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.

Anticipatory Set and Pre-Assessment (13 minutes)

1. Ask students to think back to yesterday’s lesson. What was their thesis statement? What was their support?
2. Yesterday students were in the position of a prosecuting attorney. Ask students to rejoin their groups from yesterday and put themselves in the position of the defense attorney. What would be their thesis statement? What would be their support (Allow students to fabricate support).
3. Share and discuss.

Teaching the Lesson (10 minutes)

1. Explain to students that you will be reading a story as a class. Then, they will be asked to apply the same skills they used yesterday as they develop their thoughts about the story – those of making a point and supporting it (thesis and support).
2. Read “The Last Spin” aloud as a class. Stop at logical points in the story to clarify and make predictions.

Guided Practice (10 minutes)

1. Ask students to choose one of these two thesis statements.
 - a. Danny’s death was avoidable.
 - b. Danny’s death was not avoidable.
2. Physically divide the class into two groups – one group for those who agree with the first statement and one group for those who agree with the second statement.
3. Ask students to discuss / debate their ideas. Before the discussion begins, review behavioral expectations – raise hand, no interrupting, etc.
4. Encourage students to take notes on the discussion / debate. What points are made that support each opinion?

Post Assessment (5 minutes)

1. Ask students to discuss the debate – What points support their thesis? How? What strong points were made that support the other thesis?
2. Discuss: What is the difference between a strong and a weak argument?

Closure (5 minutes)

1. Thank students for their work.
2. Explain that they will be using this information tomorrow to write a short essay.
3. Ensure that students know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students apply learning from lesson 1 to lesson 2?
6. Do students plan to apply the skills and strategies presented?

Lesson 3 – The Last Spin – Writing an Essay

Learner Outcomes

1. Students will put their ideas into a formal paragraph.
2. Students will develop a further understanding of essay format and process.
3. Students will evaluate their work using the standard writing rubric.

Materials (see Appendix C)

1. 1 copy of “The Last Spin” for each student (can use copies from yesterday)
2. 1 copy of “Graphic Organizer for Essay” for each student.

3. 1 copy of writing rubric for each student
4. White board and markers

Transition (3 minutes)

1. Welcome students.
2. Review behavioral expectations – Ask a student volunteer to review expectations.
3. Review student names – Ask student volunteers to try to name all of the students in the class.

Anticipatory Set and Pre-Assessment (2 minutes)

1. Discuss work from yesterday.
2. Ask questions: What was your thesis statement?
What support did you identify?

Teaching the Lesson (20 minutes)

1. Remind students that they will be using the information and ideas that were discussed yesterday to write a short essay today.
2. Hand out the graphic organizer.
3. Explain to students that you will walk them through the process of writing the essay using this graphic organizer. Discuss – Have you used any other tools like this before?
4. Ask students to write their thesis statement on the graphic organizer in the appropriate place.
5. Ask students to think about their support – think of it as details that PROVE your thesis. Your proof MUST tie into the text.

6. Ask students to write their three strongest supporting points in the appropriate boxes on the graphic organizer.
7. Ask students to identify and underline specific places in the text that relate to their three supporting points.
8. Ask students to briefly explain their supporting points in the appropriate place on the graphic organizer, including a reference to the text.
9. Discuss – how will you use the information on the graphic organizer to write an essay?
10. Teach and demonstrate several sentences. Include a demonstration of citation format.
11. Hand out copy of rubric and review it.
12. Discuss – If this essay were to be graded, what kinds of things would the teacher be looking for? What are the characteristics of an “A” paper? A “C” paper? an “F” paper?

Guided Practice (10 minutes)

1. Ask students to use this info to write a short essay. Ask them to use a 5 paragraph format that stems from the rubric (Introduction, Point #1, Point #2, Point #3, Conclusion). Make outline on board so this is clear.
2. When done, ask students to use the rubric to evaluate their essays.

Post Assessment (5 minutes)

1. Ask for volunteers to read one paragraph of their essay (one person reads Introduction, one person reads second paragraph, etc.).

2. Discuss – What went well? What was difficult? How did they evaluate themselves with the use of the rubric? What would they work on if they were to edit this paper?

Closure (5 minutes)

1. Ask students to share – How can they use any of this information or these strategies in English? Social Studies? Science, other classes?
2. Thank students for their work and ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 4 – Library Orientation and Scavenger Hunt

Learner Outcomes

1. Students will become familiar with library resources.
2. Students will use library resources to find information.

Materials (see Appendix C)

1. 1 copy of “Library Scavenger Hunt” for each student
2. Library
3. Candy for prizes

Transition (2 minutes)

1. Welcome and have students introduce selves to librarian and vice versa.
2. Provide students with a brief overview of the class and explain how they will use library resources today and later on in the year. Explain to students that they will take a tour of the library and that they will use the resources highlighted in the tour to find information in a scavenger hunt contest.

Anticipatory Set and Pre-Assessment (3 minutes)

1. Ask students to share – When was the last time you were in a library?
What were you doing there?
2. What resources are available in libraries?
3. How can these resources be used in school and life?

Teaching the Lesson (15 minutes)

1. Give students a brief tour of library that includes books, encyclopedias, computers, and periodicals.
2. Explain how to access each and when each is especially helpful. Make tour as interactive as possible.

Guided Practice (15 minutes)

1. Explain scavenger hunt rules. Students will work in teams. They must use each resource to answer at least two questions. They should divide the work to save time. The team that obtains all correct answers first or gets the most correct answers (and completes all categories) in 15 minutes wins the prize.
2. Ask students to divide into groups of three or four.
3. Distribute scavenger hunt and allow students to begin the hunt.

Post Assessment (5 minutes)

1. Regroup in 15 minutes. Review answers and sources.
2. Award candy to group that won the scavenger hunt.

Closure (5 minutes)

1. Thank students for their work.
2. Let them know that this is the last time you will meet as a class because tomorrow's schedule will be different.
3. Ask student volunteers to share the most helpful strategy they learned in this class this week.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?

4. Was the pacing appropriate?
5. Did the students find the items on the scavenger hunt?
6. Do students plan to apply the skills and strategies presented?

STUDY SKILLS CLASS

In this class, students will learn the skills that they need to succeed in high school.

The class will cover topics such as: a) organization, b) time management, c) listening skills, d) note taking, e) memory, f) tests preparation, g) taking tests, and h) test anxiety.

This class includes four sessions, each 45 minutes in length.

Overview

Lesson 1 – Organization and Time Management

Lesson 2 – Listening and Taking Notes

Lesson 3 – Improving your Memory

Lesson 4 – Taking Tests and Test Anxiety

Lesson 1 – Organization and Time Management

Learner Outcomes

1. Students will identify their strengths and weakness related to organization and time management.
2. Students will identify tools and strategies that they can use to remain organized and manage their time.
3. Students will create goals for themselves that pertain to organization and time management.

Materials (see Appendix D)

1. 1 copy of “Organization” worksheet for each student
2. 1 copy of “Time Management” worksheet for each student
3. White board and markers

Transition (3 minutes)

This is the first time students will be in the class and the first day that they will be in a high school setting. Therefore, it is important to establish behavioral expectations and set students at ease.

1. Introduce self.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.
3. Take attendance with the use of an ice breaker question like:
Who is the most disorganized person you know?

Anticipatory Set and Pre-Assessment (5 minutes)

Students have just provided examples of people who are disorganized. As a class, make a list on the white board of the characteristics or habits that disorganized people exhibit.

Part 1 – Organization

Teaching the Lesson (10 minutes)

1. Ask students to complete the self assessment on the front of the “Organization” worksheet. Read questions aloud to students if this is helpful.
2. Ask students to complete the section at the bottom of the page - identify strengths and weaknesses.
3. Ask for student volunteers to share their biggest strengths and weaknesses. If no one wants to share, ask students questions like, “How many of you struggle with getting your homework completed” and other questions guided by the self assessment.
4. Ask students to complete the first part of the back of the “Organization” worksheet, where they indicate the purpose or benefit of eight organizational tools. Allow students to work in partners or small groups.

Guided Practice (2 minutes)

1. Bring students back together into one large group.
2. Ask them to share their results.

Post Assessment (3 minutes)

1. Ask students to complete the bottom of the back of the “Organization” worksheet where they identify the tools that would help them remain organized.
2. Circulate and discuss their strategies with individual students as they complete this.

Part 2 – Time Management

Teaching the Lesson (10 minutes)

1. Transition into this new topic by asking students to move to a different desk in the room. As they do this, introduce themselves to the person that is now sitting behind them. In this way, students will meet people in their class.
2. When students are seated, discuss the fact that many people are disorganized because they have difficulty managing their time. As with organization, students will assess themselves, identify strategies that help with time management, and then make a plan for themselves.
3. Ask students to complete the self assessment on the front of the “Time Management” worksheet.
4. Discuss as a class and allow student volunteers to share their assessments. What is your biggest time waster? What is not a problem for you?
5. Ask students to read the first part of the back of the “Time Management” worksheet, titled “The Ten Commandments of Time Management.”
Allow students to work in partners or small groups.

Guided Practice (2 minutes)

1. Bring students back together into one large group and discuss the list.
2. As part of the discussion, ask: Which do you think is the most important item on the list? Why?

Post Assessment (3 minutes)

1. Ask students to complete the bottom of the back of the “Time Management” worksheet where they identify things that they need to change that pertain to time management.
2. Circulate and discuss their strategies with individual students as they complete this.

Closure (2 minutes)

1. Ask students to think back to the disorganized person they mentioned at the beginning of the class.
2. Discuss as a class – What tools could these people use to become more organized? What could these people do to manage their time more effectively?
3. Thank students for their work and ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 2 - Listening and Taking Notes

Learner Outcomes

1. Students will understand and use listening strategies.
2. Students will identify listening strategies that they can use.
3. Students will understand and use strategies and structures for note taking.

Materials (see Appendix D)

1. 1 copy of “Listening Skills” worksheet for each student
2. 1 copy of “Note Taking” worksheet for each student
3. White board and markers

Transition (3 minutes)

This is the second time students will be in the class and the second day that they will be in a high school setting. Therefore, it is important to reinforce behavioral expectations and set students at ease.

1. Teacher reminds students of his or her name.
2. Teacher reviews behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.

Anticipatory Set and Pre-Assessment (15 minutes)

1. Ask students to find a partner with whom they did not attend middle school. Inform students that their assignment is to listen to their partner

for two minutes while their partner shares information about him or her self. One partner will talk first and the other listen and take notes. Then, students will trade roles.

2. When talking, students can share things like: (a) where they went to middle school, (b) what foods they like and dislike, (c) what types of music they prefer, and (d) information about their pets. Students can share any information that they want, but these are topics to guide them if they become stuck.
3. When listening, students should only ask questions to clarify information. They should not change the subject or talk about themselves. Also, they should take notes on the information that their partners are sharing.
4. After both students have talked and listened, ask students to share information about the experience. What was difficult? What strategies did they use when they were speaking? What strategies did they use when they were taking notes? Was their partner a good listener? How do they know?

Part 1 – Listening Skills

Teaching the Lesson (8 minutes)

1. As a class, complete the first part of the “Listening Skills” worksheet (the part that lists seven strategies for listening).
2. For each strategy, discuss and write down the ways that the strategy helps a listener and the reasons why the strategy helps a listener.

Guided Practice (5 minutes)

1. Ask student volunteers to identify which of these skills they or others have been using during this class period.
2. Discuss as a class.

Post Assessment (2 minutes)

1. Ask students to complete the bottom of the back of the “Listening Skills” worksheet where they identify things that they need to work on that pertain to listening.
2. Circulate and discuss their strategies with individual students as they complete this.

Part 2 – Taking Notes

Teaching the Lesson (10 minutes)

1. Transition into this new topic by reminding students that the exercise they did at the beginning of the class also involved note taking.
2. Ask student volunteers to share their notes with the class. What did they write down? How did they know what they should write down? What did they do well? What could they improve on?
3. As a class, complete the top of the “Note Taking” worksheet. Fill in the blanks to read, “You should write something down if: (a) your teacher raises his or her voice to indicate that something is important, (b) your teacher’s body language indicates that something is important, (c) your teacher is giving you a series of points – be sure to write down all of his or her main points, and (d) your teacher repeats a point more than once.

Explain to the students that all of these things are cues that indicate that something in a lecture is important enough to write down.

4. Explain to students that it can be difficult to take notes at times because we speak so much faster than we write. For this reason, it is important to develop your own set of abbreviations so that the amount of time it takes to write something down is reduced.
5. As a class, complete the section about symbols at the bottom of the page.
6. Discuss as a class - Which of the cues at the top of the page did you observe in this lecture? Explain.

Guided Practice (5 minutes)

1. Ask students to use the symbols they just learned to write the sentence at the top of the page. Circulate and have students share their results.
2. Quickly review mind mapping and the Cornell method of note taking on the back of the "Note Taking" worksheet.
3. Ask students to convert the notes they took during the beginning of the class into both the mind-mapping format and the Cornell method format.
4. Circulate while students do this to check on progress.

Post Assessment (5 minutes)

Ask students to share their note taking results with the class. What worked well? What did not? Which method do they prefer? Did they use symbols in their notes?

Closure (2 minutes)

1. Thank students for their work.
2. Ensure that students know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 3 – Improving your Memory

Learner Outcomes

1. Students will become aware of the steps involved in memory.
2. Students will learn specific strategies that will improve their abilities to remember information.
3. Students will create goals for themselves that pertain to memory

Materials (see Appendix D)

1. 1 copy of “Improving Your Memory” worksheet for each student
2. White board and markers

Transition (5 minutes)

1. Welcome students.
2. Review behavioral expectations – Ask a student volunteer to review expectations.

3. Review student names – Ask student volunteers to try to name all of the students in the class.

Anticipatory Set and Pre-Assessment (5 minutes)

Discuss several opening questions as a class. What is your earliest memory? Do you ever forget things that you know you know? Does this ever happen on tests? What strategies do you use to try to remember things?

Teaching the Lesson and Guided Practice (25 minutes)

1. Ask students to turn over their “Improving your Memory” worksheets and immediately cover them with a blank piece of paper. Explain that you will be doing an experiment and that they will ruin the experiment if they peek at the worksheet.
2. Walk students through the back of the “Improving your Memory” worksheet, one question at a time. Instruct them to move their worksheet down as appropriate. Be sure that you do not have them reveal too much too soon. For question number two, walk students through a visualization exercise where they place the 10 items from the first question in their family car. For example, one item is in the back seat, one on the dash, one on the windshield, one hanging from the rearview mirror, one on the back bumper, etc. The purpose of this is to get students to place random information into a familiar schema so that they can remember it. Also, guide students to create vivid visual images as you do this.
3. When you are finished with this “quiz,” discuss it as a class. What results

surprised you? Which of these strategies have you used before? Which ones could you use?

4. Ask students to turn back to the front of the worksheet. Explain the steps involved in memory and what the words mean. Discuss – When on the “quiz” were you encoding? When were you storing information? When were you retrieving it?
5. Turn attention to “Ways to Remember More” at the bottom of the front of the worksheet. Review the list of five ways and have students write brief explanations for each. As you review the list, identify moments from the “quiz” exercise when each strategy was used.

Post Assessment (5 minutes)

1. Ask students to complete the bottom of the back of the “Improving your Memory” worksheet where they identify the strategies that would help them remember more.
2. Circulate and discuss their strategies with individual students as they complete this.

Closure (10 minutes)

1. Ask students to think back to a test that did not go well for them, or a type of test that they have struggled with in the past.
2. Discuss which strategies they could use to be more successful in the future.
3. Thank students for their work and ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 4 – Taking Tests and Test Anxiety

Learner Outcomes

1. Students will identify strategies for taking tests and for overcoming test anxiety.
2. Students will identify which of these strategies they already regularly use and which ones they could begin to use.

Materials (see Appendix D)

1. 1 copy of “Practice Test” worksheet for each student
2. 1 copy of “Strategies for Taking Tests” worksheet for each student
3. 1 copy of “Overcoming Test Anxiety” worksheet for each student
4. White board and markers

Transition (2 minutes)

1. Welcome students and review names.
2. Provide students with a brief overview of the class and explain how this class is connected to the previous class.

Anticipatory Set and Pre-Assessment (15 minutes)

1. Distribute “Practice Test” worksheet to students. Ask students to take the test. Explain to students that this is not for a grade. Explain that, even if they do not know any of the information on this test, it is possible to get all of the questions correct if they are strategic.
2. Grade the test. Give students one point for circling the word “following” three times in the directions. Also, give one point for each question 1-4, and one point each for explaining their answers in the margin. Give students one point if they used a paragraph to answer question 5 instead of using a sentence.
3. Discuss results – Who received 10 points? Nine points? Eight points, and so on.
4. Discuss – Where did you score points? Where did you miss points?

Part 1 –Taking Tests

Teaching the Lesson (10 minutes)

1. Emphasize that test taking strategies could be used to score a perfect grade on the practice test. They can also be used on other tests.
2. As a class, complete the seven test taking strategies on the “Strategies for

Taking Tests” worksheet. For each, explain and discuss how the strategy can be used to the benefit for the student. Have students take notes on their worksheets.

Guided Practice (3 minutes)

1. Ask students to review their practice tests.
2. Discuss - Where did they use these strategies on the practice test? Where could they have used them?

Post Assessment (2 minutes)

1. Ask students to complete the bottom of the back of the “Strategies for Taking Tests” worksheet where they identify strategies they could begin to use. Circulate and discuss their strategies with individual students as they complete this.

Part 2 – Test Anxiety

Teaching the Lesson (10 minutes)

1. Transition into this new topic by emphasizing that some students struggle with tests even when they know the information on the test and test taking strategies.
2. Explain the signs of test anxiety – blank mind, heart racing, sweating, feelings of extreme stress and/or panic.
3. Ask students if they have ever experienced test anxiety – If so, what happened? What did it feel like?
4. Emphasize that there are strategies for dealing with test anxiety.
5. As a class, complete the seven test taking strategies on the “Overcoming

Test Anxiety” worksheet. For each, explain and discuss how the strategy can be used to the benefit for the student. Have students take notes on their worksheets.

Guided Practice (3 minutes)

1. Discuss as a class.
2. Ask questions: When could these have been helpful in the past?
When could you use them in the future?

Post Assessment (2 minutes)

1. Ask students to complete the bottom of the back of the “Overcoming Test Anxiety” worksheet where they identify things that they need to work on that pertain to test anxiety. If they do not experience test anxiety, ask them to complete the worksheet by writing down the advice they would offer a friend who does experience this.
2. Circulate and discuss their strategies with individual students as they complete this.

Closure (3 minutes)

1. Thank students for their work.
2. Let them know that this is the last time you will meet as a class because tomorrow’s schedule will be different.
3. Ask student volunteers to share the most helpful strategy they learned in this class this week.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

COMPUTER SKILLS CLASS

In this class, students will learn how to use the computers and network at the school. Students will learn how to: (a) log on to the network, (b) use Microsoft Word to type an assignment, (c) save to a disk, (d) print, and (e) effectively use the internet for research. This class includes four sessions, each 45 minutes in length.

Overview

Lesson 1 – Network and Word Processing Orientation

Lesson 2 – Keyboard Shortcuts

Lesson 3 – Internet Research, Part 1

Lesson 4 – Internet Research, Part 2

Lesson 1 – Network and Word Processing Orientation

Learner Outcomes

1. Students will logon to the network and create a password.
2. Student will create a document in Microsoft Word.
3. Students will save their Microsoft Word Documents to the network and to floppy disk.

Materials (see Appendix E)

1. 1 computer for each student
2. Student logon names created before the class begins
3. 1 floppy disk for each student
4. the ability to project the teacher's computer screen on to the wall

Transition (3 minutes)

This is the first time students will be in the class and the first day that they will be in a high school setting. Therefore, it is important to establish behavioral expectations and set students at ease.

1. Introduce self.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.

Anticipatory Set and Pre-Assessment (7 minutes)

1. Provide students with a brief overview of the class – that they will be learning about computers and computer use at the school.
2. Take attendance by asking each student - How frequently did you use a computer during eighth grade? How frequently during the summer?

Teaching the Lesson, Guided Practice, Post Assessment (30 minutes)

1. Explain to students that this lesson will be very practical. They will need to follow along and complete the tasks as you review them with the class.
2. Teach each step, allow students to carry out their task, and assess after each step to ensure that all students are keeping up with the process.
3. Direct students through the process of using their logon and creating a password.

4. Direct students through process of opening Microsoft Word.
5. Ask students to type several paragraphs explaining the plot of a book or movie they enjoyed.
6. Near the beginning of this typing, guide students through the process of saving their work on the network.
7. At the end of the period, guide students through the process of saving information to a floppy disk.
8. Collect disks and keep them overnight.

Closure (5 minutes)

1. Walk students through the process of logging off of the network.
2. Explain the importance of logging off.
3. Thank students for their work and ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 2 – Keyboard Shortcuts

Learner Outcomes

1. Students will understand and use listening strategies.
2. Students will identify listening strategies that they can use.
3. Students will understand and use strategies and structures for note taking.

Materials (see Appendix E)

1. 1 computer for each student
2. 1 floppy disk for each student (use disks from lesson 1)
3. 1 copy of “Keyboard Shortcuts” for each student
4. the ability to project the teacher’s computer screen on to the wall

Transition (3 minutes)

This is the second time students will be in the class and the second day that they will be in a high school setting. Therefore, it is important to reinforce behavioral expectations and set students at ease.

1. Remind students of your name.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.

Anticipatory Set and Pre-Assessment (10 minutes)

1. Take attendance by asking students to share which book or movie they wrote about yesterday.
2. Explain to students that they will be working with this document today.
3. Ask students to log on to the network using the password they created yesterday.
4. Ask students to find their document on the network and open it.
5. Circulate and help as needed.

Teaching the Lesson (15 minutes)

1. Explain to students that they will be learning about keyboard shortcuts.
2. Explain what keyboard shortcuts are.
3. Discuss – How are keyboard shortcuts useful?
4. Hand out “Keyboard Shortcuts” and review all as a class. Ensure that students understand the purpose and process of each shortcut.

Guided Practice (10 minutes)

1. Review rules of “Simon Says.”
2. Explain that students will be using their document from yesterday and the computer they are working on to play “Simon Says.” They are allowed to refer to their “Keyboard Shortcuts” worksheet as necessary.
3. Play “Simon Says” as a class. Do not kick students who err out of the game. Rather, allow them to continue playing to get practice using the shortcuts

Post Assessment (5 minutes)

1. Give students an oral pop quiz. Explain that it is just for fun and that the boys will be competing with the girls. Keep track of points.
2. Ask questions from the “Keyboard Shortcuts” handout. For example, “What keyboard shortcut should I use if I want to copy a sentence?” Do not allow students to use their worksheets to find the answers.
3. Allow the first student standing to answer the question. If no one from either team can answer the question, provide hints or allow students to look at their worksheets.

Closure (2 minutes)

1. Thank students for their work.
2. Ensure that students know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 3 – Internet Research, Part 1

Learner Outcomes

1. Students will become aware of some of the pitfalls of internet research.
2. Students will learn how to keep an internet search on track.
3. Students will learn how to evaluate information on the internet.

Materials (see Appendix E)

1. 1 computer for each student
2. 1 copy of “Untangling the Web” for each student
3. 1 copy of “What is a Good Web Site” for each student
4. the ability to project the teacher’s computer screen on to the wall

Transition (2 minutes)

1. Welcome.
2. Review behavioral expectations – Ask a student volunteer to review expectations
3. Review student names – Ask student volunteers to try to name all of the students in the class.

Anticipatory Set and Pre-Assessment (10 minutes)

1. Ask students how frequently they use the internet and what they use it for.
2. Ask students how they choose which web sites they look at for fun.
3. Ask students how they choose which web sites they look at for research.
4. Explain that the web makes a lot of good information available, but that researchers who use the web must be careful to keep their searches on track and evaluate the information they find.

5. Explain that students will use the information and skills they learn today to evaluate information on the web tomorrow.
6. Direct students to www.internetfirstpage.com
7. Discuss: Is this really the first page of the internet? Why or why not?
8. Direct students to www.shibumi.org/eoti/index.htm
9. Discuss: Is this really the end of the internet? Why or why not?

Teaching the Lesson and Guided Practice (15 minutes)

1. Distribute “Untangling the Web” worksheet.
2. Ask students to share instances where they were looking for one thing on the web and found something completely different.
3. Ask students to complete “Untangling the Web” individually.
4. Regroup and share answers. Ask student to add any new information they gleaned from the review to their worksheet.
5. Reemphasize the importance of staying on track during internet searches.
6. Distribute “What is a Good Web Site?” and review it as a class. Stop for discussion as needed.

Post Assessment (15 minutes)

1. Ask students to use Google to search for information about a favorite sports team, musician, or actor.
2. Ask students to use the information that was just reviewed to analyze the website.
3. Ask student volunteers to share findings.

Closure (3 minutes)

1. Thank students for their work.
2. Ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 4 – Internet Research, Part 2

Learner Outcomes

1. Students will use information learned in lesson to evaluate information on the internet.
2. Students will present findings.

Materials (see Appendix E)

1. 1 computer for each student
2. 1 copy of “What is a Good Web Site?” (use copies from yesterday)
3. the ability to project the teacher’s computer screen on to the wall
4. whiteboard and markers

Transition (2 minutes)

1. Welcome and review names.
2. Provide students with a brief overview of the class and explain how this class is connected to the previous class.

Anticipatory Set and Pre-Assessment (5 minutes)

1. Quickly review information from yesterday.
2. Ask each student to provide one thing that someone who conducts internet research should keep in mind.

Teaching the Lesson (5 minutes)

1. Explain to students that they will use this information to evaluate information on the internet.
2. Explain that there will be two different web sites that they will evaluate.

Guided Practice and Post Assessment (30 minutes)

1. The first site that students will evaluate is www.DHMO.org
2. Write the website on the board or project it.
3. Ask students to find the website.
4. Give students a few minutes to review the website. Discuss - What are their impressions?
5. Use the questions on "What is a Good Web Site" to evaluate this site.
6. Direct students to www.snopes.com and research DHMO.
7. Direct students to www.plasticmythbuster.org/polystyrene.asp?src.goog
8. Discuss – Were their analyses correct? What clues did they find/miss that contributed to their evaluation?

9. Transition to the second website for evaluation.
10. Ask students to do an internet search on “Lake Michigan Whale Watching.”
11. They should come up with this website:
www.geocities.com/lakemichiganwhales
12. Ask students to evaluate the website using the questions on “What is a Good Web Site” handout.
13. Also discuss:
 - a. Is Lake Michigan a fresh water lake or a salt water lake?
 - b. Can you find the address of the whale watching company in MapQuest?
 - c. What type of environment is required for sperm whales?
 - d. Are there people listed on the website that could be contacted?
 - e. What does the note at the top of the website mean?
14. Give students a few minutes to review the website. Discuss - What are their impressions?
15. Discuss – Were their analyses correct? What clues did they find/miss that contributed to their evaluation?

Closure (3 minutes)

1. Thank students for their work.
2. Let them know that this is the last time you will meet as a class because tomorrow’s schedule will be different.

3. Ask student volunteers to share the most helpful strategy they learned in this class this week.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

MATHEMATICS AND HIGH SCHOOL GRADING

In this class, students learn about the mathematical realities of high school.

Topics include: a) grades, b) percentages, c) missing assignments, d) Grade Point Averages, and e) transcripts. This class includes four sessions, each 45 minutes in length.

Overview

Lesson 1 – Percentages and the High School Grading Scale

Lesson 2 – Grade Weighting and Missing Assignments

Lesson 3 – Grade Point Averages

Lesson 4 – Transcripts

Lesson 1 – Percentages and the High School Grading Scale

Learner Outcomes

1. Students will review and calculate percentages.
2. Students will apply the grading scale to percentages in order to identify corresponding letter grades.

Materials (see Appendix F)

1. 1 copy of “Percentages” worksheet for each student
2. 1 copy of “Machebeuf Grading Scale” worksheet for each student
3. White board and markers
4. 1 four function calculator for each student

Transition (2 minutes)

This is the first time students will be in the class and the first day that they will be in a high school setting. Therefore, it is important to establish behavioral expectations and set students at ease.

1. Introduce self.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.
3. Take attendance.

Anticipatory Set and Pre-Assessment (3 minutes)

1. Ask students a series of introductory questions.
2. Allow students to raise hands together to answer the questions.
 - a. Would you rather have 90% of a \$20 bill or 80% of a \$20 bill?
 - b. Would you rather spend 75% of your day cleaning or 20% of your day cleaning?
 - c. Would you rather receive a 10% raise or a 5% raise?
 - d. Would you rather earn a 90% on an exam or a 60% on an exam?

Part 1 – Percentages

Teaching the Lesson (5 minutes)

1. Use the top (questions 1 and 2) of the “Percentages” worksheet to review basic information about percentages and calculating percentages.
2. Ensure that students understand the concept of percentages by asking volunteers to explain their answers.

Guided Practice and Post Assessment (10 minutes)

1. Survey the class according to question 3 on the worksheet.

2. Have students calculate these percentages independently.
3. Have students calculate the percentages in questions 4-7 independently.
4. Regroup to review and discuss answers throughout calculation process as needed.
5. Review answers and ensure that students understand their work.

Part 2 – Machebeuf Grading Scale

Teaching the Lesson (5 minutes)

1. Explain that teachers use percentages to calculate letter grades.
2. Answer question 1 on the “Machebeuf Grading Scale” worksheet as a class.
3. Demonstrate a few of the following questions on the worksheet. Use the grading scale and explain how it is used as you demonstrate.

Guided Practice (10 minutes)

1. Ask students to complete the worksheet independently.
2. Circulate as students work. Help as needed.

Post Assessment (5 minutes)

1. Review answers.
2. Ensure that students understand their work.

Closure (5 minutes)

1. Discuss how this info can be used during the school year.
2. Thank students for their work.
3. Ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 2 – Grade Weighting and Missing Assignments

Learner Outcomes

1. Students will understand that some assignments are worth more than others.
2. Students will understand how missing assignments influence class grades.

Materials (see Appendix F)

1. 1 copy of “Weights and Grades” worksheet for each student
2. 1 copy of “Missing Assignments” worksheet for each student
3. White board and markers
4. 1 four function calculator for each student

Transition (3 minutes)

This is the second time students will be in the class and the second day that they will be in a high school setting. Therefore, it is important to reinforce behavioral expectations and set students at ease.

1. Remind students of your name.
2. Review behavioral expectations: Students are expected to cooperate with the teacher and one another throughout the lesson. The lesson involves both group work and individual work. Students are expected to participate in group work and discussions with honesty and respect. Students are expected to stay on task when working independently.

Anticipatory Set and Pre-Assessment (5 minutes)

1. Ask students a series of introductory questions
 - a. Which weighs more, a large pepperoni pizza or a two liter bottle of soda?
 - b. Which weighs more, a convertible or a small plane?
 - c. Which weighs more, a Doberman or a Pug?
2. Transition to academic topic. Explain - like these objects, some assignments weigh more than others.

Part 1 – Weights and Grades

Teaching the Lesson (5 minutes)

1. As a class, make a list on the “Weights and Grades” worksheet of assignments that are typically heavily weighted and those that are not.
2. Discuss – What is the purpose of this? How can this be to a student’s advantage? A student’s disadvantage?
5. Ask students to analyze the two sets of grades at the bottom of the worksheet. Which assignments are worth the most? Which are worth the least?

Guided Practice (7 minutes)

1. Ask students to independently calculate the two hypothetical grades at the bottom of the page.
2. Circulate and help as needed.

Post Assessment (5 minutes)

1. Review student calculations.
2. Discuss – How did grade weights influence the total class grades?

Part 2 – Missing Assignments

Teaching the Lesson (5 minutes)

1. Discuss how a missing assignment could influence a grade. A large assignment? A small assignment?
2. Complete questions 1-3 of the “Missing Assignments” worksheet as a class. Ensure that students understand the process of calculations, not just the end results.

Guided Practice (7 minutes)

1. Ask students to calculate the grades at the bottom of the page.
2. Circulate and help as needed.

Post Assessment (5 minutes)

1. Review answers.
2. Discuss – How much did the missing assignments matter? Has this been a problem for you in the past? Why are missing assignments problematic?

Closure (3 minutes)

1. Thank students for their work.
2. Ensure that students know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 3 – Grade Point Averages

Learner Outcomes

1. Students will know what a GPA is.
2. Students will know how a GPA is calculated.
3. Students will be able to calculate a GPA.
4. Student will know what a GPA is used for.

Materials (see Appendix F)

1. 1 copy of “Grade Point Average” worksheet for each student
2. 1 four function calculator for each student

Transition (3 minutes)

1. Welcome.
2. Review behavioral expectations – Ask a student volunteer to review expectations.
3. Review student names – Ask student volunteers to try to name all of the students in the class.

Anticipatory Set and Pre-Assessment (5 minutes)

1. Ask students to guess what GPA stands for. Write possible answers on the board.
2. Tell students what GPA stands for and ask them to predict the significance of a Grade Point Average.

Teaching the Lesson (10 minutes)

1. Answer questions 1-4 on “Grade Point Average” worksheet as a class.
2. Ensure that students understand the difference between the four point scale and the five point scale. The five point scale is ONLY used for honors classes – this ONLY includes classes that include the word “honors” in the title. Classes that include the word “advanced” in the title are graded on the four point scale.
3. Have students insert hypothetical grades next to the classes at the bottom of the page. Allow them to insert whatever grades they want to.

Emphasize that these are random grades, not goals.

Guided Practice (15 minutes)

1. Ask students to form groups of two or three.

2. In groups, calculate the GPA of each person's fictional grades.

Post Assessment (10 minutes)

1. Ask students to present their findings – What was the GPA? Why was it high / low?
2. Ensure that students understand the process involved in the calculation as well as the end result.

Closure (2 minutes)

1. Thank students for their work.
2. Ensure that they know where they are going for their next class.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

Lesson 4 – Transcripts

Learner Outcomes

1. Students will be familiar with the format of transcripts.
2. Students will be familiar with the purpose of transcripts.
3. Students will review math skills used in previous lessons.

Materials (see Appendix F)

1. 1 copy of “Transcripts” packet for each student
2. 1 four function calculator for each student
3. White board and markers

Transition (5 minutes)

1. Welcome and review names.
2. Provide students with a brief overview of the class and explain how this class is connected to the previous class.

Anticipatory Set and Pre-Assessment (5 minutes)

1. Distribute “Transcript” packet to students.
2. Ask students to browse the packet and make predictions – What are the three documents that are a part of the packet? How are these documents created? What are these documents used for?

Teaching the Lesson (15 minutes)

1. Review student predictions and highlight the correct ones.
2. Complete questions 1-4 of the packet as a class.
3. Review the first transcript in the packet as a class.
4. Discuss – What do we know about this student? What are his strengths? What are his weaknesses?
5. As a class, calculate his GPA and complete the appropriate section of the gray chart on page 1 of the worksheet.

Guided Practice (15 minutes)

1. Ask students to work in pairs to analyze and calculate information about the next two transcripts.
2. Circulate and help as needed.

Post Assessment (3 minutes)

1. Review student calculations and conclusions.
2. Discuss – What can people tell about you from your transcript? What kind of a transcript do you want to build?

Closure (2 minutes)

1. Thank students for their work.
2. Let students know that this is the last time you will meet as a class because tomorrow's schedule will be different.
3. Ask student volunteers to share the most helpful strategy they learned in this class this week.

Independent Practice

Students will use these skills and strategies to succeed during the school year.

Summarize, Evaluate and Reflect

1. Did students enjoy the lesson?
2. Did students meet new people?
3. Were students comfortable with the level of participation that is expected?
4. Was the pacing appropriate?
5. Did the students understand the material?
6. Do students plan to apply the skills and strategies presented?

TEAM BUILDING ACTIVITIES

Each day, students participate in team building activities. These activities are designed to help students familiarize themselves with their peers. For these activities, students are divided into teams of about 10 students per team. Students remain on the same team all week long. Teams are led by an upper class student.

Day 1: Relay Races

Materials

1. Saltine Crackers – one cracker per student
2. Gardening Gloves
3. Bubble Gum – one piece per student
4. Large area, preferably outdoors

Procedure

1. Establish 2 parallel boundaries.
2. Divide each team in half.
3. Have half of each team stand in a line behind each boundary.
4. Distribute saltine crackers, one per student.
5. Explain that each student on each team must eat a saltine, whistle, and then run to the back of their team's line on the other side of the playing field. The team whose members all finish the task first wins.
6. Same routine with gardening gloves and bubble gum. Students must unwrap the bubble gum while wearing gardening gloves, chew the gum, and then run to the back of their team's line on the other side of the playing field. The team whose members all finish the task first wins.

Day 2: Newspaper Houses

Materials

1. 5 newspapers per team
2. Large area, preferably outdoors

Procedure

1. Establish at least a 20 foot square area for each team.
2. Distribute 5 newspapers to each team.
3. Explain the task to the teams. Each team must build a freestanding house out of their newspapers that is large enough to shelter one of their team mates. The team mate must remain in the house until a judge has witnessed their success. They may not use any materials other than their newspapers. The structure may not lean against anything, it must be free standing. The first team to accomplish this wins.

Day 3: The Battle of the Sexes

Materials

1. Large area, preferably outdoors

Procedure

1. Divide students according to gender. Explain that they will be competing with one another in two events.
2. The first event is the Group Sit. Explain that each team must form a circle and simultaneously sit on one another's laps. The first team to have all members seated wins.

3. The second event is Savage Women. The object of the game for male students is to sit together on the ground with locked arms. They must not allow the girls to detach them from their group. However, if they are detached from their group, they are out of the game and may not rejoin. The male team wins if the female team gives up. The object of the game for female students is to detach the male students from their group. Biting, hitting, kicking, and scratching are not allowed. The female team wins when it has separated all members of the male team from the group.

Day 4: Egg Drop

Materials

1. Ziploc bag for each team
2. Items like pipe cleaners, feathers, plastic cups in equal amount for each team
3. 1 egg for each team
4. Ladder

Procedure

1. Provide each team with a Ziploc bag full of materials.
2. Explain to students that their task is to use the materials provided to create a case for their egg that will protect it when it is dropped from the top of the ladder. They may not use additional materials. Teams whose egg remains intact win.
3. Allow about 15 minutes for students to build their containers.
4. Drop eggs and check egg structure.

Day 5: Bafa Bafa

Materials

1. 2 separate rooms that are near one another per 50 students
2. 1 Bafa Bafa Game per 50 students
3. at least 2 game facilitators who are extremely familiar with game per 50 students

Description

This game is an interactive, experiential activity that is designed to promote cultural sensitivity and motivate participants to be culturally sensitive and to avoid stereotyping. Game participants are assigned to a fictitious culture, allowed to interact in that culture for a period of time, and then permitted to visit another culture. Specific procedures for facilitating the game are provided with the game, available for purchase at <http://www.simulationtrainingsystems.com>. Discussion follows the game and should be led by a prepared facilitator.

Chapter Summary

This week long transition program provides opportunities for students to receive academic, procedural, and social support. This is accomplished with the use of a combination of classes and team building activities. The five classes are: a) Introduction to High School, b) Writing Skills, c) Study Skills, d) Computer Skills, and e) Mathematics and High School Grading. Each class contains lesson plans designed to equip students with the skills that they will need to succeed in high school. The team building activities provide students with the opportunity to become acquainted with their peers.

Chapter 5

DISCUSSION

When ninth grade students make the transition from middle school to high school, they experience multiple changes which include: a) developmental changes, procedural changes, academic changes, and social changes. Because of this, new high school students need support. Transition programs designed to support students in this transition can positively influence their success in and after high school.

Evaluation of the Project

The transition program designed by this researcher was evaluated by six educators (see Appendix G). This group included: a) two counselors, b) the department head of the counseling department, c) two administrators, and d) a teacher who will participate in the implementation of the transition program.

All of the educators who evaluated the program reported that the transition program was effectively designed to achieve the above goals. All respondents answered all survey questions in regard to whether or not the program was effectively designed to achieve program goals with responses of either “definitely” or “probably.” Specific results of the evaluation are:

1. Is the program effectively designed to promote social interaction?

Definitely – 5 responses

Probably – 1 response

2. Is the program effectively designed to ease student social anxiety?
Definitely – 6 responses
3. Is the program effectively designed to communicate procedural information to students?
Definitely – 4 responses
Probably – 2 responses
4. Is the program effectively designed to ease student anxiety in regard to procedural transitions?
Definitely – 4 responses
Probably – 2 responses
5. Is the program effectively designed to teach academic / study skills?
Definitely – 5 responses
Probably – 1 response
6. Is the program effectively designed to ease student anxiety in regard to academic transitions?
Definitely – 4 responses
Probably – 2 responses
7. Will the program facilitate students' overall transition to high school?
Definitely – 3 responses
Probably – 3 responses

The evaluators also commented in regard to the strengths and weaknesses of the program. They reported that the most notable strengths of the program were that: a) it provides students with an opportunity to get to know one another (two responses), b) it

provides students with an opportunity to become familiar with the school and the school procedures (4 responses), and c) it provides students with study skills (1 response).

Also, evaluators commented in regard to the shortcomings of the program. Responses included: a) the program should be merged with existing school orientation components (1 response), b) the specific needs of the students will not be known at the time of the program (1 response), c) the budget for the program is too small, especially in terms of employee compensation (1 response), d) the lessons do not include differentiation for students of different skill levels (1 response), and e) there is no parent involvement during the week. One educator did not answer this question.

Two evaluators responded to the section of the survey that solicited other comments. Both reported that the program looks strong and will help students adjust to the high school experience.

Objectives Achieved

Previous research presented in the review of literature indicated that effective transition programs provide students with social support, procedural information, and opportunities to develop academic skills. According to the opinions of the educators who evaluated the program, the transition program designed by this researcher includes opportunities for students to receive support in each of these three areas. Students have opportunities to become acquainted with their peers and teachers in each of the five classes included in the program; classes are designed to be interactive. Also, students have opportunities to get to know classmates, teachers, and older students during daily team building activities. Procedural information and opportunities to develop study skills are presented in each of the five classes included in the program. After attending the

program, students will have been presented with information about the study skills and habits that they will need to be successful in high school. Also, students will have been introduced to practical information and procedures like: a) the school building, b) lockers, c) the computer network, d) library resources, and e) school policies.

Limitations

Although the transition program is effectively designed to work with students, it does not include parents or middle school educators. Previous research shows that the most effective transition programs include parents in information nights. Because Bishop Machebeuf High school already hosts parent information nights for parents of eighth grade students who are considering Bishop Machebeuf High School for their eighth grade student, who are registering their student at Bishop Machebeuf High School, and who have recently begun to attend the school, parent information events are not included in this program.

Also, previous research shows that the most effective transition programs include cooperation with middle school educators. Although a “shadow” program is already in place to allow middle school students to accompany a ninth grade student to high school for a day, there is not an existing initiative specifically directed toward cooperating with middle school educators. Neither is cooperation with middle school educators a part of this researcher’s program design.

Recommendations for Future Development

Because cooperation with middle schools will increase the success of the program, the development of a middle school component is recommended. This could include: a) a middle school / high school teacher swap day that would allow middle

school teachers to see where their eighth grade students will attend high school and high school teachers to see the middle schools where ninth grade students previously attended, b) curriculum coordination with middle schools to ensure than the ninth grade curriculum begins where the eighth grade curriculum ended, and c) a middle school informational dinner event at the high school for middle school educators.

Also, although the transition program was evaluated by educators, it has not yet been evaluated by students. Further evaluation is recommended after the program is implemented. This evaluation could involve a survey of program participants to determine whether or not they perceive that the program was helpful, practical, and allayed anxiety. This could be done with a Likert style survey on the last day of transition program implementation.

Contribution of this Project to the Field

This transition program was designed to specifically address the needs of new high school students. Therefore, it could be used or modified by other schools. Parts of the program could also be incorporated into a year long program rather than being implemented in a week long time frame.

Project Summary

The transition program presented by this researcher addresses the academic, procedural, and social needs of ninth grade students. These needs are addressed in a one week program that includes team building activities and five classes. These classes are: a) Introduction to High School, b) Writing Skills, c) Study Skills, d) Computer Skills, and e) Mathematics and High School Grading.

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APPENDIX A
Program Format at a Glance

Program Schedule

Monday – Thursday Schedule

9:00 – 9:45 Class 1
9:50 – 10:35 Class 2
10:40 – 11:25 Class 3
11:30 – 12:00 Lunch
12:05 – 12:50 Class 4
12:55 – 1:40 Class 5
1:45 – 2:30 Team Building

Friday Schedule

9:00 – 11:30 Bafa Bafa
11:30 – 12:00 Lunch
12:05 – 12:35 Go to Class 4, hand out schedules, and walk through day
12:40 – 1:40 Go Back to Class 4, complete Program Evaluations / Discovery Wheel
1:45 – 2:30 Ice Cream Social and dismissal

Time	Mon	Tue	Wed	Thur	Fri
9:00 - 9:45	class	class	class	class	bafa' bafa'
9:50 - 10:35	class	class	class	class	bafa' bafa'
10:40 - 11:25	class	class	class	class	bafa' bafa'
11:30 - 12:00	lunch	lunch	lunch	lunch	lunch
12:05 - 12:50	class	class	class	class	scheule
12:55 - 1:40	class	class	class	class	eval / disc
1:45 - 2:30	team	team	team	team	ice cream

APPENDIX B

Printed Materials for Introduction to High School Class

Differences Between 8th Grade and 9th Grade

Introduction to High School









Name: _____











	8th Grade	9th Grade
Classrooms		
Homework		
Teachers' Role		
Parents' Role		
Students' Role		
General Expectations		
Lunch		
Other		

Classroom Etiquette

Introduction to High School

Name: _____

Situation	Action	Result
You want to know your grade		
		
You miss 2 days of school		
		
You are absent for a test or quiz		
		
You don't understand		
		

<p>You have to go to the bathroom</p>		
		
<p>You have to blow your nose</p>		
		
<p>You get caught in the act</p>		
		
<p>You think of something funny but irrelevant</p>		
		
<p>You don't like your teacher's personality</p>		
		

Formal and Casual Language

Introduction to High School

Name: _____

Cinderella #1

Once upon a time there was a girl named Cinderella. She was very happy, and she lived with her father. Her father remarried a woman who had three daughters. When Cinderella's father died, her stepmother treated Cinderella very badly and, in fact, made her the maid for herself and her three daughters. At the same time in this land, the King decided that it was time for the Prince to get married. So, he sent a summons to all the people in the kingdom to come to a ball. Cinderella was not allowed to go, but was forced to help her stepsisters and stepmother get ready for the ball. After they left for the ball, and as Cinderella was crying on the hearth her fairy godmother came and, with her magic wand, gave Cinderella a beautiful dress, glass slippers, and a stagecoach made from pumpkins and mice. She then sent Cinderella to the ball in style. There was one stipulation: She had to be back home by midnight.

At the ball the Prince was completely taken with Cinderella and danced with her all evening. As the clock began striking midnight, Cinderella remembered what the fairy godmother had said and fled from the dance. All she left was one of her glass slippers. The Prince held a big search, using the glass slipper as a way to identify the missing woman. He finally found Cinderella; she could wear the glass slipper. He married her and they lived happily ever after.

Cinderella #2

Well, you know Cinderella married the Prince, in spite of that old nasty stepmother. Good thing she had a fairy godmother or she never would've made it to the ball.

Lucky thing! God bless her ragged tail! Wish I had me a fairy godmother.

And to think she nearly messed up big time by staying till the clock was striking 12! After all the fairy godmother had done for her.

Um, um. She shoulda known better. They didn't call him the Prince for no reason.

When she got to the ball, her stepsisters and stepmother didn't even recognize her she was so beautiful without those rags.

Served 'em right, no-good jealous hags.

The Prince just couldn't quite dancing with her, just couldn't take his eyes off her. He had finally found his woman.

Lucky her! Lucky him! Sure wish life was a fairy tale.

And the way she arrived was something else – a coach and horseman – really fancy. Too bad that when she ran out of there as the clock struck 12 all that was left was a pumpkin rolling away and four mice!

What a surprise for the mice!

Well, he has to find her because his heart is broken. So he takes the glass slipper and hunts for her – and her old wicked stepmother, of course, is hiding her.

What a prize! Aren't they all?

But he finds her and marries her.

Somebody as good as Cinderella deserved that. Sure hope she never invited that stepmother to her castle. Should make her the maid!!

Formal and Casual Use of Language

	Casual	Formal
vocabulary		
body language		
sentence structure		
number of people talking at once		
the main point is...		
situations where appropriate		
example		It is a pleasure to meet you.
example	This assignment sucks!	

Adapted from: Payne, R. (1996). A Framework for Understanding Poverty. Highlands, TX: aha! Process.

Identifying Your Learning Style

Introduction to High School

Name: _____

If you agree with the statement, color in the box, if not just leave the box empty.

List A

- People say you have terrible handwriting.
- You don't like silent filmstrips, pantomimes, or charades.
- You would rather perform (or listen to) music than do (or view) art.
- You sometimes leave out words when writing, or sometimes you get words or letters backwards.
- You can spell out loud better than you can when you have to write it down.
- You remember things that you talked about in class much better than things that you have read.
- You dislike copying materials from the blackboard or bulletin board.
- You like jokes or riddles more than you like cartoons or crossword puzzles.
- You like games with lots of action or noises more than you like checkers or most other board games.
- You understand better when you read aloud.
- Sometimes you make math mistakes because you don't notice the sign or because you read the directions incorrectly.
- It seems like you are the last one to notice something new--e.g. that there is a new bulletin board display.
- Map activities are just not your thing.
- You must struggle to keep neat notes and records.
- You must use your fingers as a pointer when you read.
- You hum frequently or whistle to yourself when you are working.
- Sometimes your eyes just bother you, but your eye test was normal.
- You hate to read from the computer, especially when the backgrounds are busy.
- Matching test questions are a problem to sort out (over and above not knowing some of the answers).
- Sometimes when you read you mix up words that look similar (pill-pull, bale-hale).

List B

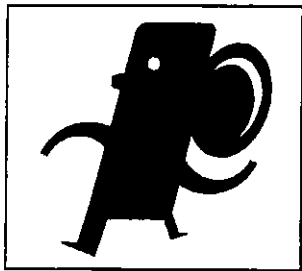
- It seems like you always have to ask somebody to repeat what s/he just said.
- Sometimes you may find yourself tuned out when you were really trying to pay attention to something.
- Often you know what you want to say, but you just can't think of the words.
- You often talk with your hands or call something a thingamajig or a whachamacallit.
- You have been in speech therapy at some time.
- You have trouble understanding a person who is talking to you when you are unable to watch the person's face.
- You would rather receive directions in a demonstration format than in spoken form.
- When you watch TV or listen to the radio, someone is always asking you to turn it down.
- People say that you say "Huh?" too much.
- You would rather demonstrate how to do something than make a speech.
- Sometimes you can't tell similar words apart when you hear them.
- You have trouble remembering things unless you write them down.
- You like board games such as checkers more than you like word games.
- Sometimes you make mistakes when speaking (like saying "He got expended from school.").
- You like art work more than you like music.
- You have to go over most of the alphabet in order to remember whether, e.g. M comes before R.
- You like it better when someone shows you what to do rather than just telling you.
- You usually answer questions with "yes" or "no" rather than with complete sentences.
- You can do a lot of things that are hard to explain with words (like fixing something).
- Often you forget to give telephone messages to people unless you write them down.
- You are always drawing little pictures on the edges of your papers, or doodling on scratch paper.

Using the Survey

If list A is very much higher than list B, you could be considered an auditory learner.

If list B is much higher, it indicates that you might be a visual learner.

If both lists are high, then your best learning mode would probably be tactile (you learn by touching and doing).



Definition

Strategies



Definition

Strategies



Definition



Strategies



Adapted From: Thames Valley District School Board (n.d.). Assessing Your Learning Style [Electronic Version]. Retrieved June 21, 2006, from <http://www.tvdsb.on.ca/currmathsecondary/PDF/MAT%2014%20Worksheets.pdf>

Cheating

Introduction to High School

Name: _____

Advantages 	Disadvantages 

Negative Effects on the Student 	Negative Effects on the School 
Cheating sabotages academic growth.	Cheating jeopardizes the basic fairness of the grading process.
Cheating sabotages personal growth.	Cheating devalues the school's diploma.
Cheating may have long-term effects.	
Cheating undermines your relationship with your teacher and classmates.	
Students who are caught cheating are punished.	

What Counts as Cheating?

1. Copying homework
2. Copying tests
3. Using cheat sheets on tests and quizzes
4. Plagiarism - turning in someone else's work as it were your own (includes copying other students work or something from the internet or a book)
5. Working with another student on an assignment that was intended to be individual

** Be sure to check with teachers to find out whether or not they allow students to work together on homework assignments. Do not put yourself at risk for cheating. **

Defining Your Goals

Introduction to High School



Name: _____

List 3 things you have done well in the past:

- 1.
- 2.
- 3.

List three things you struggled with in the past:

- 1.
- 2.
- 3.

Goals		
Class	Grade	Habits

APPENDIX C

Printed Materials for Writing Skills Class

Crime and Evidence

Writing Skills

Instructor Use

Cut into strips of paper so that each sentence is on a different strip. Shuffle before distributing.

Emily kidnapped her neighbor's dog.

Dog hair was found in her car.

She has bite marks on her arm.

The dog was found in her basement.

Shane stole the man's wallet.

The wallet was found in his backpack.

The man's wallet is missing.

Shane needed money to pay his friend.

James ran a red light.

Two eyewitnesses saw the traffic violation.

He apologized to the police officer who pulled him over.

People in the other lane stopped rather than proceeding through the light.

Christy stole money from her mother's purse.

Twenty dollars are missing from the purse.

She has twenty dollars that she did not have yesterday.

Her fingerprints were found on the purse.

Maria robbed the bank.

A stocking cap was found in her car.

One million dollars was found in her car.

Her image is on the bank's security video.

Kevin attacked his boss.

Blood was found on his clothes.

Yesterday, he told his brother that he hated his boss.

His coworkers saw him attack.

The Last Spin

Writing Skills

Name: _____



By Ed McBain / Evan Hunter
The Last Spin was retrieved June 6, 2006
<http://www.nelliemuller.com/The.Last.Spin.by.Evan.Hunter.doc>

The Last Spin

The boy sitting opposite him was his enemy.

The boy sitting opposite him was called Tigo, and he wore a green silk jacket with an orange stripe on each sleeve. The jacket told Danny that Tigo was his enemy. The jacket shrieked, "Enemy, enemy!"

"This is a good piece," Tigo said, indicating the gun on the table. "This runs you close to forty-five bucks, you try to buy it in a store. That's a lot of money."

The gun on the table was a Smith & Wesson .38 Police Special.

It rested exactly in the center of the table, its sawed-off, two-inch barrel abruptly terminating the otherwise lethal grace of the weapon. There was a checked walnut stock on the gun, and the gun was finished in a flat blue. Alongside the gun were three .38 Special cartridges.

Danny looked at the gun disinterestedly. He was nervous and apprehensive, but he kept tight control of his face. He could not show Tigo what he was feeling. Tigo was the enemy, and so he presented a mask to the enemy, cocking one eyebrow and saying, "I seen pieces before. There's nothing special about this one." "Except what we got to do with it," Tigo said. Tigo was studying him with large brown eyes. The eyes were moist-looking. He was not a bad-looking kid, Tigo, with thick black hair and maybe nose that was too long, but his mouth and chin were good. You could usually tell a cat by his mouth and his chin. Tigo would not turkey out of this particular rumble. Of that, Danny was sure. "Why don't we start?" Danny asked. He wet his lips and looked across at Tigo.

"You understand," Tigo said, "I got no bad blood for you." "I understand."

"This is what the club said. This is how the club said we should settle it. Without a big street diddlebop, you dig? But I want you to know I don't know you from a hole in the wall-except you wear a blue and gold jacket."

"And you wear a green and orange one," Danny said, "and that's enough for me."

"Sure, but what I was trying to say..."

"We going to sit and talk all night, or we going to get this thing rolling?" Danny asked.

"What I'm tryin to say," Tigo went on, "is that I just happened to be picked for this, you know? Like to settle this thing that's between the two clubs I mean, you got to admit your boys shouldn't have come in our territory last

night."

"I got to admit nothing," Danny said flatly.

"Well, anyway, they shot at the candy store. That wasn't right. There's supposed to be a truce on."

"Okay, okay," Danny said.

"So like... like this is the way we agreed to settle it. I mean, one of us and... and one of you. Fair and square. Without any street boppin', and without any law trouble."

"Let's get on with it," Danny said.

"I'm trying to say, I never even seen you on the street before this. So this ain't nothin' personal with me. Whichever way it turns out, like..."

"I never seen you neither," Danny said.

Tigo stared at him for a long time. "That's cause you're new around here. Where you from originally?"

"My people come down from the Bronx."

"You got a big family?"

"A sister and two brothers, that's all."

"Yeah, I only got a sister." Tigo shrugged. "Well." He sighed. "So." He sighed again. "Let's make it, huh?"

"I'm waitin'," Danny said.

Tigo picked up the gun, and then he took one of the cartridges from the table top. He broke open the gun, slid the cartridge into the cylinder, and then snapped the gun shut and twirled the cylinder. "Round and round she goes," he said, "and where she stops, nobody knows. There's six chambers in the cylinder and only one cartridge. That makes the odds five-to-one that the cartridge'll be in firing position when the cylinder stops whirling. You dig?"

"I dig."

"I'll go first," Tigo said.

Danny looked at him suspiciously. "Why?"

"You want to go first?"

"I don't know."

"I'm giving you a break." Tigo grinned. "I may blow my head off first time out."

"Why you giving me a break?" Danny asked.

Tigo shrugged. "What the hell's the difference?" He gave the cylinder a fast twirl.

"The Russians invented this, huh?" Danny asked.

"Yeah."

"I always said they was crazy bastards."

"Yeah, I always..." Tigo stopped talking. The cylinder was stopped now. He took a deep breath, put the barrel of the .38 to his temple, and then squeezed the trigger.

The firing pin clicked on an empty chamber.

"Well, that was easy, wasn't it?" he asked. He shoved the gun across the table. "Your turn, Danny."

Danny reached for the gun. It was cold in the basement room, but he was sweating now. He pulled the gun toward him, then left it on the table while he dried his palms on his trousers. He picked up the gun then and stared at it.

"It's a nifty piece," Tigo said. "I like a good piece."

"Yeah, I do too," Danny said. "You can tell a good piece just by the way it feels in your hand."

Tigo looked surprised. "I mentioned that to one of the guys yesterday, and he thought I was nuts."

"Lots of guys don't know about pieces," Danny said, shrugging. "I was thinking," Tigo said, "when I get old enough, I'll join the Army, you know? I'd like to work around pieces."

"I thought of that, too. I'd join now only my old lady won't give me permission. She's got to sign if I join now."

"Yeah, they're all the same," Tigo said smiling. "Your old lady born here or the old country?"

"The old country," Danny said.

"Yeah, well you know they got these old-fashioned ideas."

"I better spin," Danny said.

"Yeah," Tigo agreed.

Danny slapped the cylinder with his left hand. The cylinder whirled, whirled, and then stopped. Slowly, Danny put the gun to his head. He wanted to close his eyes, but he didn't dare. Tigo, the enemy, was watching him. He returned Tigo's stare, and then he squeezed the trigger.

His heart skipped a beat, and then over the roar of his blood he heard the empty click. Hastily, he put the gun down on the table.

"Makes you sweat, don't it?" Tigo said.

Danny nodded, saying nothing. He watched Tigo. Tigo was looking at the gun.

"Me now, huh?" Tigo said. He took a deep breath, then picked up the .38. He twirled the cylinder, waited for it to stop, and then put the gun to his head.

"Bang!" Tigo said, and then he squeezed the trigger. Again the firing pin clicked on an empty chamber. Tigo let out his breath and put the gun down.

"I thought I was dead that time," he said.

"I could hear the harps," Danny said.

"This is a good way to lose weight, you know that?" Tigo laughed nervously, and then his laugh became honest when he saw Danny was laughing with him. "Ain't it the truth?" You could lose ten pounds this way."

"My old lady's like a house," Danny said laughing. "She ought to try this kind of a diet." He laughed at his own humor, pleased when Tigo joined him.

"That's the trouble," Tigo said. "You see a nice deb in the street, you think it's crazy, you know? Then they get to be our people's age, and they turn to fat." He shook his head.

"You got a chick?" Danny asked.

"Yeah, I got one."

"What's her name?"

"Aw, you don't know her."

"Maybe I do," Danny said.

"Her name is Juana." Tigo watched him. "She's about five-two, got these brown eyes..."

"I think I know her," Danny said. He nodded. "Yeah, I think I know her."

"She's nice, ain't she?" Tigo asked. He leaned forward, as if Danny's answer was of great importance to him.

"Yeah she's nice," Danny said.

"Yeah. Hey maybe sometime we could..." Tigo cut himself short. He looked down at the gun, and his sudden enthusiasm seemed to ebb completely. "It's your turn," he said.

"Here goes nothing," Danny said. He twirled the cylinder, sucked in his breath, and then fired.

The empty click was loud in the stillness of the room.

"Man!" Danny said.

"We're pretty lucky, you know?" Tigo said.

"So far."

"We better lower the odds. The boys won't like it if we..." He stopped himself again, and then reached for one of the cartridges on the table. He broke open the gun again, slipped in the second cartridge into the cylinder. "Now we got two cartridges in here," he said. "Two cartridges, six chambers. That's four-to-two. Divide it, and you get two-to-two." He paused. "You game?"

"That's... that's what we're here for, ain't it?"

"Sure."

"Okay then."

"Gone," Tigo said, nodding his head. "You got courage, Danny."

"You're the one needs the courage," Danny said gently. "It's your spin."

"Tigo lifted the gun. Idly, he began spinning the cylinder.

"You live on the next block, don't you?" Danny asked.

"Yeah." Tigo kept slapping the cylinder. It spun with a gently whirring sound.

"That's how come we never crossed paths, I guess. Also, I'm new on the scene."

"Yeah, well you know, you get hooked up with one club, that's the way it is."

"You like the guys on you club?" Danny asked, wondering why he was asking such a stupid question, listening to the whirring of the cylinder at the same time.

"They're okay." Tigo shrugged. "None of them really send me, but that's the club on my block, so what're you gonna do, huh?" His hand left the cylinder. It stopped spinning. He put the gun to his head.

"Wait!" Danny said.

Tigo looked puzzled. "What's the matter?"

"Nothing. I just wanted to say... I mean..." Danny frowned. "I don't dig too many of the guys on my club, either."

Tigo nodded. For a moment, their eyes locked. Then Tigo shrugged, and fired.

The empty click filled the basement room.

"Phew," Tigo said.

"Man, you can say that again."

Tigo slid the gun across the table.

Danny hesitated an instant. He did not want to pick up the gun. He felt sure that this time the firing pin would strike the percussion cap of one of the cartridges. He was sure that this time he would shoot himself.

"Sometimes I think I'm turkey," he said to Tigo, surprised that his thoughts had found voice.

"I feel that way sometimes, too," Tigo said.

"I never told that to nobody," Danny said. "The guys on my club would laugh at me, I ever told them that."

"Some things you got to keep to yourself. There ain't nobody you can trust in this world."

"There should be somebody you can trust," Danny said. "Hell, you can't tell nothing to your people. They don't understand." Tigo laughed. "That's an old story. But that's the way things are. What're you gonna do?"

"Yeah. Still, sometimes I think I'm turkey."

"Sure, sure," Tigo said. "It ain't only that, though. Like sometimes... well, don't you wonder what you're doing stomping some guy in the street? Like ... you know what I mean? Like ... who's the guy to you? What you got to beat him up for? 'Cause he messed with somebody else's girl?" Tigo shook his head. "It gets complicated sometimes."

"Yeah, but ..." Danny frowned again. "You got to stick with the club. Don't you?"

"Sure, sure ... hell yes." Again, their eyes locked.

"Well, here goes." Danny said. He lifted the gun. "It's just ..." He shook his head, and then twirled the cylinder. The cylinder spun, and then stopped. He studied the gun, wondering if one of the cartridges would roar from the barrel when he squeezed the trigger.

Then he fired.

Click.

"I didn't think you was going through with it," Tigo said.

"I didn't neither."

"You got heart, Danny," Tigo said. He looked at the gun. He picked it up and broke it open.

"What you doing?" Danny asked.

"Another cartridge," Tigo said. "Six chambers, three cartridges. That makes it even money. You game?"

"You?" "The boys said..." Tigo stopped talking. "Yeah, I'm game," he added, his voice curiously low.

"It's your turn, you know."

"I know," Danny watched as Tigo picked up the gun.

"You ever been rowboating on the lake?"

Tigo looked across the table at Danny, his eyes wide. "Once," he said. "I went with Juana."

"Is it ... is it any kicks?"

"Yeah. Yeah, its grand kicks. You mean you never been?"

"No," Danny said.

"Hey, you got to tryin, man," Tigo said excitedly. "You'll like it. Hey, you try it."

"Yeah, I was thinking maybe this Sunday I'd ..." He did not complete the sentence.

"My spin," Tigo said wearily. He twirled the cylinder. "Here goes a good man," he said, and he put the revolver to his head and squeezed the trigger.

Click.

Danny smiled nervously. "No rest for the weary," he said. "But Jesus you've got the heart. I don't know if I can go

through with it."

Sure, you can," Tigo assured him. "Listen, what's there to be afraid of?" He slid the gun across the table.

"We keep this up all night?" Danny asked.

"They said ... you know ... "

"Well, it ain't so bad. I mean, hell, we didn't have this operation, we wouldn'ta got a chance to talk, huh?" He grinned feebly.

"Yeah," Tigo said, his face splitting in a wide grin. "It ain't been so bad, huh?"

"No, it's been ... well, you know, these guys on the club, who can talk to them?"

He picked up the gun. "We could ..." Tigo started.

"What?"

"We could say ... well ... like we kept shootin' an' nothing happened, so ..." Tigo shrugged. "What the hell! We can't do this all night, can we?"

"I don't know."

"Let's make this the last spin. Listen, they don't like it, they can take a flying leap, you know?"

"I don't think they'll like it. We're supposed to settle this for the clubs."

"Screw the clubs!" Tigo said. "Can't we pick our own ..." The word was hard coming. When it came, his eyes did not leave Danny's face. "... friends?"

"Sure we can," Danny said vehemently. "Sure we can! Why not?"

"The last spin," Tigo said. "Come on, the last spin."

"Gone," Danny said. "Hey you know, I'm glad they got this idea. You know that? I'm actually glad!" He twirled the cylinder. "Look, you want to go on the lake this Sunday? I mean with your girl and mine? We could get two boats. Or even one if you want." "Yeah, one boat," Tigo said. "Hey, your girl'll like Juana, I mean it. She's a swell chick."

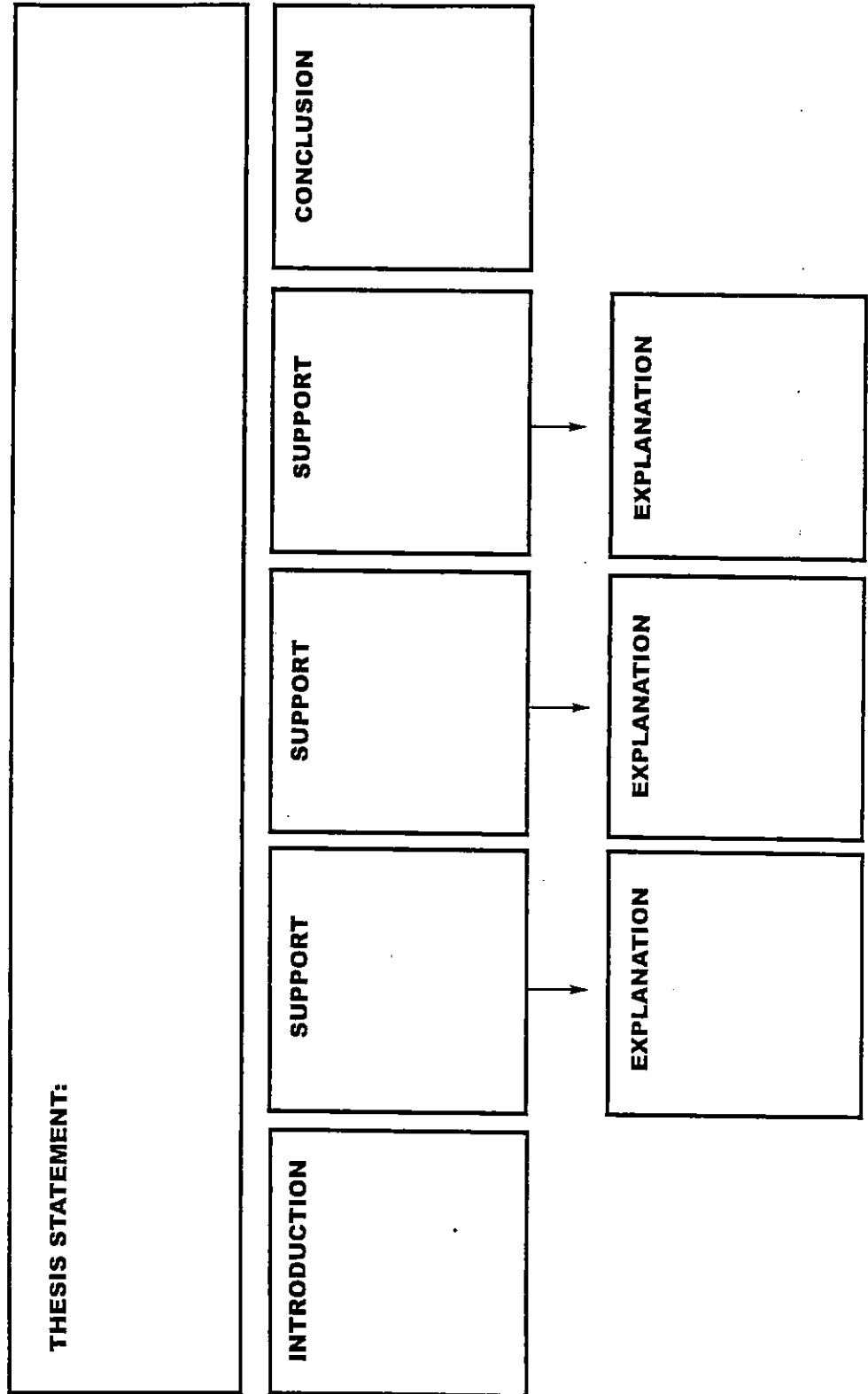
The cylinder stopped. Danny put the gun to his head quickly.

"Here's to Sunday," he said. He grinned at Tigo, and Tigo grinned back, and then Danny fired.

The explosion rocked the small basement room, ripping away half of Danny's head, shattering his face. A small cry escaped Tigo's throat, and a look of incredulous shock knifed his eyes. Then he put his head on the table and began weeping.

Graphic Organizer for Essay

Name: _____



Writing Rubric					Totals
	1	2	3	4	
Organization	Sequence of information is difficult to follow	Work is difficult to follow because it jumps around and is not presented in a logical sequence	Work presents information in a logical sequence that is easy to follow	Information is presented in a way that is logical, interesting and in a sequence that is easy to follow	
Thesis	There is no identifiable thesis	The thesis presented requires more supporting details	The thesis is identifiable and is supported by the writing assignment	The thesis is identifiable and is solidly supported by the writing assignment	
Content Knowledge	Student does not display a clear understanding of the information	Student displays a knowledge of general concepts but does not display a knowledge of supporting details	Student displays a knowledge of concepts but needs to elaborate	Student demonstrates full knowledge of required information and explains information fully	
Grammar and Spelling	Work has an unacceptable number of spelling, grammar, and typing errors	Work has many spelling, grammar, and typing errors	Work has few spelling, grammar, and typing errors	Work has not spelling, grammar, or typing errors	
References	Work displays no references	Work does not have the required number of references	References were presented but documented incorrectly	Work displays the correct number of references, documented correctly	
Strengths					
Suggestions					
Scale: A = 20, B = 18, C = 16, D = 14, F = 13 and below					Grand Total:

Library Scavenger Hunt

Writing Skills

Name: _____

Instructions: Find answers to the following questions. Be sure to use a variety of sources - You must use at least two sources from each category (at the bottom of the page) to qualify for first place. Record your answers on this page.

1. Who wrote the novel *Of Mice and Men*?
2. Who was the 13th president of the United States?
3. On what continent is Poland?
4. Who was Frederick Douglass?
5. How long is the average adult's small intestine?
6. How long is the gestation period of a giraffe?
7. What was on the cover of the May 2004 issue of *National Geographic*?
8. What is the population of Mobile, Alabama?
9. Who was Jay Gatsby?
10. What is the difference between a Roman numeral and an Arabic number?
11. What is igneous rock?
12. What do groundhogs eat?
13. What does "GPS" stand for as it relates to geography?
14. Who is the Prime Minister of Canada?
15. Who wrote the poem, "Red Wheelbarrow"?
16. Who painted "American Gothic"?
17. What is the score of the most recent Rockies game?
18. Who is the main character of the novel *A Separate Peace*?
19. What is the Transatlantic Cable?
20. What is a black mamba?

Encyclopedia	<input type="checkbox"/>	_____	source: _____
	<input type="checkbox"/>	_____	source: _____
Book	<input type="checkbox"/>	_____	source: _____
	<input type="checkbox"/>	_____	source: _____
Magazine / Journal	<input type="checkbox"/>	_____	source: _____
	<input type="checkbox"/>	_____	source: _____
Internet	<input type="checkbox"/>	_____	source: _____
	<input type="checkbox"/>	_____	source: _____

APPENDIX D

Printed Materials for Study Skills Class

Organization









Study Skills

Name: _____

Please circle the most accurate response.

- | | | | |
|----------------------------------------------------------------------------------|--------|-----------|-------|
| 1. I am aware of what my homework assignments are. | Always | Sometimes | Never |
| 2. I consistently take home all of the materials I need to complete my homework. | Always | Sometimes | Never |
| 3. I complete all homework assignments. | Always | Sometimes | Never |
| 4. After completing an assignment, I hand it in. | Always | Sometimes | Never |
| 5. I have all necessary materials when I go to class. | Always | Sometimes | Never |
| 6. I know when tests will be given.
(I am not surprised by them.) | Always | Sometimes | Never |
| 7. I study for tests. | Always | Sometimes | Never |
| 8. I study for tests prior to the night before the test. | Always | Sometimes | Never |

Strengths	Weaknesses

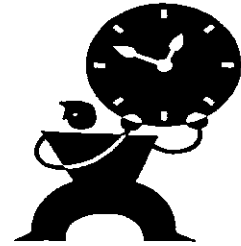
Planner		
Highlighter		
Appointments		
Goals		
Notebook for Each Class		
Consistent Study Area		
Classmates Phone Numbers		
Clean Locker and Backpack		

Which of these will you use?

Time Management

Study Skills

Name: _____



My Time Wasters

Read the following list of common time wasters. Place a check before your 3 to 5 biggest time wasters. If any of your biggest ones are missing, add them in the blank spaces at the bottom and include those in the 3 to 5 chosen.

- _____ 1. Talking on the phone
- _____ 2. Socializing in class
- _____ 3. Lack of objectives, setting deadlines, setting priorities
- _____ 4. Cluttered desk, hunting things needed, personal disorganization
- _____ 5. Doing routine things of minor importance
- _____ 6. Attempting too much at once
- _____ 7. Unrealistic time estimates
- _____ 8. Procrastination, indecision, daydreaming
- _____ 9. inability to say "No"
- _____ 10. Leaving tasks unfinished, jumping from one task to another
- _____ 11. Getting involved in unnecessary details - "chasing rabbits"
- _____ 12. Playing on the computer (email, chat rooms, surfing)
- _____ 13. Playing video games
- _____ 14. Lacking self-discipline - not carrying through on plans.
- _____ 15. Failure to do first things first
- _____ 16. Failure to listen carefully to assigned tasks
- _____ 17. "Breaks" which turn into "vacations"
- _____ 18. Failure to use short blocks of time constructively
- _____ 19. Duplicating effort (having to start over, losing material)
- _____ 20. Watching television
- _____ 21.

Adapted From: http://www.courses.dsu.edu/fss/Handouts/My_Time_Wasters.htm, June 9, 2005

The Ten Commandments of Time Management

Do you know why a busy person gets more things done? He has simply learned to manage his time. That's the only reason he gets more done. Remember, time is that great equalizer. Nobody has more time than you do. How successful you become will be directly proportionate to how well you manage and utilize time.

1. **Respect time.** Don't waste it. Wasted time decreases the time available.
2. **Analyze and Budget Your Time.** Look at how you now spend our time. Note that time you need to accomplish what you want to do. Then budget the time necessary.
3. **Be an Early Bird.** Do the things you don't like to do ahead of schedule to get them out of the way.
4. **Use a "To Do" List.** List and prioritize everything you have to do. Finish the first item before you go on to the next.
5. **Make Appointments.** Pre-schedule meetings with your teachers and study partners. Make times specific, not "I'll drop by tomorrow."
6. **Use the Telephone Properly.** Prepare for each call. List all of the points you want to cover. Keep the calls brief and to the point.
7. **Use an Academic Calendar.** Update it daily. Review weekly. Include all appointments, deadlines and commitments.
8. **Use a Personal Filing Box.** If you don't have a file box, use a cardboard box. Keep old tests and assignments in it so that you can refer to them later.
9. **Follow-Up on Your Commitments.** Getting behind can sabotage your past, current, and future plans. Staying on schedule can help you meet and balance your goals.
10. **Keep Track of Your Good Ideas.** When ideas pop into your mind, write them down. A 3x5 card is good for this purpose. This can be especially helpful for long term projects and papers.

Adapted from: http://www.courses.dsu.edu/ss/Handouts/The_Ten_commandments_of_time_managem.htm, June 9, 2005

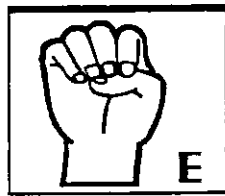
Three Things to Work On	
What	How

Listening Skills

Study Skills

Name: _____

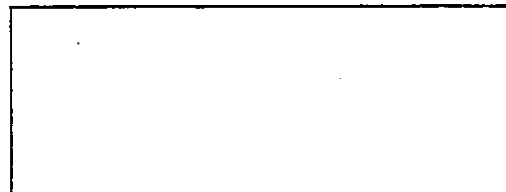
1. Make the effort.

An empty rectangular box for writing.

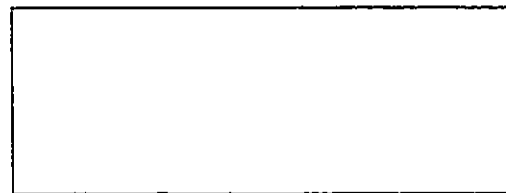
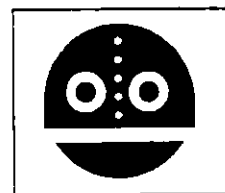
2. Listen to the concept before writing it down. Don't try to listen and write at the same time.

An empty rectangular box for writing.

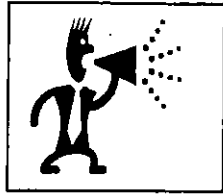
3. Minimize distractions.

An empty rectangular box for writing.

4. Watch for lapses in your concentration.

An empty rectangular box for writing.

5. Watch for clues from the speaker.



6. Participate in class discussions.



7. Ask questions when you don't understand something.



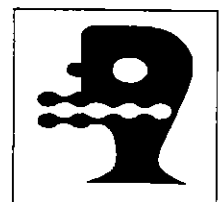
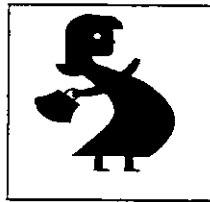
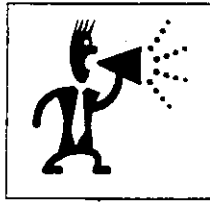
Three Things to Work On	
What	How

Note Taking

Study Skills

Name: _____

You Should Write Something Down If...



↓

↓

↓

↓

Use Symbols to Save Time and Space

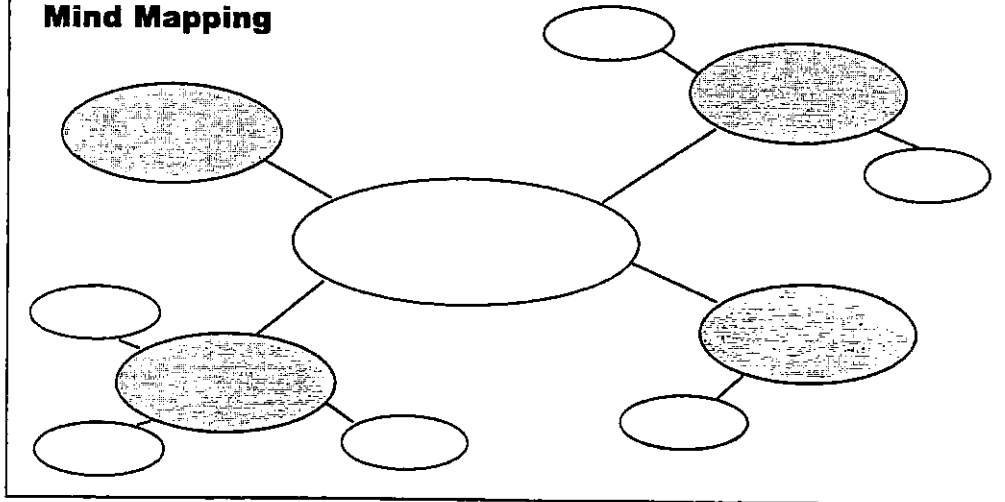
+, &		>, <	
=		b/c	
#		@	
w/		X	
w/o		w/in	

Practice: Use symbols to rewrite this sentence:

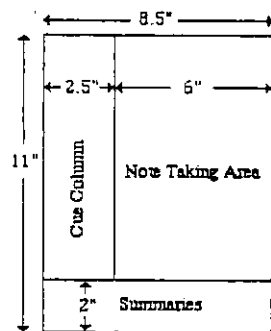
"The diameter of the Earth is four times greater than the diameter of the Moon."

Two Methods for Taking Notes

Mind Mapping



The Cornell Method of Note Taking



Note Taking Area: Record lecture as fully and as meaningfully as possible.

Cue Column: As you're taking notes, keep cue column empty. Soon after the lecture, reduce your notes to concise jottings as clues for Reciting, Reviewing, and Reflecting.

Summaries: Sum up each page of your notes in a sentence or two.

Improving Your Memory

Study Skills

Name: _____

Memory is the persistence of _____ over _____.

Three Steps Involved in Remembering



1. Encoding



2. Storage



3. Retrieval

Ways to Remember More:

1. Rehearse -
2. Create mental & visual images
3. Chunk information into meaningful units -
4. Relate information to something you already know -
5. Help someone else -

Try it Out!

As a group, create a list of 10 random items. Write them on the board.

1. **Rehearse** - Try to memorize the list in 30 seconds by repeating it over and over. Then, write down as many words as you can.

2. **Create mental and visual images** - Your instructor will guide you through a visualization exercise. Then, write down as many words as you can without looking at the list.

3. **Rehearse** - Memorize the following string of numbers for 30 seconds. Cover them, and recall.

1-4-5-7-1-9-3-2-1-7-3-6-1-3-9-8

4. **Chunk information into meaningful units** - Work on memorizing the series of numbers again. This time, break the numbers into groups of four.

5. **Relate information to something you already know** - Work on memorizing the series of numbers again. This time, think of the numbers as if they are dates.

6. Use acronyms. Example:

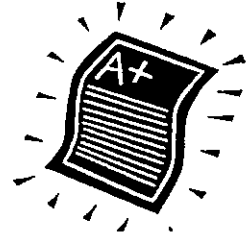
My	Mercury
Very	Venus
Elegant	Earth
Mother	Mars
Just	Jupiter
Served	Saturn
Us	Uranus
Nine	Neptune
Pickles	Pluto

Three Things to Work On	
What	How

Practice Test

Study Skills

Name: _____



Read and answer the following questions. Before you begin, circle the word "following" in these directions. When you are finished with the test, write in the margin of the page how you decided the answers to questions one through four. (5 points for correctly following these directions, 5 points for correctly answering the questions below)

1. In the 18th century, Captain James Cook and his crew reached Australia in their ship, the Endeavor. Along the way they ran into trouble when the bottom of the ship was damaged because it scraped against a coral reef. How did Cook and his men fix the leak in the ship?

- a) by using a mixture of white glue and Trident gum
- b) by smearing the sail with sheep dung and placing the dung-smearred sail over the leak
- c) by calling 911 and having the police repair the leak

2. True or False: You will always get a speeding ticket when you drive too fast.

3. George W. Bush's middle name is:

- a) John
- b) Lyie
- c) Walker
- d) Samuel

4. What was the name of the ship that Captain James Cook sailed when he discovered Australia?

5. Write a short essay answering the following question.

If you had a choice between being either invisible or being able to fly, which would you choose? Please explain your reasons for your decision.



Strategies for Taking Tests

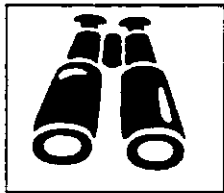
Study Skills

Name: _____

1. Read the directions.



2. Scan over the test before you begin.



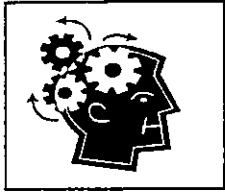
3. Answer the questions you know. Mark the ones you don't know and try again at the end.



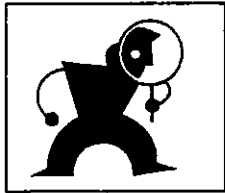
4. Answer every question. Even if you don't know the answer, guess.



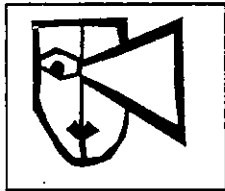
5. On multiple choice questions, eliminate wrong answers before choosing.



6. Read the questions carefully and watch for tricky words.



7. Review your answers before handing in your test.



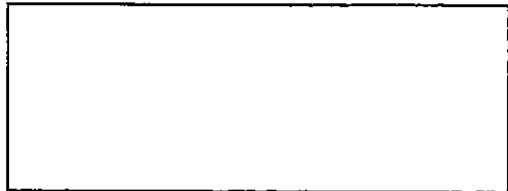
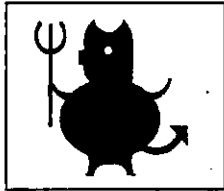
Three Things to Work On	
What	How

Overcoming Test Anxiety

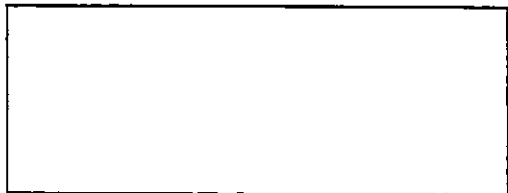
Study Skills

Name: _____

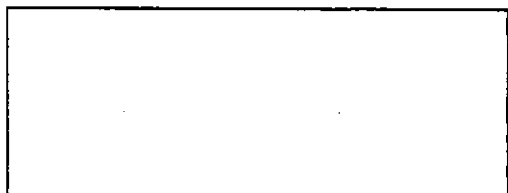
1. Be informed. The more you know, the less is left up to your imagination.



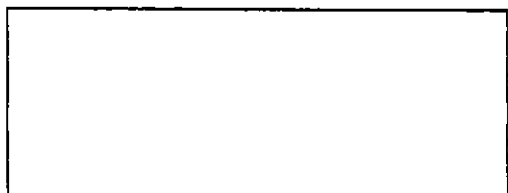
2. Avoid people who are stressed out.



3. Take breaks when you study, for example, five or ten minutes every hour.



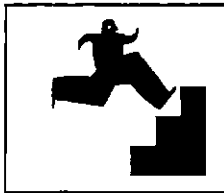
4. During the exam, relax by breathing deeply.



5. If you become anxious during the test, stop, turn the test over, clear your head, and resume.



6. Cover up all test questions but the one you are working on. Use a blank piece of paper for this.



7. Eat breakfast and get plenty of sleep.



Three Things to Work On	
What	How

APPENDIX E

Printed Materials for Computer Skills Class

Keyboard Shortcuts Computer Skills

Name: _____

Copy	CTRL+C
Cancel current task	ESC
Close active item or quit active program	ALT + F4
Copy selected item	CTRL while dragging item
Create shortcut to selected item	CTRL + SHIFT while dragging item
Cut	CTRL + X
Delete	DELETE
Delete permanently w/ out recycling	SHIFT + DELETE
Display shortcut menu for the selected item	SHIFT + F10
Display start menu	CTRL + ESC
Display system menu for the active window	ALT + SPACEBAR
Move cursor to beginning of next paragraph	CTRL + DOWN ARROW
Move cursor to beginning of next word	CTRL + RIGHT ARROW
Move cursor to beginning of previous paragraph	CTRL + UP ARROW
Move cursor to beginning of previous word	CTRL + LEFT ARROW
Open task manager	CTRL + SHIFT + ESC
Open the shortcut menu for the active window	ALT + SPACEBAR
Paste	CTRL + V
Prevent CD-ROM being inserted from playing	SHIFT while inserting it
Rename selected item	F2 key
Search for a file or a folder	F3 key
Select all	SHIFT + A
Select multiple items	SHIFT + any arrow key
Switch between open items	ALT + TAB
Switch through open items in the order opened	ALT + ESC
Undo	CTRL + Z
View properties of a selected item	ALT + ENTER

Untangling the Web Computer Skills

Name: _____



When you search for information on the web, narrow your search for information.

To get more out of search engines, start by thinking about what you don't want as well as about what you do.

Imagine you are searching for information on the **Lost Continent of Atlantis...**

Information you want	Information that might distract you
Atlantis	space shuttle
Lost continent	
Archaeology	

What is a Good Web Site? Computer Skills

Name: _____

1. Is it clear who has written the information?

Who is the author? Is it an organization or an individual person. Is there a way to contact them?

2. Are the aims of the site clear?

What are the aims of the site? What is it for? Who is it for?

3. Does the site achieve its aims?

Does the site do what it says it will?

4. Is the site relevant to me?

List five things to find out from the site.

1.
2.
3.
4.
5.

5. Can the information be checked?

Is the author qualified to write the site? Has anyone else said the same things anywhere else? Is there any way of checking this out? If the information is new, is there any proof?

6. When was the site produced?

Is it up to date? Can you check to see if the information is up to date and not just the site?

7. Is the information biased in any way?

Has the site got a particular reason for wanting you to think in a particular way? Is it a balanced view or does it only give one opinion?

8. Does the site tell you about choices open to you?

Does the site give you advice? Does it tell you about other ideas?

APPENDIX F

Printed Materials for Mathematics and High School Grading Class

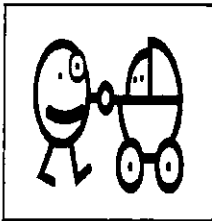
Percentages

Mathematics and High School Grading



Name: _____

1. What is a percent?
2. How are percents calculated?
3. What percentage of your class:



was born
outside of the
united states



has a pet that is
not a cat or dog



plays an
instrument



does not have
any siblings

Word Problems:

4. If a student earns 30 out of 40 points on a test, what is her percentage?
5. John completed 16 of the 20 questions that were assigned for homework. What is the highest possible grade he can achieve on this assignment?
6. Susan was 10 minutes late for her first period class. If the class was 45 minutes long, what percentage of the class did she miss?
7. Mike did not study for his exam and received 53/75 on the exam. What was his percentage on the exam?

Machebeuf Grading Scale

Mathematics and High School Grading

Name: _____

1. How does a teacher determine the letter grade of an assignment?

2. If a student earns an 88% on a test, what is her letter grade on the test?

3. If a student earns a 68% on a test, what is her letter grade in the test?

4. If a student earns an 85% on an assignment, what is his letter grade on the assignment?

5. If a student earns a 45/50 on a test, what is his letter grade on the test?

6. If a student earns a 9/10 on an assignment, what is her letter grade on the assignment?

7. If a student earns a 20/25 on an assignment, what is her letter grade on the assignment?

8. Which is the higher letter grade?

- a) 8/10
- b) 13/15

9. Which is the higher letter grade?

- a) 20/25
- b) 18/20

10. Which is the higher letter grade?

- a) 3/5
- b) 46/60

letter	%	regular	honors
A	94-100	4.0	5.0
A-	92-93	3.75	4.75
B+	90-91	3.5	4.5
B	87-89	3.0	4.0
B-	85-86	2.75	3.75
C+	83-84	2.5	3.5
C	78-82	2.0	3.0
C-	76-77	1.75	2.75
D+	74-75	1.5	2.5
D	70-73	1.0	2.0
D-	69	0.75	1.75
F	0-68	0	0

Weights and Grades

Mathematics and High School Grading

Name: _____

Some assignments are worth more than others. For example, a test will be worth more than a quiz and a large project will be worth more than a homework assignment.



List types of assignments that are worth more



List types of assignments that are worth less

letter	%	regular	honors
A	94-100	4.0	5.0
A-	92-93	3.75	4.75
B+	90-91	3.5	4.5
B	87-89	3.0	4.0
B-	85-86	2.75	3.75
C+	83-84	2.5	3.5
C	78-82	2.0	3.0
C-	76-77	1.75	2.75
D+	74-75	1.5	2.5
D	70-73	1.0	2.0
D-	69	0.75	1.75
F	0-68	0	0

Calculate each student's grade in the class.

1. Susan's Math grades

Homework #1	18/20
Homework #2	16/20
Quiz #1	3/5
Homework #3	19/20
Homework #4	16/20
Test	35/50
Participation	18/20
Notebook #1	17/20

1. Andreas' Science grades

Homework #1	18/20
Homework #2	19/20
Lab #1	35/40
Homework #3	16/20
Homework #4	16/20
Test	40/50
Notebook #1	17/20

Missing Assignments

Mathematics and High School Grading

Name: _____

1. How do missing assignments influence your average?

2. If a student misses one out of every four homework assignments, what is his highest possible homework grade (assuming he gets 100% on all of the assignments he turns in)?

3. If a student fails to take a midterm test that is worth 10% of her grade in the class, what is her highest possible grade in the class?

letter	%	regular	honors
A	94-100	4.0	5.0
A-	92-93	3.75	4.75
B+	90-91	3.5	4.5
B	87-89	3.0	4.0
B-	85-86	2.75	3.75
C+	83-84	2.5	3.5
C	78-82	2.0	3.0
C-	76-77	1.75	2.75
D+	74-75	1.5	2.5
D	70-73	1.0	2.0
D-	69	0.75	1.75
F	0-68	0	0

4. Recalculate Susan and Andreas' grades below. Note that each has missed three assignments. How have these missing assignments influenced their grades?

1. Susan's Math grades

Homework #1	0/20
Homework #2	0/20
Quiz #1	3/5
Homework #3	19/20
Homework #4	0/20
Test	35/50
Participation	18/20
Notebook #1	17/20

1. Andreas' Science grades

Homework #1	0/20
Homework #2	19/20
Lab #1	0/40
Homework #3	16/20
Homework #4	16/20
Test	40/50
Notebook #1	0/20

Grade Point Average

Mathematics and High School Grading

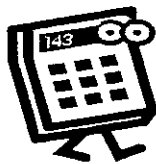
Name: _____

1. What does GPA stand for?
2. What is a grade point average?
3. When is the 4.0 scale used? The 5.0 scale? Why?
4. What is a GPA used for?

letter	%	regular	honors
A	94-100	4.0	5.0
A-	92-93	3.75	4.75
B+	90-91	3.5	4.5
B	87-89	3.0	4.0
B-	85-86	2.75	3.75
C+	83-84	2.5	3.5
C	78-82	2.0	3.0
C-	76-77	1.75	2.75
D+	74-75	1.5	2.5
D	70-73	1.0	2.0
D-	69	0.75	1.75
F	0-68	0	0

Calculating Your GPA

Fall Term	Spring Term
English / Honors English	English / Honors English
Algebra / Hon Alg / Hon Geom	Algebra / Hon Alg / Hon Geom
Geophysical Science	Geophysical Science
Religion	Religion
Government	Geography
Lifetime Personal Health	Word Processing
Spanish / French / Latin	Spanish / French / Latin
Term GPA:	Term GPA:



Average all completed terms to calculate cumulative GPA.

Transcripts

Mathematics and High School Grading

Name: _____

1. What is a transcript?

2. What are transcripts used for?

3. How can a strong transcript help you?

4. How can a weak or inconsistent transcript be a disadvantage to you?

letter	%	regular	honors
A	94-100	4.0	5.0
A-	92-93	3.75	4.75
B+	90-91	3.5	4.5
B	87-89	3.0	4.0
B-	85-86	2.75	3.75
C+	83-84	2.5	3.5
C	78-82	2.0	3.0
C-	76-77	1.75	2.75
D+	74-75	1.5	2.5
D	70-73	1.0	2.0
D-	69	0.75	1.75
F	0-68	0	0

5. Use the transcripts on the following pages to complete this chart.

	Lanny	Lisa	Juan
Freshman Year GPA			
Sophomore Year GPA			
Cumulative GPA			
Strengths			
Weaknesses			
Working to Potential?			
Overall Impression			
Recommendations			

**Bishop Machebeuf High School
458 Uinta Way
Denver, Colorado 80230**

Fake Official Transcript

Student Name: Lanny Lock
Student Address: 345 Newton Street, Denver, CO 87344
Birthdate: 10/4/88
Student Number: 546

2003 Year GPA

Algebra 1A	D
Algebra 1B	C+
English 1A	C
English 1B	C-
Geography	B
Geophysical Science A	C
Geophysical Science B	C-
Lifetime Personal Health	A
Religion 1A	C-
Religion 1B	C
Spanish 1A	C+
Spanish 1B	B-
US Government	C-
Word Processing	A

2004 Year GPA

Biology A	B
Biology B	B+
Computer Applications	A
English 2A	B-
English 2B	B
Geometry A	B+
Geometry B	A-
Religion 2A	A-
Religion 2B	A
Spanish 2A	B+
Spanish 2B	B
Visual Arts	A-
World History A	B
World History B	B+

Cumulative GPA

**Bishop Machebeuf High School
458 Uinta Way
Denver, Colorado 80230**

Fake Official Transcript

Student Name: Lisa Stedel
Student Address: 7982 E. Mississippi Avenue, Denver, CO 80382
Birthdate: 10/6/89
Student Number: 546

2003 Year GPA

Honors Algebra 1A	B
Honors Algebra 1B	D
Honors English 1A	A
Honors English 1B	C-
Geography	A
Geophysical Science A	C
Geophysical Science B	F
Lifetime Personal Health	C
Religion 1A	B
Religion 1B	D
Spanish 1A	C+
Spanish 1B	D
US Government	C-
Word Processing	C

2004 Year GPA

Biology A	D
Biology B	C
Computer Applications	C
English 2A	B-
English 2B	C
Geometry A	B+
Geometry B	D
Geophysical Science B	D
Religion 2A	A-
Religion 2B	F
Spanish 2A	B+
Spanish 2B	C-
World History A	B
World History B	D

Cumulative GPA

**Bishop Machebeuf High School
458 Uinta Way
Denver, Colorado 80230**

Fake Official Transcript

Student Name: Juan Reynolds
Student Address: 345 Newton Street, Denver, CO 87344
Birthdate: 10/4/88
Student Number: 546

2003 Year GPA

Algebra 1A	B
Algebra 1B	B+
English 1A	B-
English 1B	C+
Geography	A
Geophysical Science A	B
Geophysical Science B	B-
Lifetime Personal Health	A
Religion 1A	B
Religion 1B	B
Spanish 1A	B-
Spanish 1B	B-
US Government	B
Word Processing	A

2004 Year GPA

Biology A	B-
Biology B	B+
Computer Applications	A-
English 2A	B-
English 2B	B
Geometry A	B+
Geometry B	B-
Religion 2A	C+
Religion 2B	B
Spanish 2A	B+
Spanish 2B	B
Visual Arts	A-
World History A	B+
World History B	B+

Cumulative GPA

APPENDIX G
Assessment Surveys

Summer Bridge Program Assessment for Educators

- 1 = Definitely Not
2 = Probably Not
3 = Maybe
4 = Probably
5 = Definitely

1. Is the program effectively designed to facilitate social interaction?

1 2 3 4 5

2. Is the program effectively designed to ease student social anxiety?

1 2 3 4 5

3. Is the program effectively designed to communicate procedural information to students?

1 2 3 4 5

4. Is the program effectively designed to ease student anxiety in regard to procedural transitions?

1 2 3 4 5

5. Is the program effectively designed to teach academic / study skills?

1 2 3 4 5

6. Is the program effectively designed to ease student anxiety in regard to academic transitions?

1 2 3 4 5

7. Will the program facilitate students' overall transition to high school?

1 2 3 4 5

8. In your opinion, what is the most notable asset of the program?

9. In your opinion, what is the most notable shortcoming of the program?

10. Other comments:

Summer Bridge Program Assessment for Students

Name: _____

- 1 = Definitely Not
- 2 = Probably Not
- 3 = Maybe
- 4 = Probably
- 5 = Definitely

1. Did this program make you less anxious about coming to high school?

1 2 3 4 5

2. Do you have someone you can eat lunch with when school starts?

1 2 3 4 5

3. Can you find and open your locker?

1 2 3 4 5

4. Can you find your way around the school building?

1 2 3 4 5

5. Do you understand what will be expected of you in high school?

1 2 3 4 5

6. Can you use the school's computer network for homework?

1 2 3 4 5

7. Can you effectively use the internet for research?

1 2 3 4 5

8. Do you understand the school's grading system?

1 2 3 4 5

9. Do you have the study skills you will need to succeed in high school?

1 2 3 4 5

10. Can you find and use the library?

1 2 3 4 5

11. Do you have the writing skills you will need to succeed in high school?

1 2 3 4 5

12. What was the most helpful part of this program?

13. Other comments: