

9th Grade Honors English - Summer Project

# A Day in the Life...

## Why We Learn: Researching Educational Systems Around the World



“Attending school is a pivotal part of many children's lives. Students attend schools in every corner of the world, but the experience can be quite different. Learning about schools and schooling around the world teaches students similarities and differences between their experiences and those of others, and illustrate the importance of education.”

<http://www.peacecorps.gov/wws/lesson-plans/schools-around-world/>

### Introduction

#### Deadline

August 22, 2016 (1st day of school)

#### Contact Information:

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## Welcome

Welcome to 9th Grade Honors English! We will be looking at three major areas of research this year (Why We Learn, Why We Care, Why We Fight). You will begin your research on “Why We Learn” by gathering and comparing information about the education system in the United States vs. that of a foreign country you choose from the list. You will then present your findings with a visual and oral presentation. This is NOT a research paper and should not be turned in as an essay.

## TEKS

Expository Text E1.9 (A)(B)(C)(D)

Media Literacy E1.12(A)(C)(D)

Conventions of Capitalization E1.18(A)

Spell Correctly E1.19(A)

Research/Research Plan E1.20(A)(B)

Research/Gathering Sources E1.21(A)(B)(C)

Research/Synthesizing Information E1.22(A)(B)(C)

Research/Organizing & Presenting Ideas E1.23(A)(B)(C)(D)(E)

Speaking E1.25(A)

Knowledge & Skills E1.Fig19(A)(B)

## A Day in the Life...Educational System Research

### Assignment

You will be researching (comparing/contrasting) the education system in the United States and a country from the attached list. As a student, it is important you understand the education system of which you have been, and will continue to be, a part of. What do you know about the education system in the United

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States? Begin by making a KWL Chart (what you know, what you want to know, and what you learned). You will fill this chart in as you conduct your research. I will include a KWL chart for you to reference.

## Research

You must research all aspects of the education system of the selected country. Having all of the facts is essential when looking at the successes and restrictions of various systems. Make sure you look at financial, social, and political aspects of the system.

Questions to consider:

- What are the similarities and differences about US schools and student life vs. the country of your choosing?
- How is the school system funded?
- Who or what controls the education system?
- Do students have all of the materials they need?
- Are students required to wear uniforms?
- What are the classrooms like?
- Do boys and girls go to school?
- Do boys and girls get the same opportunity for education?
- What percentage of students graduate?
- What are the levels of schooling (In the US, we have three levels of public education, not including college. The levels are early childhood/elementary, middle school, and high school).
- What are the grade levels?
- Are students fed at school?
- What type of education must teachers have in order to teach?
- Are there enough teachers?
- What courses are offered?
- Are the schools safe/secure?
- What is the literacy rate?
- Is education valued?
- What is the primary language spoken?
- What is the primary language taught?
- What are the graduation requirements?
- What is the dropout rate?
- What types of extracurricular activities are students involved in?

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## **Don't forget to cite your sources!**

**You must use sources that are appropriate to your reading level and comprehension level. In other words, know what your material is reporting. Do not copy and paste information that you don't understand.**

### **Presentation**

You must put together a presentation covering the education system of the selected country. Pictures, graphics, and bulleted points must be provided, in addition to, verbal presentation over your findings. You will need to discuss your findings on the benefits and detriments of the particular system of education. You may use note cards for the oral presentation.

Oral Presentation - 50% of grade (rubric attached)

Visual Presentation - 50% of grade (rubric attached)

### **Country List**

Afghanistan	Somalia	Haiti	Ethiopia
Australia	South Sudan	India	Democratic Republic of Congo
Bangladesh	Timer - Leste	Japan	
Brazil	Turkey	Jordan	
Chad	Yemen	Lebanon	
China	Mexico	Nigeria	
Costa Rica	Myanmar	Pakistan	

### **How is this relevant to Honors English I?**

This research will be used for several things this year.

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1. It is my goal to put technology to use and correspond with students from these places through EPals. With your research, you should be able to generate a list of questions that you would like answered regarding their school. You may be asked to answer questions about your school system as well.
  2. You will learn to write a thesis statement using your information.
  3. You will learn about using textual evidence using this information.
  4. You will write your first paper using the information you gather. Remember to cite your sources. You will need this information.

**Assignment is due 1<sup>st</sup> the day of class, Monday, August 22<sup>nd</sup>, 2016. Failure to complete the assignment will result in a grade reduction and possible removal from course.**

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# K-W-L Chart

Topic: \_\_\_\_\_

What I Know	What I Want to Know	What I Learned

Rubric for Visual Display

### Rubric for Visual Display

**Task Description:** You must put together a presentation covering the education system of the selected country. Pictures, graphics, and bulleted points must be provided, in addition to, verbal presentation over your findings. You will need to discuss your findings on the benefits and detriments of the particular system of education, comparing and contrasting the country you chose from the list and the education system in the United States. This should NOT be done in essay form! Please be creative! You may use technology (Google Slides, Power Point, Canva, make a movie, etc.) or you can make a visual display to bring to class (poster, etc.).

Criteria	weight	Exceptional	Admirable	Marginal	Unacceptable
<b>Content</b>	50%	<input type="checkbox"/> Appropriate details support main idea <input type="checkbox"/> Accurate and detailed information <input type="checkbox"/> Information adequately supports purpose of visual	<input type="checkbox"/> Most details support main idea <input type="checkbox"/> Accurate information for almost all subject matter <input type="checkbox"/> Information is mostly adequate and supportive of visual's purpose	<input type="checkbox"/> Few details support main idea <input type="checkbox"/> Lacking accurate information <input type="checkbox"/> Inadequate information is not clearly supportive of visual's purpose	<input type="checkbox"/> No details to support main idea <input type="checkbox"/> Information is not accurate <input type="checkbox"/> Information does not support the visual's purpose
<b>Focus</b>	20%	<input type="checkbox"/> Topic and title clear and easily identified <input type="checkbox"/> Main idea is clearly appropriate to topic <input type="checkbox"/> All illustrations complement purpose of visual	<input type="checkbox"/> Topic and title are mostly clear and easily identified <input type="checkbox"/> Main idea is appropriate to topic <input type="checkbox"/> Most illustrations complement purpose of visual	<input type="checkbox"/> Topic and title difficult to identify <input type="checkbox"/> Main idea not clearly stated <input type="checkbox"/> Few illustrations complement purpose of visual	<input type="checkbox"/> Topic and title are not clearly identified <input type="checkbox"/> No main idea <input type="checkbox"/> Illustrations do not complement purpose of visual
<b>Visual Appeal</b>	20%	<input type="checkbox"/> Outstanding use of color, design, and space <input type="checkbox"/> Original and creative design <input type="checkbox"/> Overall design is pleasing and harmonious	<input type="checkbox"/> Adequate use of color, design, and space <input type="checkbox"/> Design is adequate <input type="checkbox"/> Overall design is mostly pleasing and harmonious	<input type="checkbox"/> Inappropriate use of color, design, and space <input type="checkbox"/> Design lacks creativity <input type="checkbox"/> Lack of harmonious design in presentation	<input type="checkbox"/> Little attempt to use color, design and space appropriately <input type="checkbox"/> Design is dull <input type="checkbox"/> Project has sloppy appearance
<b>Mechanics</b>	10%	<input type="checkbox"/> Free of grammatical errors <input type="checkbox"/> No excess glue, torn edges, mark-outs <input type="checkbox"/> Words are legible and pertinent to topic	<input type="checkbox"/> Mostly free of grammatical errors <input type="checkbox"/> Little use of excess glue, torn edges, mark-outs <input type="checkbox"/> Most words are legible and pertinent to topic	<input type="checkbox"/> Frequent grammatical errors <input type="checkbox"/> Excess glue, torn edges, and mark-outs <input type="checkbox"/> Presentation is illegible and confusing	<input type="checkbox"/> Too frequent grammatical errors <input type="checkbox"/> Distractive elements make illustration ineffective

Assignment Score \_\_\_\_\_ + Beyond/Bonus \_\_\_\_\_ = Final Score \_\_\_\_\_

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## Oral Presentation Rubric

### Oral Presentation Rubric

TRAIT	4	3	2	1
<b>NONVERBAL SKILLS</b>				
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
BODY LANGUAGE	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
POISE	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

COMMENTS:

<b>VERBAL SKILLS</b>				
ENTHUSIASM	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
ELOCUTION	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of students to hear.

COMMENTS:

<b>CONTENT</b>				
SUBJECT KNOWLEDGE	Student demonstrates full knowledge by answering all class questions with explanations and elaboration.	Student is at ease with expected answers to all questions, without elaboration.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student does not have grasp of information; student cannot answer questions about subject.
ORGANIZATION	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student jumps around.	Audience cannot understand presentation because there is no sequence of information.
MECHANICS	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Student's presentation has four or more spelling and/or grammatical errors.

COMMENTS: