INSTRUCTIONAL STRATEGIES AND CURRICULUM DESIGN FOR AT-RISK STUDENTS

DEIRDRE G. M. WAY

B.Ed., University of British Columbia, 1979

A One-Credit Project
Submitted to the Faculty of Education
of the University of Lethbridge
in Partial Fulfilment of the
Requirements for the Degree

MASTER OF EDUCATION

LETHBRIDGE, ALBERTA

April, 1998

DEDICATION

This work is dedicated to
George, Meghan, and Stuart,
who, believed I would succeed,
and to
all my at-risk students,
whom, I believe
will succeed!

ABSTRACT

The number of students experiencing academic underachievement or who are potential dropouts is increasing (Alderman,1990). These at-risk students have the ability and desire to learn, but are heading towards failure in pursuit of a formal education because of interference from personal, school, or community related issues.

A review of the literature shows that students who are at-risk of failure will respond positively when emphatic teachers using individualized instruction, continuous student paced programs, reward systems, and technology assisted instruction, truly believe in their potential academic capabilities. Providing opportunities for these students to set realistic goals, offering challenging, yet manageable, relevant course work, highlighting key concepts, and using maps and charts will engage and motivate at-risk students as they work through their educational materials.

This study includes a sampling of social studies lessons, reflecting and incorporating the findings summarized in the literature review, thus appealing to the unique needs of at-risk students placed in a multi-grade, alternate classroom. This type of curriculum design and delivery, along with successful instructional strategies, takes planning and patience but may be the first step toward reversing the cycle of educational failure these students are experiencing in our schools.

TABLE OF CONTENTS

INTRODUCTION

"I hate social studies!" "I do not understand why I have to read about dead guys!" "Not another *@#* map!" These are cries I hear from students; students who cannot function in their regular classes and who have been given one last chance: the alternate program. The educational approach offered in the alternate program gives these students an opportunity to realize their potential as functioning members of their school and community. This approach focuses on nurturing and promoting the academic and personal self-esteem of each individual in the program.

One challenge in my role as teacher is to implement a social studies program in such a way that each student views social studies as a valuable component of their education. Perhaps, then I will hear "May I please work on social studies now?", "I enjoyed the mapping work we did." or "The information in this social studies module is easy to follow!" as they confidently progress through the social studies curriculum offered in the alternate program.

The purpose of this study is to develop a social studies independent learning module, which when used by 'at-risk' students programmed in an alternative classroom, will motivate these students to successfully complete the social studies curriculum. The alternative classroom refers to any classroom or program designed to meet the needs of students who, though capable of achieving at an average or above average academic level, are experiencing failure in the regular classroom setting.

The literature review provides an overall look at the characteristics of at-risk students and focuses on instructional strategies, as stated in the literature, which have promoted motivation and academic success among this group of students. The instructional module has been designed in the area of social studies and reflects and incorporates the findings summarized in the literature review. However, it is important to note that the instructional strategies and curriculum design suggestions offered in this paper, are not applicable exclusively to social studies, but will apply to all subject areas.

LITERATURE REVIEW

The number of alternative school programs for at-risk youth has increased over the last 20 years (Franklin,1992) as the number of students experiencing academic underachievement or who are potential dropouts has increased (Alderman,1990). These programs have been most effective with highly motivated youth (Franklin, 1992). The intent of this literature review is to provide an overall look at the characteristics of at-risk students and to focus on instructional strategies, especially within the area of curricular design and delivery, which have promoted motivation and academic success among this group of students.

Characteristics of At-risk Students

In order to successfully implement and access curriculum delivered to at-risk students it is necessary to define what is meant by the term at-risk. For the purpose of this review 'at-risk' applies to students who are heading towards failure in their pursuit of a formal education. It does not include students who are moderately or severely learning disabled. Research in this area generally groups the predisposing characteristics of at-risk students into five major categories based on the outside influence of family, community, demographics, school, and/or student related issues (Wells,1990). The predisposing traits found in each of these categories may overlap into one or more categories or they may be independent of each other, depending upon the nature of the characteristic.

Children of families experiencing low socioeconomic conditions or receiving welfare are at greater risk of dropping out of school than those children from financially secure families (Ingle,1993; Keaster,1995; Slavin & Madden,1989). Similarly, a catastrophic family environment and homelessness will adversely affect a student's opportunities for success in school (Ingle,1993).

Community related predisposing factors may include delinquency and involvement with criminal or gang related activities (Ingle,1993; Keaster,1995; Slavin & Madden,1989; Thomas-Anderson,1993). Substance abuse is described as a student related problem, also contributing to put students

at-risk for failure in the education system (Ingle,1993; Thomas-Anderson,1993).

Research in the area of school related factors identifies poor attendance, lack of positive role models, low achievement, behaviour problems, lack of basic skills, low self-concept, and low motivation as the prime factors contributing to school failure (Cohen & deBettencourt,1991; Ingle,1993; Keaster, 1995; Kronick & Hargis,1990; Slavin & Madden,1989; Thomas-Anderson,1993). The Canadian School Leavers Survey, conducted by Statistics Canada in 1991, reported that half of all students who left school did so due to school related reasons and, it also found that half of these students really wanted to stay in school (MacLean & Janzen,1994).

It is these students with their varied backgrounds, experiences, and behaviours, and who have the ability to learn, whom teachers must motivate, support, and teach within the confines of their classrooms. Just as the profiles of at-risk students are multifaceted so are the solutions to their educational success. The tools teachers have to accomplish this task can be found under the auspices of instructional strategies (Cohen & deBettencourt,1991) with curriculum playing an integral role within these strategies (Kronick & Hargis,1990).

The Influence of Teachers

Successful curriculum implementation with at-risk students is not possible without the cooperation of emphatic

teachers (Brophy, 1987; Franklin,1992; Gootman,1993; Hardy,1989; Keaster, 1995; Purkey,1970; Rogers,1983). For example, a study conducted by Hardy, cites four programs in the Mt. Diablo Unified School District in California consisting of at-risk students, whereby the success of each program is dependent upon an "open and emphatic teacher" (p.39). Two of these programs serviced 9th and 10th graders and included curriculum in the area of social studies. Teachers who are confident that they can make a difference are able to help students connect to the curriculum and they are also able to boost the self-esteem of these students (Alderman,1990; Cuban,1989; Hammons-Bryner,1994; Horner, Draper & Sayger,1994; McCoomb & Pope,1994; Purkey,1970; Sturk,1994; Testerman,1996).

Creating a predictable environment in the classroom by establishing consistent routines is a strategy teachers must establish when working with at-risk students. In this type of setting students are able to relax and feel safe and, therefore, they are more susceptible and open to learning the required curriculum (Galu,1993; Gootman,1993; Kauffman, Pullen, & Akers, 1986; Murphy, Weil, Hallinger & Mitman, 1982; Ogilvy,1994; Thomas-Anderson & Bowden,1993).

Individualized Instruction

Individualized curriculum instruction surfaced throughout the literature as the most effective instructional strategy to promote motivation and academic success for at-risk students. The diversity of their backgrounds,

experiences, behaviours, and intellectual abilities can be appropriately addressed through individually focussed curriculum (Franklin,1992; Galu,1993; Hammons-Bryner,1994; Ingle,1993; Kallman,1991; Kronick & Hargis,1990; Porton & Ackerman,1996; Speckhard,1992; Thomas-Anderson & Bowden,1993). Individualized instruction requires carefully organized instructional materials. Kronick & Hargis (1990) provide evidence from the Alternative Center for Learning in Knoxville, Tennessee where academic success is equated with individualized instruction. Classes at the Alternative Center for Learning consist of 15 students each with their own individualized educational plan.

Individually focussed curriculum may take a holistic approach, such as at the Alternative Center for Learning, where the physical, social, emotional and behaviour needs of students are addressed, or it may involve individualized presentation of a core academic subject. Easter (1992) argues that learning activity packages (LAP) or learning modules, individualized to each student's needs, are effective in changing preconceived attitudes of secondary school at-risk students towards history instruction. The design of the lessons in the learning activity packages are based on Bloom's Taxonomy of Cognitive Thinking.

Educational researchers tend to agree that accommodating individual student learning styles will result in an increase in areas such as achievement, attitude, self-confidence and self-esteem (Kallman,1991; Keaster, 1995; Midkiff, Towery, & Roark,1991). O'Neil, cited in Midkiff et al. claims that at-risk students have more to gain than other students, from

alternative methods of instruction based on learning style needs. Midkiff et al. purport that textbook based, test driven curriculum design deemphasizes individual needs and, therefore, does not address the diversity of the at-risk student. Alderman, cited in Midkiff et al. stresses that "such an emphasis on knowledge acquisition and results (as opposed to process) tends to reinforce the 'helplessness' and failure inherent in at-risk students" (p.2). Midkiff's work centred on adapting social studies curriculum to meet the diagnosed needs and learning styles of at-risk students in a rural setting. She found that through thoughtful planning by the teacher and the provision of motivational activities, that at-risk students formed appropriate conceptual schemes and developed self-confident problem solving skills.

While Midkiff takes a teacher centred approach to teaching learning styles, Alderman (1990) suggests that facilitating students to identify their own personal learning strategies will help them accomplish their educational goals and, in turn, will help them develop an increased sense of self-worth and self-motivation. For further information on learning styles, the reader is encouraged to continue their own investigation in this broad, well researched area.

Setting Goals

The goals at-risk students set for themselves should be realistic and attainable. An easy task perhaps for 'success oriented' students but, at-risk students who have experienced failure, repeatedly set unrealistic goals, that are either

too low or extremely high (Cohen & deBettencourt,1991). They often have many distractions in their personal lives which deter them from setting personal or educational goals. The goals these students set should also be short, as opposed to long-term, and they should be monitored daily. Breaking the student's work into small specific segments makes his/her goals easier to grasp (Brophy,1987; Midkiff et al.,1991a; Midkiff et al,1991b; Myll,1988; Vaughn,1987). Working with students to keep achievement charts or graphs to monitor their progress also gives them a sense of empowerment and contributes to a fail-safe environment in the classroom (Alderman, 1990; Gootman, 1993; Thomas-Anderson & Bowden,1993). These students, who have repeatedly experienced failure, are less likely to feel overwhelmed if they can see where they are going and what they have accomplished on a daily, weekly, and monthly basis (Appendixes A, B and C). The progress or improvement a student makes, not just absolute achievement, should be cause for celebration (Alderman,1990; Brophy,1987; Hamby,1989; Hughes & Lougheed,1990). Achieving personal benchmarks along the way provides motivation towards mastery of long term goals (Cuban,1989).

Continuous Student Paced Progress

Structuring the curriculum in such a way that continuous progress, nongradedness or mastery learning is possible increases the at-risk student's desire to learn and enhances academic performance (Brophy, 1987; Covington & Teel,1996; Cuban,1989; Gootman,1993; Hardy,1989; Hughes & Lougheed,1990;

Myll,1988; Speckhard,1992). For example, Speckhard interviewed 62 out of a total of 72 students, enrolled in an alternative program in the Porter County (Indiana) school system, and found that a nongrading format received support from the majority of the respondents. In addition, Galu (1993) in his discussion of the alternative educational program, at Mt. Madonna, a California Model Continuation School, notes that student paced instruction has allowed flexibility around working, parenting or other interruptions that may occur during the day for the 180 students enrolled in their program. Student paced instruction may be a broad approach giving students opportunity to determine how many hours they will spend at school each week or it may have a much narrower focus, giving students numerous options within the classroom. Allowing them to make choices, such as when to perform certain activities, which reinforcers they prefer, or which course they will work on, gives students a sense of empowerment for their own program (Cohen & deBettencourt,1991; Franklin,1992; Galu,1993; Purkey,1970; Rogers,1983).

Providing challenging but manageable materials also offers at-risk students the opportunity to achieve to their full potential. The (HOTS) Higher Order Thinking Skills project conducted in California, in 1984, found that when at-risk students were given enough time, without teacher interference, they were able to produce high quality work utilizing higher order cognitive thinking skills (Kozma & Croninger,1992; Pogrow,1990). Over a 2 year period, students in the HOTS program were taught Socratic questioning

techniques and specific thinking skills as they tackled higher-order problems. These strategies, in combination with computer use and dramatic presentation techniques by the teacher, increased student learning in all content areas (Pogrow, 1990). Although, frustration was experienced initially, once these students worked through and completed the challenging work they were given, their self-esteem and confidence increased (Kozma & Croninger,1992; Pogrow, 1990). Murphy, Weil, Hallinger & Mitman (1982) emphasize that even though it is important to provide at-risk students with challenging work, the assignments must be structured so that academic success is attainable. This is possible when teachers implement instructional strategies which promote academic success, such as clear explanations, corrective and positive feedback, sufficient practice time, etc. An atmosphere of classroom success rather then failure will develop students' positive self-esteem and encourage academic progress (Purkey,1970).

Reward Systems

Celebrating successes in the classroom can also be facilitated through a behaviour modification token economy program. A token economy is used, not on a stimulus response basis, but rather as a method to show students that they can be successful in their academic progress and that they can have control over their behaviour (Brophy,1987; Franklin,1992; Kronick & Hargis,1990). This type of strategy is used successfully by teachers of a group of 143 at-risk

students enrolled at the Alternative Center for Learning (Kronick & Hargis,1990). Students are given points for work they complete, appropriate behaviour, attendance, etc. The points are exchanged for privileges such as leaving school early, going for coffee, listening to music, playing computer games, etc. This reward system can be built into an individualized learning package whereby the students accumulate points and/or receive rewards as they work through various assignments (Appendix B).

Teachers need to offer rewards which students will value or students will ignore this motivational strategy (Covington & Teel,1996). Students will be more likely to work successfully in a reward system if they are asked what sorts of rewards they find meaningful or if they allowed to choose their own rewards. Varying the rewards and the manner in which they are used will ensure that these students do not become complacent or bored with the rewards offered (Brophy,1987; Lovitt,1978).

Covington & Teel (1996) describe the *Premack Principle*, a variation of the token economy, which substitutes "a behaviour preferred by the student to reinforce an intrinsically less interesting behaviour" (p.89). For example a student could be asked to complete a certain number of units so that she/he could receive a free block of time to work on the computer, read, play music, etc.(Appendix A). The teacher does not need to purchase rewards and the students are choosing other educational activities which they find interesting, thus promoting learning in an area the student chooses. Appendix D lists a variety of suggestions offered by

Brophy (1987), with regard to extrinsic incentives, as well as ideas for capitalizing on students' intrinsic motivation.

Technology Assisted Instruction

Recent research suggests that technology can enhance the education of students at-risk of failure (Hamby,1989; Kozma & Croninger,1992; Moore,1991; Pogrow,1990; Waxman & Padron,1995). Braun, cited in Waxman & Padron (1995) examined several projects across the country that found improvement in the attendance, behaviour, and achievement of at-risk students attending technology-enriched schools. Waxman & Padron (1995) also cite ten other major technology projects all of which involve students at-risk and all of which support Braun's findings.

The specific ways technology impacts at-risk students can be examined by looking at the ways technology helps student learning. Hornbeck, cited in Waxman & Padron (1995), for example, lists technology as being "(a) motivational, (b) nonjudgemental, (c) individualizes learning, (d) allows for more autonomy, (e) gives prompt feedback and (f) allows for mastery of content at ones own pace" thus, enhancing the learning of all students (p.53). Computer integration provides greater educational benefits when computers are shifted from being used primarily as a tool to give and receive information, to one where where they are used to challenge at-risk students to solve problems, ask questions, think critically and communicate ideas (Kozma & Croninger,1992). The many resources on the internet allow

students access to research information and E-mail and 'chat' groups provide opportunities for communication and discussion. Teachers working in classrooms with limited computer access are still able to facilitate the education of at-risk students by developing learning modules which include the integration of computer use in order to provide variety in instruction, therefore, helping motivate students to complete their assigned work.

Kozma & Croninger (1992) express concern that an unequal distribution of computers, videodiscs, and other media, among schools may have a negative effect on the education of at-risk students. For example, schools with large enrolments of low-income, minority groups, or lower achieving students, have fewer computers than schools with small enrolments or higher achieving students (Kozma & Croninger,1992). At-risk students may not have equal access to new technology unless policies and practices are implemented to ensure that this does not happen.

Real-World Relevance

The process of active learning will be more meaningful to at-risk students if the curriculum has relevance to the real-world (Cuban,1989; Francis,1990; Hamby,1989; Hammons-Bryner, 1994; Kozma & Croninger,1992; Thomas-Anderson & Bowden,1993). The teacher needs to explain why the material is important to the students and how it is used in school and in life. The material needs to be relevant to the real world as well as of real interest to the students. The teacher must

look at the students' culture and correlate the curriculum to the fads, music, people and events occurring in their lives (Brophy,1987; Covington & Teel,1996; Purkey,1970).

The social studies curriculum offers many opportunities to link the experiences students bring to school with issues of real life relevance. For example, history, mapping, current events and citizenship responsibilities are areas where teachers are able to design relevant lessons for their students. When assignments are designed to be age and content appropriate, challenging but manageable, and meaningful to the students, increased motivation and self-respect are reported by at-risk students (Cohen & deBettencourt,1991; Hughes & Lougheed,1990; McCoombs & Pope, 1994).

Discipline problems are also lessened when students are curious and fascinated with the materials they are given to study (Pogrow, 1990).This fascination with materials can be fostered if the teacher openly discusses the interests of the students with them and incorporates their interests into the design of the curriculum, thus expanding student involvement with the curriculum. As their involvement in the material increases their self-esteem, motivation and commitment to succeed also increases (Hammons-Bryner,1994). A survey of students interests (Appendix E) provides a good starting point for the teacher before he/she creates lesson plans.

Curriculum Design

Pogrow (1990) states that many at-risk students have difficulty generalizing, thinking ideas through, or handling more than one concept at a time because they just "do not seem to understand 'understanding'" (p.392). He attributes this difficulty to the fact that many of these students, who come from dysfunctional families, have not had the opportunity to engage in sophisticated conversation on a regular basis. It is important, therefore, to provide opportunities in the instructional materials for students to verbally express their ideas to their peers and teachers. As they are given more opportunities to do so, their confidences and expertise in expressing their own ideas in a sophisticated manner will increase (Pogrow,1990).

Behaviour and attitude difficulties may surface when at-risk students are asked to use, decipher, and comprehend textbook material containing endless pages of information. It is not that these students can not comprehend these written materials but rather a case of 'too much too quickly'. They seem intimidated by the numerous pages of text and uninterested in the historical drawings and stories. They are genuinely daunted at the prospect of answering chapter questions and are hesitant to venture into the library to do research. A variety of disruptive behaviour problems also arise when these students are dissatisfied with the curriculum presented to them.

Diekmeier and Hughes (1990) recommend that teachers adapt the texts used by at-risk students in the following manner in order to facilitate their learning:

- "Preread/isolate relevant information
- Use advance organizers
- Delineate key words and concepts
- Use mapping or other graphic strategies to better display content information
- Personalize student information
  - -through students assuming roles and identities
  - -through perspective taking" (p.12).

Bos and Vaughn (1991) agree that the organization of the instructional text is important when teaching students with behaviour problems. The text, for example, should feature headings and subheadings, key words should be highlighted, and maps, charts, and graphs should be used to facilitate the main content.

The learning of at-risk students who may have difficulty identifying and comprehending the main idea of a lesson, may be facilitated by placing the main idea at the beginning of a paragraph (Bos & Vaughn, 1991). It is beneficial to instruct students to paraphrase the paragraph and put the main idea in their own words.

These suggestions can be used to analyze commercially published textbooks or incorporated into instructional materials the teacher prepares him/herself. A summary of curriculum design strategies, which teachers may use when

designing their own lessons for at-risk students is provided in a checklist format in Appendix F.

Conclusions

A review of the literature suggests a variety of instructional strategies which may successfully motivate at-risk students to experience academic success. These strategies attend to both the cognitive and affective domains of those students who are not performing to their academic potential and are at-risk of failure or dropping out of school.

Teachers need to be aware of the many reasons why students may be experiencing failure at school so that they have an emphatic understanding of their unique needs in the classroom. Although curriculum can be designed to help motivate at-risk students the teacher must truly believe in the potential capabilities of the students. Consistency in classroom rules, expectations, and curriculum delivery is also necessary in order to create a supportive classroom environment where student fears will be minimized.

There are a variety of instructional strategies directly related to curriculum design and delivery which may be implemented by the classroom teacher to motivate and enhance the academic success of students at-risk of failure. Individualized instruction, for example, may be utilized to address the diverse needs of these students. Intensive individual attention is not always possible in a regular

classroom, however, smaller class sizes in alternate programs makes this type of strategy possible.

Curriculum must have meaning and relevance with the real world. Designing curriculum so that students can achieve mastery level learning in a continuous self-paced manner has been proven to increase the academic performance of at-risk youth. In addition, giving recognition for achieving short term goals is preferred to the assignment of grades at the end of an entire term's work. Students are able to equate success with their own efforts in a more realistic fashion if they are allowed to set and monitor their own goals and progress. Capitalizing on students' intrinsic motivation and offering extrinsic rewards may also motivate students to complete their academic work. Incorporating computer use into the curriculum is another motivating strategy teachers can use when designing curriculum packages.

These instructional strategies will provide teachers with a framework for designing curriculum appealing to the needs of at-risk students (Appendix G). This type of curriculum design and delivery takes planning and patience but as the research shows it may be the first step toward reversing the cycle of educational failure these students are experiencing in our schools.

REFERENCES

Alderman, K. (1990). Motivation for at-risk students. Educational Leadership,48 (1), 27-30.

Bos, C. & Vaughn, S. (1991). Strategies for teaching students with learning and behaviour problems (2nd ed.). Massachusetts: Allyn and Bacon.

Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. Educational Leadership,45 (2),40-48.

Cohen, S. & deBettencourt, L. (1991). Dropout: Intervening with the reluctant learner. Intervention in School and Clinic,26 (5), 263-271.

Covington, M. & Teel, K. (1996). Overcoming student failure: changing motives and incentives for learning. Washington, DC: American Psychological Association.

Cuban, L. (1989). At-risk students: What teachers and principals can do. Educational Leadership, 46 (5), 29-32.

Diekmeier, J. & Hughes, K. (1990). Alternative instructional methods. Vancouver, B.C.: B.C.T.F. Lessons Aids AE 201

Easter, Q. (1992). LAP: An old method with new importance. Social Studies Texan, 8 (1), 58-60.

Francis, M. (1990). CPP: A diagnostic/prescriptive approach to remediation for "at-risk" students. (University of Lethbridge ERIC Fiche Collection No. ED 330 645)

Franklin, C. (1992). Alternative school programs for at-risk youths. Social Work in Education, 14, (4), 239-249.

Galu, D. (1993). Intervention + support = graduation. Thrust for Educational Leadership, 23 (2), 26-28.

Gootman, M. (1993, Fall). Reaching and teaching abused children. Childhood Education, 15-19.

Hamby, J. (1989). How to get an "A" on your dropout prevention report card. Educational Leadership, 46 (5), 21-27.

Hammons-Bryner, S. (1994). What can teachers do with/for "at-risk" students? International Journal of Social Education, 9 (2),1-11.

Hardy, J. (1989). The at-risk student: A definition and an agenda.Thrust for Educational Leadership, 18 (4), 38-39.

Horne, A., Draper, K. & Sayger, T. (1994). Teaching children with behaviour problems takes understanding, tools, and courage.Contemporary Education, 65 (3), 122-127.

Hughes, K. & Lougheed, V (1990). Effective alternative education: Critical factors. Vancouver, B.C.: B.C.T.F. Lessons Aids LA AE203.

Ingle, F. (1993). Independent study: The bridge to a hopeful future. Thrust for Educational Leadership, 23 (2), 37-40.

Kallman, D. (1991). Development and implementation of an at-risk program to aid targeted middle school students with self-esteem and academic performance. A practicum II report presented to the Ed. D. program at Nova University.(University of Lethbridge ERIC Microfiche collection No. ED 340 967)

Kauffman, J. Pullen, P. Akers, E. (1986). Classroom management: Teacher-child-peer relationships. Focus on Exceptional Children, 19 (1), 1-10.

Keaster, R., Downing, H. & Peterson, M.(1995). At risk students: Are schools contributing to the problem? The High School Magazine, 3 (1), 32-37.

Kozma, R. & Croninger, R. (1992). Technology and the fate of at-risk students. Education and Urban Society, 24 (4), 440-453.

Kronick, R. & Hargis, C. (1990). Dropouts: Who drops out and why- and the recommended action. Illinois: Charles C. Thomas.Lovitt, T. (1978). Managing inappropriate behaviours in the classroom. Virginia: The Council for Exceptional Children.

MacLean, D. & Janzen, H. (1994). A framework for keeping students in school. Canadian Journal of School Psychology,10, 54-61.

McCoomb, B. & Pope, J. (1994). Motivating hard to reach students. Washington, DC: American Psychological Association.

Midkiff, R., Towery, R. & Roark, S. (1991a). Alternative methods of math and social studies instruction for at-risk students based on learning style needs. Paper presented at the Rural Education Symposium, Nashville, TN

Midkiff, R., Towery, R. & Roark, S. (1991b). Learning style needs of at-risk students: Teaching math and social studies the way they learn. (University of Lethbridge ERIC Microfiche collection No. ED 331 632)

Moore, J. (1991). Designing and executing instructional strategies for improving the self-esteem of secondary at-risk students. Abstract from: ERIC No. 338 945

Murphy, J., Weil, M., Hallinger, P., & Mitman, A. (1982). Academic press: Translating high expectations into school policies and classroom practices. Educational Leadership,40 (1), 22-26

Myll, N. (1988). The dropout prevention handbook. A guide for administrators, counsellors, and teachers. New York: Parker Publishing.

Ogilvy, C. (1994). An evaluative review of approaches to behaviour problems in the secondary school. Educational Psychology,14 (2), 194-205.

Pogrow, S. (1990). Challenging at-risk students: Findings from the HOTS program. Phi Delta Kappan, January, 389-397.

Porton, H. & Ackerman, T. (1996). Scheduling at-risk students:Making the connection. The High School Magazine, 3 (4),18-19.

Purkey, W. (1970). Self concept and school achievement. New Jersey: Prentice Hall.

Rogers, C. (1983). Freedom to learn for the 80's. Ohio: Charles E. Merrill Publishing.

Slavin, R.E. & Madden, N.A. (1989). What works for students at risk: A research synthesis. Educational Leadership, 46 (5), 4-13.

Speckhard, G. (1992). Student assessment of the program at an alternative high school for at-risk students. (University of Lethbridge ERIC Microfiche collection No. ED 351 400)

Struck, S. (1994). Early intervention programs: An encouraging past and promising future. Contemporary Education, 65 (3), 137-141.

Testerman, J. (1996). Holding at-risk students: The secret is one-on-one. Phi Delta Kappan, 77 (5), 364-365.

Thomas-Anderson, K. & Bowden, C. (1993). Life-long learning skills. Thrust for Educational Leadership, 23 (2), 17-20.

Vaughn, S. (1987). TLC - Teaching, learning and caring. Teaching interpersonal problem-solving skills to behaviourally disordered adolescents. The Pointer, 31 (2), 25-30.

Waxman, H. & Padron, Y. (1995). Improving the quality of classroom instruction for students at risk of failure in urban schools. Peabody Journal of Education, 70, 44-65.

Wells, S.E. (1990). At-risk youth: Identification, programs, and recommendations. Englewood: Teacher Ideas Press.

BIBLIOGRAPHY

Battle, J. (1990). Self-esteem: The new revolution. Edmonton, Alberta: Author.

Blacker, D. (1996). Teaching in troubled times: democratic education & the problems of "extra people". The Teacher Educator, 32 (1), 62-72.

Boldt, D., Gustafson, L. & Johnson, J. (1995, March). The internet: a curriculum warehouse for social studies teachers. The Social Studies. 105-112.

Canfield, J. and Wells, H. (1976). 100 ways to enhance self-concept in the classroom. Massachusetts: Allyn and Bacon.

Commander,N. & Smith, B. (1996). Learning logs: A tool for cognitive monitoring. Journal of Adolescent & Adult Literacy,39 (6), 446-453.

Day, H., Berlyne, D. & Hunt, D. (1971). Intrinsic motivation a new direction in education. Toronto: Holt & Winston of Canada.

Gose, A., Wooden, S. and Muller, D. (1980). The relative potential of self-concept and intelligence as predictors of achievement. The Journal of Psychology (104), 279-287.

Hunter, M. & Barker, G. (1987). "If at first...": attrition theory in the classroom. Educational Leadership, 45 (2), 50-53.

Johnson, S. (1995). Building a dream team for your school. Thrust For Educational Leadership, 25 (3), 18-21.

Kauffman, J. (1976). Nineteenth century views of children's behaviour disorders: historical contributions and continuing issues. Journal of Special Education, 10 (4), 335-349.

Kauffman, J. & Wong, K. (1991). Effective teachers of students with behavioural disorders: Are generic teaching skills enough? Behavioural Disorders, 16, (3), 225-237.

Lambrecht, J. (1993). Applications software as cognitive enhancers. Journal of Research on Computing in Education, 25 (4), 506-519.

McCullough, K. & McCullough, J. (1994). ORDIS, the one-room-drop-in-school: old concept, new role. Contemporary Education, 65 (4), 194-230.

Markos, P. & Kottler, J. (1995). A humanist and a behaviourist comes to terms with the human dimensions of helping. Guidance and Counselling, 11 (91), 29-31.

Mboya, M. (1995). Perceived teacher's behaviours and dimensions of adolescence self-concepts. Educational Psychology,15 (4), 491-497.

Ollman, H. (1996). Creating higher level thinking with reading response. Journal of Adolescent & Adult Literacy,39 (7), 576-581.

Pottebaum, S., Stan, T., and Ehly, S. (1986). Is there a causal relation between self-concept and academic achievement? Journal of Educational Research,79 (3), 140-143.

Romey, W. (1972). Risk-trust-love: learning in a humane environment. Columbus, Ohio: Charles Merrill.

Rossi, R. & Stringfield, S. (1995). What we must do for students placed at risk. Phi Delta Kappan. 73-76.

Roueche, S. & Roueche, J. (1993). Making good on the promise. The view from between a rock and a hard place. Community College Journal, 63 (5), 18-23.

Saling, K. (1991). Self-esteem and the child. Seattle, WA: Intermedia.

Segal, E. (1992). Multineed children in the social services system. Social Work in Education, 14 (3), 190-197.

Scheirer, M. and Kraut, R. (1979). Increasing educational achievement via self concept change. Review of Educational Research,49 (1),131-150.

Schicke, M. and Fagan, T. (1994). Contributions of self-concept and intelligence to the prediction of academic achievement among grade 4, 6, and 8 students. Canadian Journal of School Psychology,10 (1), 62-69.

Shea, T.M. and Bauer, A.M. (1987). Teaching children and youth with behaviour disorders.(2nd ed.). New Jersey: Prentice-Hall.

Singer, M. (1990, Spring). Responding to intimacies and crises in students' journals. English Journal, 71-75.

Sunday, B. (1989). Educators speak on social problems in school. The Teacher Educator, 25, (1), 10-17.

Stover, K. (1988, February). In defense of freewriting. English Journal, 61-62.

Taylor, K. & Marienau, C. (1993). Self-assessment: a source for individual and organizational learning. Contemporary Education, 64, (3), 166-169.

Wallach, L. (1994). Children coping with violence: the role of the school. Contemporary Education, 65, (4), 182-184.

Wansart, W. (1995). Teaching as a way of knowing. Remedial and Special Education, 16 (3), 166-176.

Wilson, R., and Shula, D. (1995). The relationship of social skills to academic achievement. Guidance and Counselling, 11 (1), 8-12.

AUTHOR NOTE

Deirdre Way, Teacher of a high-school alternate class at Fernie Secondary School, Fernie, B.C.

The lessons I have provided in Appendix G are samplings of lessons which will comprise a social studies learning module, the first of several modules designed to deliver the required socials studies 9 curriculum in its entirety, as established by the British Columbia Ministry of Education, to a group of at-risk students programmed in an alternate classroom.

A long range goal for students enrolled in this alternate program is reintegration into classes in the regular school setting. It is important, therefore, that the curriculum package follow criteria as established by the British Columbia Ministry of Education for social studies so that when these students have completed grade 10 in the alternate program they will be able to confidently enroll in social studies 11 in a mainstream setting.

The lessons are intended to be self-explanatory and, therefore, used as an individualized learning package. The information and activities in the proposed individualized learning module need to be self-explanatory because there are three grade levels operating at any one time, in all of the four academic areas, in the small classroom allotted to the alternate program. With one teacher assigned to the program students must be able to work independently on their course materials. However, teachers using this material, are

strongly encouraged to interact with the students on a continual basis, providing encouragement and feedback.

Prior to using these lessons, teachers should change all the localized names/areas used in these lessons to suit the geographic areas which the students, using the lessons are familiar with, in order to personalize the information.

I have given these lessons to a group of at-risk students and their initial response has been, "This is fun", "Can I please have some of that new stuff you made up". Therefore, I am hopeful, that these lessons which have been designed and structured to appeal to their unique needs as described in the literature review section of this project, will motivate these at-risk students to confidently progress through the social studies curriculum offered in the alternate program and enable them to view social studies as a valuable component of their education.

Appendix A

This chart is used to record the number of units each student earns on a daily basis.

In order to provide positive and immediate feedback, it is important that the information on this chart be recorded as soon as the student completes a block of work worth 1 unit.

The number of units each student needs per week, is determined in consultation with the student and teacher, and is based on the student's short and long term educational goals.

When a student completes his/her minimum number of units for the week he/she may choose a free block to work on the computer, access the internet, go to the library, or play games, etc.

UNITS COMPLETED

DATE							√	★
↓	Units	Mon.	Tues.	Wed.	Thurs.	Fri.	Free	TOTAL
NAME	Needed						Block	UNITS
Comments								★

UNITS COMPLETED

DATE	MAY	1	2	3	4	5	√	★
↓	Units	Mon.	Tues.	Wed.	Thurs.	Fri.	Free	TOTAL
NAME	Needed						Block	UNITS
Allison	9	//		/	𝍸			8
Brad	7		///		/	//		6
Claire	5		//	//				4
David	6				//	///		5
Eileen	3	/			/	/	Fri.	3
George	4	//	/		//	/	Fri.	6
Meghan	7	///		/		///	Fri.	7
Richard	7	/	//	/				4
Stuart	5		///			//	Fri.	5
Yvonne	4			𝍸			Wed.	5
Comments								★

Appendix B

This chart is used to record the number of units each student earns on an ongoing basis until the course is completed.

This chart gives students and teacher an overall view of which assignment the student has completed in socials studies 9. This type of outline may be adapted to any subject area.

Students may keep their own copies of this outline if they wish to track their own progress. The teacher keeps a copy for reporting purposes and to use as a motivational tool with the students.

A check mark in the units column indicates that the lesson has been successfully completed.

At the end of each month the units are totalled and recorded on a monthly report (Appendix C) which is then sent to each student's parents/guardians.

SUBJECT: SOCIAL STUDIES 9 **NAME:**_____

GEOGRAPHY	UNITS	✔	DATE	HISTORY	UNITS	✔	DATE	MONTHLY	RECORD
Pre-survey	1				46				
#1-Population	2				47				
	3				48			SEPTEMBER	
#2-Current Events	4				49			OCTOBER	
	5				50			NOVEMBER	
	6				51			DECEMBER	
#3-Physical Maps	7				52			JANUARY	
#4-Thematic Maps	8				53			FEBRUARY	
#5-Physical Maps	9				54			MARCH	
#6-Physical Maps	10				55			APRIL	
	11				56			MAY	
#7-Line Graphs	12				57			JUNE	
#8-Line Graph	13				58				
#9-Bar Graphs	14				59			SEPTEMBER	
#10-Climate	15				60			OCTOBER	
	16				61			NOVEMBER	
#11-On This Day	17				62			DECEMBER	
	18				63			JANUARY	
#12-History Quiz	19				64			FEBRUARY	
#13-World Geog.	20				65			MARCH	
	21				66			APRIL	
	22				67			MAY	
	23				68			JUNE	
	24				69				
#15-World Health	25				70				
	26			Klondike Fever	71				
#16-Health-Safety	27			Video	72				
	28			Frontier Video	73			STARTING DATE:	
	29				74				
	30			Journal	75			COMPLETION DATE:	
	31			Activity	76			UNITS EARNED:	
	32				77			LETTER GRADE:	
	33			Current Events	78				
	34				79				
	35				80				
	36				81			60 UNITS = C-	
	37				82			70 UNITS = C	
	38				83			80 UNITS = C+	
	39			Research	84			90 UNITS = B	
	40			Assignment	85			100 UNITS = A	
	41				86				
	42				87			Socials 9	D. Way
	43				88				
	44				89				
	45				90				

SUBJECT: SOCIAL STUDIES 9 **NAME:**_____

GEOGRAPHY	UNITS	✔	DATE	HISTORY	UNITS	✔	DATE	MONTHLY	RECORD
Pre-survey	1	✓	Nov 16		46				
#1-Population	2	✓	Nov 18		47				
	3	✓	Nov 19		48			SEPTEMBER	
#2-Current Events	4	✓	Dec 2		49			OCTOBER	
	5	✓	Dec 10		50			NOVEMBER 97	3
	6	✓	Dec 11		51			DECEMBER 97	5
#3-Physical Maps	7	✓	Dec 12		52			JANUARY 98	5
#4-Thematic Maps	8	✓	Dec 15		53			FEBRUARY 98	2
#5-Physical Maps	9	✓	Jan 10		54			MARCH 98	
#6-Physical Maps	10	✓	Jan 15		55			APRIL 98	
	11	✓	Jan 16		56			MAY 98	
#7-Line Graphs	12	✓	Jan 20		57			JUNE 98	
#8-Line Graph	13	✓	Jan 21		58				
#9-Bar Graphs	14	✓	Feb 7		59			SEPTEMBER	
#10-Climate	15	✓	Feb 10		60			OCTOBER	
	16				61			NOVEMBER	
#11-On This Day	17				62			DECEMBER	
	18				63			JANUARY	
#12-History Quiz	19				64			FEBRUARY	
#13-World Geog.	20				65			MARCH	
	21				66			APRIL	
	22				67			MAY	
	23				68			JUNE	
	24				69				
#15-World Health	25				70				
	26			Klondike Fever	71				
#16-Health-Safety	27			Video	72				
	28			Frontier Video	73			STARTING DATE: Nov 15 '97	
	29				74				
	30			Journal	75			COMPLETION DATE:	
	31			Activity	76			UNITS EARNED:	
	32				77			LETTER GRADE:	
	33			Current Events	78				
	34				79				
	35				80				
	36				81			60 UNITS = C-	
	37				82			70 UNITS = C	
	38				83			80 UNITS = C+	
	39			Research	84			90 UNITS = B	
	40			Assignment	85			100 UNITS = A	
	41				86				
	42				87			Socials 9	D. Way
	43				88				
	44				89				
	45				90				

Appendix C

This report is used to record the number of units each student earns on a monthly basis throughout the school year. It explains, to the parents, how the unit system works and at what point letter grades are assigned.

★★★★ ★★★★ ★★★★ ★★★★ ★★★★

The programs in the alternate class have been adapted and meet the B.C. Ministry of Education requirements for each grade level.

All assignments are divided into units of work.

Your child's progress is based on the number of units she/he completes and letter grades are assigned only when a minimum of 60 units are completed.

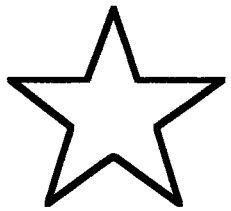
LETTER GRADES

- ✔ 60 to 69 units earns a Pass
- ✔ 70 to 79 units earns a C
- ✔ 80 to 89 units earns a C+
- ✔ 90 to 99 units earns a B
- ✔ 100 units earns an A

★★★★ ★★★★ ★★★★ ★★★★ ★★★★

FERNIE SECONDARY SCHOOL

ALTERNATE CLASS



MONTHLY REPORT

FERNIE SECONDARY ALTERNATE SCHOOL

Box 370, Fernie, B.C. V0B 1M0 Phone: 423-7265

Student Name: **Date:**

1997 - 1998	SCIENCE 9	ENGLISH 9	MATH 9	SOCIALS 9
PREVIOUS UNITS				
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				
TOTAL UNITS				
LETTER GRADE				

COMMENTS:

Appendix D

Encouraging Motivation To Learn

Extrinsic Rewards

- Material rewards
  - -prizes
  - -consumables
- Special privileges
  - -play games
  - -use special equipment
  - -self-selected activities
- Praise and social rewards
  - -teacher and peer attention
- Teacher rewards
  - -opportunities to go places or do things with the teacher
- Activity rewards
  - -play games
- Symbolic rewards
  - -honour rolls
  - -display of good work
- Competition

Do not focus just on the rewards but rather encourage use of rewards for attainment of knowledge and skills.

Ideas for Capitalizing on Students' Intrinsic Motivation

- Develop materials/activities which interest students
  - -include people, fads, music, or events featured in the news or prominent in their culture
- Include a variety of activities
- Allow choices
- Provide opportunities to respond actively
  - -interacting with teacher, projects, experiments, role-simulations, educational games
- Provide immediate feedback
  - -checklist, self-correcting materials, teacher marks materials as soon as possible
- Allow creation of projects
  - -scale-model, essay
- Interaction with peers

Reference: Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. Educational Leadership,45 (2),40-48

Appendix E

SOCIAL STUDIES STUDENT SURVEY NAME:_____

Before you start your social studies course please answer the following questions. Please place your answers on this sheet.

1. Which social studies course have you already taken? Check all the boxes that apply.

		Passed	Failed	Did Not Finish
❑	S.S. 7	❑	❑	❑
❑	S.S. 8	❑	❑	❑
❑	S.S.9	❑	❑	❑
❑	S.S.10	❑	❑	❑

2. If you can remember, check off which subjects you have studied.

❑	Mediaeval History	❑	Egypt
❑	Canadian History	❑	World Geography
❑	Confederation	❑	Canadian Geography

3. List the places where you have lived and how old you were at the time.

Place:_____ Age:_____

Place:_____ Age:_____

Place:_____ Age:_____

Place:_____ Age:_____

4. Check off the activities you like to do in your free time.

❑	Biking	❑	Hockey
❑	Skiing	❑	Walking
❑	Snowboarding	❑	Swimming
❑	Other:_____	❑	Other:_____

4. Check off the activities you would like to do in your free time, but perhaps cannot afford to do or do not have time to do.

❑ Biking	❑ Hockey
❑ Skiing	❑ Walking
❑ Snowboarding	❑ Swimming
❑ Other:_____	❑ Other:_____

5. Do you ever leave Fernie on the weekends?

❑ Yes ❑ No

6. If you do travel away from Fernie on the weekends where do you usually go?

Place:_____ Age:_____

Place:_____ Age:_____

Place:_____ Age:_____

Place:_____ Age:_____

6. What type of books do you like to read?

❑ Historical Novels	❑ Mystery
❑ Fantasy	❑ Science Fiction
❑ Comics	❑ Other
❑ None of the above	

7. Have you enjoyed your social studies classes in the past?

❑ Yes ❑ No

Why or why not?_____

_____

_____

Appendix F

Curriculum Materials Design Checklist

Use this checklist as a guideline when designing course materials for 'at-risk" students.

- ☐ Use advance organizers
- ☐ Isolate important information
- ☐ Use headings and/or subheadings
- ☐ Titles are clearly displayed
- ☐ Highlight key words and/or phrases
- ☐ Use maps, charts or graphs to display information
- ☐ Personalize information to students
  - ☐ -appropriate reading level
  - ☐ -relate to background knowledge
- ☐ Main idea is repeated throughout the paragraph
- ☐ Summary statements are clearly written
- ☐ Use a variety of texts, activities, etc. so students do not get bored
- ☐ Provide opportunities for immediate feedback
- ☐ Allow for verbal communication with peers and adults
- ☐ Incorporate rewards

References:

Bos, C. & Vaughn, S. (1991). Strategies for teaching students with learning and behaviour problems (2nd ed.). Massachusetts: Allyn and Bacon.

Diekmeier, J. & Hughes, K. (1990). Alternative instructional methods. Vancouver, B.C.: B.C.T.F. Lesson Aids AE 201

Appendix G

These sample lessons plans for social studies 9, are especially designed to meet the needs of at-risk students in a multi-grade alternate setting.

LESSON 1

2 UNITS

Population of Metropolitan Areas

LESSON OUTCOMES:

1. You will design a database to record the population of metropolitan areas in Canada for the years 1956, 1966, 1976, 1986 and 1996.

2. You will compare the population of several major metropolitan cities in Canada with the populations of Cranbrook and Fernie.

3. You will use an almanac and the Internet to access this information.

MATERIALS YOU WILL NEED:

1. *1998 The Canadian Global Almanac*
2. Computer with Internet access

ACTIVITIES:

1. Turn to page 54 in the 1998 *Canadian Global Almanac* and photocopy the population information given there.

2. Go to the computer and open Netscape to access Statistics Canada and the City of Cranbrook to find further population data.

   Access Statistics Canada at http://www.statcan.ca/english/Pgdb/People/Population/demo05.htm

   Print a table of information showing the population of major Metropolitan areas.

   Access the city of Cranbrook at http://city.cranbrook. bc.ca /~cityhall/index.htm

   Print a table of information showing the population of Fernie and other cities in the East Kootenays.

3. Now open up a new database document using Claris Works. Enter data from Calgary, Edmonton, and Vancouver and two other cities of your choice. Record the populations for the years 1956, 1966, 1976, 1986 and 1996.

HOW TO:

Open a new Claris Work 'Database' document'.

1. Type in the name of each field, for eg.

-type City ---- click on Create
-type 1956 ---- click on Create
-type 1966 ---- click on Create
-type 1976 ---- click on Create

Click on Done when all the fields are entered.

A database template will appear on the screen.

2. To fill in your information drag down from Layout and select Browse
Drag down from Edit and select New Record
-Enter Calgary ---- hit tab key
-Enter population figures for 1956 ---- hit tab key
-Continue entering data in this manner
You have now created a database !

4. Sort the cities alphabetically and print this list.

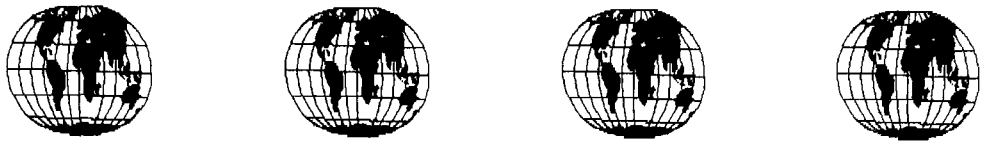
HOW TO:

Drag down from Organise and select Sort Records
-Click on City ----click on Move button ---- click on O.K. button.
The cities are now listed alphabetically

5. Print a database document similar to those found in atlases and on the internet.

HOW TO:

Drag down from Layout and select New Layout
Click on Columnar Report
-Click on City ---- click on Move button
-Click on 1956 ---- click on Move button
-Continue this process with the other years listed-click on O.K.



SUMMARY QUESTIONS

Please answer the following questions using the word processing tool in Claris Works.
Remember to use complete sentences.

1. What does the term "census" mean?

2. When was the last Canadian census taken?

3. Which city had the largest population in 1986?

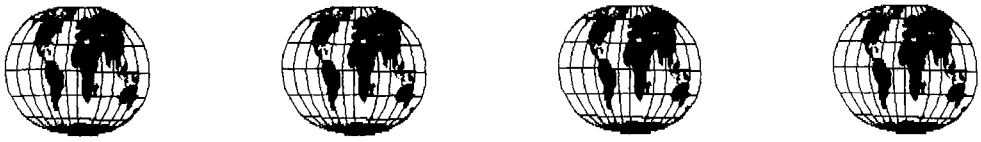
4. Which city has the smallest population?

5. How many times larger is Cranbrook than Fernie?

6. Why do you think there are more people living in Vancouver than in Edmonton?

7. What was the difference in their populations in the year 1996?

8. Based on the number of people in each city, which city would you like to live in? Give reasons for your answer.



Reference: Columbo, J. (1997). 1998 The Canadian global almanac. Toronto: Macmillan

LESSON 2

3 UNITS

Current Events

LESSON OUTCOMES:

1. You will summarize three current event news articles.
2. To complete your research you will use the internet and read a local paper.

MATERIALS YOU WILL NEED:

1. Computer with Internet access
2. One local newspaper, such as the Fernie Free Press or The Elk Valley Miner

ACTIVITIES:

1. Please go to the computer and open Netscape and access the following news site:
   http://www.elkvalley.net/news.htm

2. Choose a site and then an article which interests you and which describes an international event, ie. an event outside North America.

3. Print this article.

4. Now choose an article which interests you and which describes a Canadian event.

7. Print this article.

8. Now look through a local newspaper and photocopy a current event article which interests you.

SUMMARY QUESTIONS

Please answer the following questions using the word processing tool in Claris Works. Remember to use complete sentences.

INTERNATIONAL NEWS

1. In your own words describe the international event you downloaded from the computer.

2. Do you think an event like this, or similar to this, would ever happen in Fernie? Why or why not?

CANADIAN NATIONAL NEWS

3. In your own words describe the Canadian national news event you downloaded from the computer.

4. Do you think an event like this, or similar to this, would ever happen in Fernie? Why or why not?

LOCAL NEWS

5. In your own words describe the local event you read about in the local newspaper.

6. Why did this article interest you?

LESSON 3

1 UNIT

TYPES OF MAPS
Place Names or Political maps

LESSON OUTCOMES:

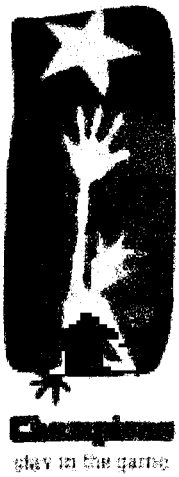
1. You will be able to identify 4 different types of maps.
2. You will be able to identify the different types styles on a map and explain why they are used.

MATERIALS YOU WILL NEED:

1. *The Canadian Oxford School Atlas, 5th Edition*
2. *Geographic Essentials (B.C. Edition)*

ACTIVITIES:

1. Read page 66 in *Geographic Essentials.*
2. On a separate sheet of paper answer the questions on the following page.
   In order to receive one unit for this work you must use complete sentences!



QUESTIONS

1. List the 3 different types of maps used in *The Canadian Oxford School Atlas, 5th Edition.*

2. Which type of map is the map of the world shown on pages 136 and 137 in your atlas?

3. Which of these countries would you like to travel to?

4. Why would you like to travel to the country you chose?

5. What does the Canadian map on page 2 and 3 show you? Describe at least three general things.

6. Name all those cities you have travelled to which are shown on this map.?

7. Why are place name or political maps useful?

8. Why don't the legends on these maps give you information about the colour used on the maps?

9. Please answer questions #1, 2, 3, and 4 in Activity 35, on page 67 in *Geographic Essentials* .

10. Why do you think a different type style is used to label each of these settlements?

LESSON 4

1 UNIT

Thematic Maps

LESSON OUTCOMES:

1. You will be able to list themes shown on maps.
2. You will be able to identify the use of colour on different maps.
3. You will collect information from a variety of thematic maps.

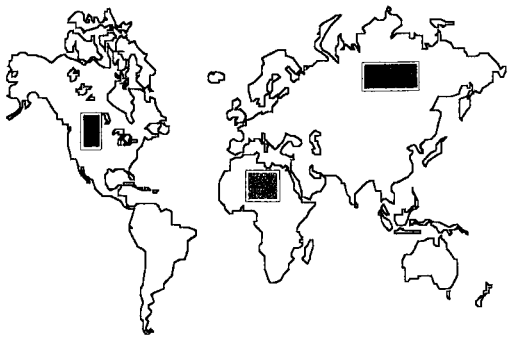
MATERIALS YOU WILL NEED:

1. *The Canadian Oxford School Atlas, 5th Edition*
2. *Geographic Essentials (B.C. Edition)*
3. Dictionary

ACTIVITIES:

1. Read the description of thematic maps at the top of page 68 in Geographic Essentials (B.C. Edition).

2. Turn to pages 8-9 in *The Canadian Oxford School Atlas* and answer the questions on the following page.



QUESTIONS

1. Using your dictionary write out a definition for the word, theme.

2. How is colour used on thematic maps?

3. What four themes are shown on the maps on page 8-9 in the atlas?

4. List ten thematic maps listed in the table of contents at the front of the atlas.

5. List the page number in the atlas where you would find the following thematic maps:
   a. World: Climatic Regions
   b. World: Vegetation
   c. World: Demography (Life Expectancy at Birth)
   d. World: Demography (Religion)
   e. World: Agriculture and Nutrition

6. Now using the information from these thematic maps draw a chart like the one shown below and fill in the following information for each city. You may also need to use the Gazetteer (index) at the back of the atlas to help you find all the information you need.

	Calgary	Fernie	Paris	Cape Town
Country				
Latitude				
Longitude				
Climatic Region				
Vegetation				
Life Expectancy				
Religion				
Nutrition				

7. In your own words describe why "thematic maps" are useful when you are looking for information about different places that you may want to visit or move to.

Questions 3, 4, & 6 adapted from:
Kemball, W. (1986). Geographic essentials, B.C. edition. Toronto: Oxford.

LESSON 5

1 UNIT

Physical Maps

LESSON OUTCOMES:

1. You will be able to locate physical features on a map.
2. You will be able to recognize symbols for a variety of physical features.

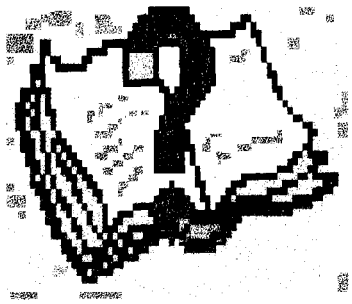
MATERIALS YOU WILL NEED:

1. *The Canadian Oxford School Atlas, 5th Edition*
2. *Geographic Essentials (B.C. Edition)*
3. Dictionary

ACTIVITIES:

1. Read the description of physical maps at the top of page 69 in *Geographic Essentials.*

2. Turn to pages 95 and 96 in *The Canadian Oxford School Atlas* and answer the questions on the following page.



QUESTIONS

1. In your own words describe what is meant by the term "physical features".

2. How is colour used on physical maps?

3. Turn to page 95-96 in your atlas. Then list following physical features either under the heading LAND FEATURES or WATER FEATURES. All these physical features can be found on these 2 pages in your atlas.

seas	mountains	plateaux	oceans
peninsulas	islands	straits	islands
gulfs	channels	deserts	basins
depressions	rivers	lakes	polar ice
uplands	basins	archipelagos	polar ice
trenches	deltas	ranges	hills
ridges	plateaux	coasts	capes
isthmus			

4. Name a large desert area in China. Look at pages 95-96 in the atlas.

5. Draw the symbol for a sand desert.

6. Locate two different sand deserts and describe exactly where they are located.

7. Write down the name of the area of highest elevation in Asia?

8. What is the altitude of Mount Everest?

9. Name two major rivers that flow into each of:
   a) Arctic Ocean b) Indian Ocean c) Black Sea

10. List three physical features you would draw on a physical map of Fernie. Give each feature its proper place name.

Questions 3, 7, 8 adapted from:
Kemball, W. (1986). Geographic essentials, B.C. edition. Toronto: Oxford.

LESSON 6

2 UNITS

Physical Maps

LESSON OUTCOMES:

1. You will be able to locate physical features on a map.
2. You will be able to recognize symbols for a variety of physical features.

MATERIALS YOU WILL NEED:

1. *The Canadian Oxford School Atlas, 5th Edition*
2. Graph paper

ACTIVITIES:

1. Turn to page 22 and 23 in your atlas and look at the map of Western Canada.
2. Check over all the information that is given on these pages.

Please answer the questions
on the next page

QUESTIONS

Please answer the following questions using complete sentences.
Use pages 22 - 23 in your atlas as a reference.

1. What is the average elevation of the following cities:

   a) Cranbrook
   b) Fernie
   c) Winnipeg
   d) Vancouver

2. Which of these cities has the lowest elevation? Why do you think this is so?

3. Name the large mountain range that divides Alberta and British Columbia. It goes through Jasper and Banff National parks.

4. Which province in western Canada occupies the greatest total area of Canada?

5. Where did you find this information?

6. What connects The Pas, Manitoba to Churchill, Manitoba?

7. What connects the cities of Castlegar, Trail, Cranbrook and Fernie?
   How is this shown on the map?

8. What is the name of the largest lake in Northern Saskatchewan?

9. What is the scale of this map?
   Describe what this means?

Continued next page

Keep going
Remember this lesson is worth 2 units!

10. Have you ever lived or visited any other places, beside Fernie, shown on this map?

    If so, describe the following:
    a. When you lived or visited the area.
    b. Who you lived with.
    c. Give your opinion about the area?
    d. How was if different from Fernie?
    e. How as it the same as Fernie?
    f. Would you like to live there again, why or why not?

11. What is the population density of Alberta? - of Saskatchewan?

12. What do the 'population density' figures mean?

13. What do you think accounts for the differences in population between these two provinces?

14. Using graph paper, draw a bar graph to illustrate the population of each of the four provinces for the years 1911, 1931, 1951, 1961, and 1971.

15. Where could you look to find more recent population statistics for these provinces?

LESSON 7

1 UNIT

Climate Graphs - Line Graphs

LESSON OUTCOMES:

1. You will draw line graphs.
2. You will identify the temperature component of a climate graph.

MATERIALS YOU WILL NEED:

1. *The Canadian Oxford School Atlas, 5th Edition* - page 7
2. *Geographic Essentials (B.C. Edition)* - pages 128-129
3. Pencil crayons or felt pens
4. Graph Paper

ACTIVITIES:

> CLIMATE means the average weather condition, including precipitation and temperature. It is based on a large area and calculated over many years.

1. Look at the climate graphs shown on the right side of page 7.

2. Using graph paper draw a sample of a line graph like the one shown on page 128 in *Geographic Essentials*.

   Use the correct colour markings.

3. Now answer the questions on the next page.

QUESTIONS

Please answer the following questions using complete sentences.

1. In your own words describe what you think is meant by the following phrases used in paragraph 1, page 129 in *Geographic Essentials*: If you do not think that you know then just guess and write down what you think each might mean.

    a. Range of temperature -
    b. Set of statistics -
    c. Horizontal axis -
    d. Vertical axis -

2. Before you answer any more questions check with the teacher to see if your answers to #1 are correct.

3. Describe in point form the information given in paragraph 2, page 129.

4. Illustrate this information with a diagram.

5. Using graph paper, answer question #1 on page 130 in *Geographic Essentials*.

LESSON 8

1 UNIT

Climate Graph - Line Graph

LESSON OUTCOMES:

1. You will be able to match the shape of the temperature line with its corresponding hemispheric location.

MATERIALS YOU WILL NEED:

1. *The Canadian Oxford School Atlas, 5th Edition* - page 55 and 57.
2. *Geographic Essentials (B.C. Edition)*

ACTIVITIES:

1. Look at the different temperature lines shown on the top of page 130, in *Geographic Essentials.*

2. Now look on page 55 and 57 in your atlas and find the climate graphs for the following cities:

Page 55:	Revelstoke, B.C.	51N	118W
	New Orleans, U.S.A.	30N	90W
	Mexico City, Mexico	19N	99W
Page 57:	Bogota, Columbia	5N	74W
	Buenos Aires, Argentina	35S	58W
	Punta Arenas, Chili	53S	71W

QUESTIONS

Please answer the following questions using complete sentences.

1. Answer the following questions for each of the cities you looked at on page 55 and 57 in your atlas:

   a. Describe the shape of the temperature line for each city?
   b. What is the latitude for each city?
   c. Based on this information into which climate area does this city belong ?

2. Answer the following questions on page 131 in your *Geographic Essentials* text.

   #2: a, b
   #3: b, c
   #4
   #5: a, b, c, d, e

LESSON 9

1 UNIT

Climate Graph - Bar Graph

LESSON OUTCOMES:

1. You will draw bar graphs.
2. You will identify the precipitation component of a climate graph.

MATERIALS YOU WILL NEED:

1. *The Canadian Oxford School Atlas, 5th Edition*
2. *Geographic Essentials (B.C. Edition)*
3. Graph paper

ACTIVITIES:

1. Read the following information:

> Bars on a CLIMATE GRAPH show the average precipitation for an area.
>
> PRECIPITATION includes rain, snow, sleet, hail and dew.

> The time period (months) are drawn on the horizontal axis.
>
> The amount of precipitation is shown on the vertical axis.

2. Look and read page 133 in *Geographic Essentials* to see how bar graphs, which show precipitation, are drawn.

QUESTIONS

Please answer the following questions using complete sentences.

1. When you record precipitation on a bar graph what is it that you are actually recording?

2. Turn to page 134 in *Geographic Essentials* and draw precipitation graphs for Ottawa, Canada and Belem, Brazil.

   Be sure to add up the monthly precipitation figures and place the total at the bottom of each graph (refer to the graph on the right of page 133 in *Geographic Essentials).*

3. Show the teacher where Ottawa and Belem are located on the world map.

4. Answer question #2 on page 134 in *Geographic Essentials.*

LESSON 10

2 UNITS

Climate Graphs

LESSON OUTCOMES:

1. You will review how to plot temperatures on a line graph.
2. You will review how to draw a precipitation graph.
3. You will analyze the information given on climate graphs.

MATERIALS YOU WILL NEED:

1. Computer with Internet access
2. *Geographic Essentials (B.C. Edition)* - page 135

ACTIVITIES:

1. Look at page 135 to see what a climate graph looks like.

> A CLIMATE GRAPH is when the temperature on a line graph and the precipitation on a bar graph are put together.

2. Now go to the computer and open Netscape and access the following location:
   http://www.worldclimate.com/climate/index.htm

3. Type in the name of any city around the world (except Fernie).

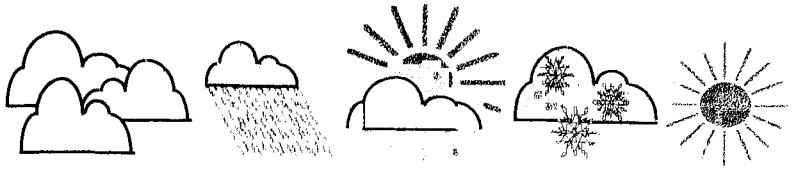
4. Print information showing the average temperature of this city.

5. Now print information showing the average precipitation of this city.

6. Return back to the first page and type in Fernie.

7. Print information showing the average temperature of Fernie.

8. Now print information showing the average precipitation of Fernie



QUESTIONS

Please answer the following questions. Remember to use complete sentences.

1. Write the latitude and longitude for Fernie and the city of your choice.

2. Using graph paper chart the average temperature (°C) and the average rainfall (mm) for each city. Use a different graph for each city.

3. Label the graphs accurately.

4. Colour the temperature line red. Shade in the growing area.

5. Draw in the freezing point line (0°C) and colour it red.

6. Does the shape of the temperature line indicate whether the city you chose is in the northern hemisphere, tropics or southern hemisphere? Review page 130 in the *Geographic Essentials* textbook if you do not remember how to answer this question.

7. Does the shape of the temperature line indicate whether Fernie is in the northern hemisphere, tropics or southern hemisphere?

8. Which of these two cities has the most precipitation?

9. Which city has the highest average temperature? What is this temperature?

10. Why do you think this city has the highest average temperature?

11. If you were <u>just</u> to look at the temperature and precipitation of these two cities, where would you want to live? Give at least two reasons for your decisions

LESSON 11

2 UNITS

On This Day in Canadian History

LESSON OUTCOMES:

1. You will describe important events in history which happened on this day in Canadian history.
2. You will write your own current event.

MATERIALS YOU WILL NEED:

1. Computer with Internet access

ACTIVITIES:

1. Please go to the computer and open Netscape and access the following location:
   http://www1.sympatico.ca/cgi-bin/on_this_day

2. Look under the heading 'TODAY'S CANADIAN HEADLINES': Write down 2 events that happened on this day in the past.

3. Now scroll down and look under the heading 'And in Today's Canadian Birthdays'. Name and describe one person who was born on this day in Canadian history.

3. Look under the heading 'IN OTHER EVENTS'. Write down 5 events which caught your interest.

4. Write down an event which occurred in the same year as you were born. If the year you were born is not listed then pick the year closest to it.

5. Look under the heading 'IN WORLD EVENTS'. Write down 5 events which caught your interest.

6. Write down an event which occurred 100 years before you were born.

QUESTIONS

Please answer the following questions using the word processing tool in Claris Works. Remember to use complete sentences.
Questions #1 - 6 = 1 unit & Question #7 = 1 unit

1. Type out the information you just located on the internet under the following headings:

   - TODAY'S CANADIAN HEADLINES
   - AND IN TODAY'S CANADIAN BIRTHDAYS
   - IN OTHER EVENTS
   - IN WORLD EVENTS

2. Look back at the description of the person you listed under 'And in Today's Canadian Birthdays'.

   - Had you ever heard of this person?
   - Why do you think she/he was important in the history of Canada?

3. Which of the events that you listed did you find the most interesting? Give some reasons for your answer.

4. Do you think any of the events you listed have had an impact on your life in Canada today? Please give reasons why or why not.

5. Write your own personal account of your day today for the history books. Include information to answer the questions of WHO, WHEN, WHERE, and WHY?

6. Think of an important event which is occurring in Fernie or somewhere else in the world and write a news report describing the event. Include information to answer the questions of WHO, WHEN, WHERE, and WHY?

7. Share the events which you chose which occurred on this day in Canadian history with the rest of the class. We will sit around the centre table so that you can share this information.

LESSON 12

1 UNIT

History Quiz

LESSON OUTCOMES:

1. You will test your knowledge of Canadian history.

MATERIALS YOU WILL NEED:

1. Computer with Internet access

ACTIVITIES:

NB. If you wish you may work with a partner to complete this exercise.

1. Go to the computer and open Netscape to access location:

   http://www.usask.ca/history/quiz.html

2. Scroll down the page and click on the white box, 'Canadian History'.

3. Answer the 10 questions given to you. As you are answering the questions write down three pieces of information you learnt as you go along, ie. things that you did not know before.

4. Record your final score out of /10.

5. Click on 'Try Quiz Again'.

6. This time scroll down the page and click on the white box, 'World History'.

7. Answer the 10 questions given to you. Again as you are answering the questions write down three pieces of information you learnt as you go along, ie. things that you did not know before.

8. Record your final score out of /10.

9. To receive one unit, share your score and the information you learnt with the teacher.

LESSON 13

5 UNITS

World Geography

LESSON OUTCOMES:

1. You will extend your knowledge of world geography by:
   - using map and atlas skills
   - practising the use of direction and scale of distance
   - using latitude and longitude information to locate places

MATERIALS YOU WILL NEED:

1. *"Where Is It?"* Workbook
2. *The Canadian Oxford School Atlas, 5th Edition*

ACTIVITIES:

1. Ask your teacher for the workbook entitled, *"Where Is It?"*

2. Look through the table of contents and pick a geographic area you would like to learn more about.

   You may choose from 1 of the following areas:

   (a) Europe and Northern Asia
   (b) Asia
   (c) The Middle East
   (d) Africa
   (e) Australia and the Pacific Islands
   (f) Antarctica
   (g) South America and the Caribbean
   (h) North America

3. After you have made your choice, photocopy five of the assignments in that section.

4. When you return the original workbook to your teacher you must explain why you chose the area you did.

5. Please hand in each individual assignment as you complete it. You will receive 1 unit for each assignment! Good luck!

Reference:
Churchill, R. & Churchill, R. (1995). Where is it? World geography for middle school.Portland, Maine: J. Weston Walch

LESSON 14

2 UNITS

World Health and Safety Issues

LESSON OUTCOMES:

1. You will be able to identify problems teenage girls suffer in different areas of the world.

MATERIALS YOU WILL NEED:

1. Article entitled, *"What Child is This?"*

ACTIVITIES:

1. Please ask your teacher for the article entitled, *"What Child is This?"*

2. Read the stories of each of the six girls who are interviewed in this article.

3. Now answer the questions on the following page.

Reference:

Armstrong, S. (Ed.). (1998, March). What child is this? Homemaker's Magazine. 26-37

QUESTIONS

The name of the girls you have read about are:

a. Selly Yaya Wane
b. Merta Meza
c. Kali Rajnut
d. Margaret Acayo
e. Yamiley Regis
f. Bernardina Condori

A: After reading the personal stories of these girls, choose any four girls and answer the following questions for each of them. Use complete sentences.

1. Where does she live?
2. How old is she?
3. What type of adversity is this girl facing in her life?
4. What is she doing to overcome these difficulties?
5. Do you think she will be successful in her adult life? Give your reason for why or why not?

B. Now answer these same five questions about yourself.

C: Pick one girl whose life situation you found the most upsetting and write a letter of support or advice to her. You may be able to use information about your life as you give advice to this girl.

LESSON 15

1 UNIT

World Health and Safety Issues

LESSON OUTCOMES:

1. You will be able to identify at least 3 organizations which sponsor programs around the world to help children in need.

MATERIALS YOU WILL NEED:

1. Computer with Internet access

ACTIVITIES:

1. Go to the computer and access the following locations listed below. At each location look for information describing the purpose of these organizations.

   Print a page off the internet which gives this information for each organization.

   a. World Vision
      http://www.worldvision.ca

   b. Foster Parents Plan
      http://www.childreach.org

   c. Save The Children Fund
      http://www.savethechildren.org/

   d. Christian Children's Fund
      http://christianchildrensfund.org/

QUESTIONS

Please answer the following questions using complete sentences.

1. In your own words describe how each of these organizations would help the girls you read about in the previous lesson.

2. If you wanted to support these organizations how would you go about it?

3. Do you think the sorts of incidents described by these young girls affect young people living in Fernie? Explain your answer.

4. Describe the laws we have in Canada which are designed to prevent ill treatment of children?

5. List all the organizations and support persons which we have in Fernie to help children who are being abused or neglected. Please use proper names and include phone numbers.