

# USA Supplementary literacy assignments

A number of supplementary literacy assignments have been created to sit alongside the My Voice-My School lessons. These literacy assignments are available as part of the My Voice-My School Resources booklet or can be downloaded separately from [encounteredu.com/my-voice-my-school](https://encounteredu.com/my-voice-my-school).

The literacy assignments are aligned with the US Common Core State Standards, and can be adapted by teachers working in other school systems to develop literacy skills and competences through the My Voice-My School project.

The tables below summarize the options available to teachers for each of the My Voice-My School lessons.

<b>Lesson 1: Literacy assignment 1 Child Rights</b>		
<b>Grade level</b>	<b>Activity</b>	<b>Standards</b>
Middle School	Close reading activity: What is the UN Convention on the Rights of the Child?	CCSS.ELA-LITERACY.RH.6-8.2
	Short essay activity: Which is the most important article of the UN Convention on the Rights of the Child?	CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.W.8.2
	Close reading activity: Article 28 of the UNCRC (education).	CCSS.ELA-LITERACY.RH.6-8.2 CCSS.ELA-LITERACY.RH.6-8.4
High School	Short essay: How has the UN Convention on the Rights of the Child supported child rights across the world?	CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.6 CCSS.ELA-LITERACY.RH.9-10.9 CCSS.ELA-LITERACY.W.9-10.2
	Short essay: How has the UN Convention on the Rights of the Child been important in your life?	CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.W.9-10.2
	Essay: How does the UN Convention on the Rights of the Child support education?	CCSS.ELA-LITERACY.RH.9-10.1 CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.W.9-10.2

<b>Lesson 2: Literacy assignment 2 Global Goals</b>		
<b>Grade level</b>	<b>Activity</b>	<b>Standards</b>
Middle School	Close reading activity: Which of the UN Global Goals are most important to me?	CCSS.ELA-LITERACY.RH.6-8.2
	Short essay: Which elements of the UN Global Goal 4 on education are most important?	CCSS.ELA-LITERACY.W.8.2
High School	[1] Close reading activity: Which of the UN Global Goals are most important to me?	CCSS.ELA-LITERACY.RH.9-10.2
	[2] Close reading activity: Which of the UN Global Goals are most important to me?	CCSS.ELA-LITERACY.RH.9-10.2 CCSS.ELA-LITERACY.RH.9-10.4
	Short essay: Which elements of the UN Global Goal 4 on education are most important?	CCSS.ELA-LITERACY.W.9-10.2

# USA Supplementary literacy assignments

## Lesson 3: Literacy assignment 3 Video call reflection

Grade level	Activity	Standards
Middle School	Short essay: Compare and contrast educational experiences.	CCSS.ELA-LITERACY.W.8.2. CCSS.ELA-LITERACY.W.8.3
High School	Short essay: Consider the video and interview experience.	CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.3

## Lessons 4–9: Literacy assignments 4–6 Research project

Grade level	Activity	Standards
Middle School	Quality education research project	CCSS.ELA-LITERACY.W.8.1 CCSS.ELA-LITERACY.W.8.2 CCSS.ELA-LITERACY.W.8.4 CCSS.ELA-LITERACY.W.8.5 CCSS.ELA-LITERACY.W.8.7 CCSS.ELA-LITERACY.W.8.8
High School	Quality education research project	CCSS.ELA-LITERACY.W.9.1 CCSS.ELA-LITERACY.W.9.2 CCSS.ELA-LITERACY.W.9.4 CCSS.ELA-LITERACY.W.9.5 CCSS.ELA-LITERACY.W.9.7 CCSS.ELA-LITERACY.W.9.8

# LITERACY ASSIGNMENT 1

## Child Rights

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Ideas for Middle School students

### Close reading activity: What is the UN Convention on the Rights of the Child?

Assign students to read a description of the UN Convention on the Rights of the Child (see page 13 of the TeachUNICEF resource linked below) and complete the short answer questions (on page 14):

1. In your own words, write a short summary explaining the Convention on the Rights of the Child.
2. Do you think it is important to have a treaty that outlines the rights of children? Please explain your answer.
3. What additional information would you like to learn about the Convention on the Rights of the Child?

### Resources

TeachUNICEF The United Nations Convention on the Rights of the Child: An Introduction (pages 13-14)  
[https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Child\\_Rights\\_Unit\\_6-8.pdf](https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Child_Rights_Unit_6-8.pdf)

### Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.6-8.2  
<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>

### Short essay activity: Which is the most important article of the UN Convention on the Rights of the Child?

Assign students to read the summary of the UN Convention on the Rights of the Child. Instruct them to pick the article that they think is most important and write a short essay answering the following questions:

1. Why do you think this article of the Convention on the Rights of the Child is most important?
2. What would life be like if this article was violated?
3. What could governments or organizations do to carry out this article?
4. What can you do to help carry out this article?

### Resources

UNCRC in child friendly language  
<http://www.unicef.org/rightsite/files/uncrcchilddfriendlylanguage.pdf>

UNCRC summarized text (pages 3-8)  
[https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Child\\_Rights\\_Unit\\_6-8.pdf](https://teachunicef.org/sites/default/files/documents/units-lesson-plans/Child_Rights_Unit_6-8.pdf)

### Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.6-8.2  
<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>  
CCSS.ELA-LITERACY.W.8.2  
<http://www.corestandards.org/ELA-Literacy/W/8/2/>

### **Close reading activity:** Article 28 of the UN Convention on the Rights of the Child (education)

Assign students to do a close reading of article 28 of the Convention on the Rights of the Child and answer the following questions:

1. Read section 1 of article 28. According to this section, what are states required to do? What problems do you think this section is trying to solve?
2. Summarize section 2 of article 28. Provide an example of school discipline that 'is administered in a manner consistent with the child's human dignity'. Provide an example of a type of school discipline that is NOT consistent with the child's human dignity.
3. Read section 3 of article 28. In your own words, what does this section say? Do you think 'international cooperation' is necessary to ensure education for all? Why/not?

### **Resources**

Full text of the UNCRC

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.6-8.2

<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>

CCSS.ELA-LITERACY.RH.6-8.4

<http://www.corestandards.org/ELA-Literacy/RH/6-8/4/>

# LITERACY ASSIGNMENT 1

## Child Rights

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Ideas for High School students

### **Short essay:** How has the UN Convention on the Rights of the Child supported child rights across the world?

Read the essay by Om Prakash Gurjar (pages 13-15) and the essay by Ishmael Beah (pages 16-18) in the State of the World's Children Special Report.

Write a short essay covering the following points:

1. Compare and contrast the way that they speak about the UN Convention on the Rights of the Child and the role the Convention has played in their lives.
2. In what ways were their rights violated in their lifetimes?
3. How did learning about the UN Convention on the Rights of the Child impact them?
4. How have they served as advocates for children and children's rights?

### **Resources**

State of the World's Children Special Report

[https://www.teachunicef.org/sites/default/files/documents/units-lesson-plans/SOWC\\_Special\\_Edition\\_Youth\\_Report\\_9-12.pdf](https://www.teachunicef.org/sites/default/files/documents/units-lesson-plans/SOWC_Special_Edition_Youth_Report_9-12.pdf)

### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

CCSS.ELA-LITERACY.RH.9-10.6

<http://www.corestandards.org/ELA-Literacy/RH/9-10/6/>

CCSS.ELA-LITERACY.RH.9-10.9

<http://www.corestandards.org/ELA-Literacy/RH/9-10/9/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

### **Short essay:** How has the UN Convention on the Rights of the Child been important in your life?

Read pages 4-11 of the TeachUNICEF Sourcebook on the UN Convention on the Rights of the Child (CRC) and identify three to five articles of the Convention that have been important in your life. Write an essay identifying and summarizing these articles and explaining why they have meaning to you. Cite evidence from the CRC and provide evidence from your life to support your claim.

### **Resources**

TeachUNICEF Sourcebook on the Convention on the Rights of the Child

<https://www.teachunicef.org/sites/default/files/documents/units-lesson-plans/It%27s%20Up%20for%20Debate%20Source%20Book.pdf>

### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.9-10.1

<http://www.corestandards.org/ELA-Literacy/RH/9-10/1/>

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

### **Essay:** How does the UN Convention on the Rights of the Child support education?

Read articles 28 and 29 in the UN Convention on the Rights of the Child. Write an essay answering the following questions. Be sure to cite evidence from the CRC to support your claims. Make sure you cover the following points:

1. What rights are outlined in article 28 of the CRC?
2. What does this tell you about education?
3. According to article 29 of the CRC, what is the purpose of education?
4. What problems or issues do you think the CRC is trying to address?
5. If you were writing the CRC, would you do anything differently? If so, what would you do differently? If not, why not?

### **Resources**

Full text of the UN Convention on the Rights of the Child

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.9-10.1

<http://www.corestandards.org/ELA-Literacy/RH/9-10/1/>

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

# LITERACY ASSIGNMENT 2

## The Global Goals

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Ideas for Middle School students

### **Close reading activity:** Which of the UN Global Goals are most important to me?

Read the Global Goals comic to learn about the 17 Global Goals. Select three goals that you think are most important, and answer the following questions:

1. What three goals do you think are most important?
2. Explain why those goals are most important to you?

As an extension activity, answer the following questions about each of these three goals:

1. What are the problems that this goal aims to fix?
2. How do these problems affect people?
3. How will the solutions affect people?
4. What can you do to help achieve this goal?

#### **Resources**

Global Goals Comic

<https://www.yumpu.com/xx/document/view/55730350/1-page-goals-comics-full-set-pdf>

Other comics to support learning about the Global Goals

<http://worldslargestlesson.globalgoals.org/using-the-power-of-comics/>

#### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.6-8.2

<http://www.corestandards.org/ELA-Literacy/RH/6-8/2/>

### **Short essay:** Which elements of the UN Global Goal 4 on education are most important?

In class you ranked the eight themes of Goal 4 of the Global Goals in order of importance. You can read the targets online to support your learning. Write an essay explaining how you ranked the eight themes. Focus your essay on the top one or two most important themes and explain why they are so important to you. Use evidence from your life to support your claims.

#### **Resources**

Global Goals website: Goal 4 Quality Education (targets at bottom of page)

<http://www.globalgoals.org/global-goals/quality-education/>

#### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.W.8.2

<http://www.corestandards.org/ELA-Literacy/W/8/2/>

# LITERACY ASSIGNMENT 2

## The Global Goals

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Ideas for High School students

### **Close reading activity:** Which of the UN Global Goals are most important to me?

Read the UNDP Global Goals booklet and answer the following questions:

1. What three goals do you think are most important?
2. Explain why those goals most important to you?

As an extension activity, answer the following questions about each goal:

1. What are the problems that this goal aims to fix?
2. How do these problems affect people?
3. How will the solutions affect people?
4. What can you do to help achieve this goal?

### **Resources**

UNDP Global Goals booklet

[http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs\\_Booklet\\_Web\\_En.pdf](http://www.undp.org/content/dam/undp/library/corporate/brochure/SDGs_Booklet_Web_En.pdf)

### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

### **Close reading activity:** Which of the UN Global Goals are most important to me?

Read the Preamble to the Global Goals from Transforming our world: the 2030 Agenda for Sustainable Development and answer the following questions:

1. Summarize in your own words the agenda of the Global Goals
2. What do you think is meant by:
  - a. 'This Agenda...' (What is an agenda? How does that differ from a convention, treaty or plan?) (line 1)
  - b. 'The tyranny of poverty and want...' (line 8)
  - c. 'A sustainable and resilient path...' (line 11)
  - d. 'We are determined to end poverty, in all their forms and dimensions.' (What are different forms and dimensions of poverty) (Poverty section)
  - e. 'There can be no sustainable development without peace and no peace without sustainable development.' (Peace section)
3. The 2030 Agenda for the Global Goals asks all countries around the world to take certain actions for the sake of all other countries. Do you think that all countries should bear that responsibility? Give reasons for your answer.

### **Resources**

Transforming our world: the 2030 Agenda for Sustainable Development

<https://sustainabledevelopment.un.org/post2015/transformingourworld>

# LITERACY ASSIGNMENT 2

## The Global Goals

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### Common Core State Standards Alignment

CCSS.ELA-LITERACY.RH.9-10.2

<http://www.corestandards.org/ELA-Literacy/RH/9-10/2/>

CCSS.ELA-LITERACY.RH.9-10.4

<http://www.corestandards.org/ELA-Literacy/RH/9-10/4/>

### Short essay:

Which elements of the UN Global Goal 4 on education are most important?

In class you ranked the eight themes of Goal 4 of the Global Goals in order of importance. You can read the targets online to support your learning. Write an essay explaining how you ranked the eight themes. Focus your essay on the top one or two most important themes and explain why they are so important to you. Use evidence from your life to support your claims.

### Resources

Global Goals website: Goal 4 Quality Education (targets at bottom of the page)

<http://www.globalgoals.org/global-goals/quality-education/>

### Common Core State Standards Alignment

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

# LITERACY ASSIGNMENT 3

## Video call reflection

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Ideas for Middle School students

### **Short essay:** Compare and contrast educational experiences.

Write a 1-2 page essay based on your experience of the first video call between the classes. Use your notes to help you. You should include the following points:

- What were some of the similarities between your schooling experience and theirs? What were some of the differences?
- What was similar in how you and the students at the partner school envisioned a quality education? What was different?
- Compare and contrast some of the ideas for how school could be improved.
- What surprised you about the call?

### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.W.8.2

<http://www.corestandards.org/ELA-Literacy/W/8/2/>

CCSS.ELA-LITERACY.W.8.3

<http://www.corestandards.org/ELA-Literacy/W/8/3/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

CCSS.ELA-LITERACY.W.9-10.3

<http://www.corestandards.org/ELA-Literacy/W/9-10/3/>

### **Short essay:** Consider the video call and interview experience.

Write a 1-2 page essay based on your experience of the first video call between the classes. Use your notes to help you. You should include the following points:

- What was it like for you to talk with students living in another country?
- What did you expect? What was different? What surprised you?
- If you were to do the interview again, what would you do again? What would you do differently?
- Did the questions posed and any follow up questions facilitate a good conversation? If so, why do you think that is? If not, what could you do to improve the questions for next time?

### **Common Core State Standards Alignment**

CCSS.ELA-LITERACY.W.8.2

<http://www.corestandards.org/ELA-Literacy/W/8/2/>

CCSS.ELA-LITERACY.W.8.3

<http://www.corestandards.org/ELA-Literacy/W/8/3/>

CCSS.ELA-LITERACY.W.9-10.2

<http://www.corestandards.org/ELA-Literacy/W/9-10/2/>

CCSS.ELA-LITERACY.W.9-10.3

<http://www.corestandards.org/ELA-Literacy/W/9-10/3/>

# LITERACY ASSIGNMENT 4

## Research project guidance

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The My Voice-My School Quality Education Research project provides teachers and their students with a formal structure for developing and assessing students' literacy skills as part of the program.

The research report can be written in conjunction with lessons 4 to 9 of the My Voice-My School project and can be set as home learning activities or completed in additional lessons during the project.

Students will benefit from having access to:

### **Literacy assignment 5 Research project structure**

This provides a step-by-step guide for students to complete the research project.

### **Literacy assignment 6 Research project ideas**

This provides a range of ideas for the focus of the research project, using the eight areas of Global Goal 4: Quality Education as a guide.

Rubrics have also been developed, which will assist students in understanding their success criteria and teachers in assessing the work and providing feedback:

### **Literacy assignment 7 Research project Middle School mark scheme**

### **Literacy assignment 8 Research project High School mark scheme**

## **Alignment with Common Core State Standards**

By supporting students to complete the Research project, they will work towards the following Common Core State Standards:

### **Middle School**

CCSS.ELA-LITERACY.W.8.1  
CCSS.ELA-LITERACY.W.8.2  
CCSS.ELA-LITERACY.W.8.4  
CCSS.ELA-LITERACY.W.8.5  
CCSS.ELA-LITERACY.W.8.7  
CCSS.ELA-LITERACY.W.8.8

### **High School**

CCSS.ELA-LITERACY.W.9.1  
CCSS.ELA-LITERACY.W.9.2  
CCSS.ELA-LITERACY.W.9.4  
CCSS.ELA-LITERACY.W.9.5  
CCSS.ELA-LITERACY.W.9.7  
CCSS.ELA-LITERACY.W.9.8

### Further resources for developing research skills

Each of these resources have detailed instructions on research-related tasks and skills including:

- Narrowing a research topic
- Developing a thesis statement
- Taking notes
- Citing sources/plagiarism
- Developing an outline

#### Middle School

Research Paper and Report Writing

[http://www.glencoe.com/sites/common\\_assets/workbooks/language\\_arts/rprw/68rprw.pdf](http://www.glencoe.com/sites/common_assets/workbooks/language_arts/rprw/68rprw.pdf)

8th Grade Research

<http://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/4057/8th%20Grade%20Research%20Packet%202013.pdf>

8th Grade Research Project

<http://kathymcqueen.cmswiki.wikispaces.net/file/view/8th+Grade+Research+Project+Packet.pdf>

Scaffolding methods for research paper writing

<http://www.readwritethink.org/classroom-resources/lesson-plans/scaffolding-methods-research-paper-1155.html?tab=4#tabs>

Evaluating Web Pages

<http://www.readwritethink.org/classroom-resources/lesson-plans/inquiry-internet-evaluating-pages-328.html>

#### High School

Research made easy: A step-by-step guide to writing the 12rx research paper

[http://www.sewanhaka.k12.ny.us/cms/lib3/NY01001491/Centricity/Domain/1349/Research\\_Made\\_Easy%20revised.pdf](http://www.sewanhaka.k12.ny.us/cms/lib3/NY01001491/Centricity/Domain/1349/Research_Made_Easy%20revised.pdf)

Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/resource/677/01/>

A Research Guide for Students

<http://www.aresearchguide.com/>

# LITERACY ASSIGNMENT 5

## Research project structure

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**My Voice-My School**  
**Quality Education Research Project**  
**(aligns with lessons 4-9)**

Assignment	Due Date	Grade
<p><b>Step 1:</b> Select one of the eight themes of Global Goal 4 that most interests you:</p> <ol style="list-style-type: none"><li>1. Access to education</li><li>2. Education for employment</li><li>3. Inclusive education</li><li>4. Literacy and numeracy</li><li>5. Values-based education</li><li>6. School environment</li><li>7. Scholarships</li><li>8. Teacher training</li></ol>		
<p><b>Step 2:</b> Narrow your topic into a feasible research project. Consider what aspect of the topic interests you. Think about the Who? What? Why? When? Where? and How? of the topic. You will need to generate a research question. Have a look at the research project ideas document if you need some additional help with this.</p> <p><b>Turn in:</b> a brief 3-5 sentence overview of your proposed research topic, including a research question and why this topic is important to your group.</p>		____/5
<p><b>Step 3:</b> As a group, conduct a brief literature review of your topic. Each person should identify five sources. Be sure to:</p> <ul style="list-style-type: none"><li>- Evaluate each source for reliability</li><li>- Write the citation of the source</li><li>- Take notes on each source</li></ul> <p>Each person should present what they found to the group.</p> <p><b>Turn in:</b> a copy of your notes on each of the five sources, including full citations of each source.</p>		____/15
<p><b>Step 4:</b> As a group, decide what information you need from the community. Think about:</p> <ul style="list-style-type: none"><li>- How is your topic relevant to your school/your community?</li><li>- What information would help you better understand this topic in your community?</li></ul> <p><b>Design a survey</b> to get the information that you need.</p> <p><b>Turn in:</b> a copy of the survey</p>		____/15

# LITERACY ASSIGNMENT 5

## Research project structure

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Assignment	Due Date	Grade
<p><b>Step 5:</b> <b>Conduct your survey</b> in the community. Each member of the group should survey at least five people.</p> <p><b>Turn in:</b> the results of your survey</p>		___/10
<p><b>Step 6:</b> Review the information you learned from the survey combined with the information you learned from your literature review. Based on this information, <b>decide on your ideas for improving education</b>. Keep in mind:</p> <ul style="list-style-type: none"><li>- Are your chosen ideas only appropriate for your school or are they more universal?</li><li>- How achievable are your ideas, and how easy might they be to share with other schools?</li><li>- How has your research shown that they might be effective?</li><li>- How has your survey work shown that they take the view of the school and local community into account?</li></ul> <p><b>Turn in:</b> a short narrative (1-2 paragraphs) about each of your ideas for improving education. Use the writing frame for education ideas to support you.</p>		___/10
<p><b>Step 7:</b> <b>Share your ideas with your peers at the partner school.</b> What feedback did they have? How will you change your ideas to accommodate their feedback? Make edits as necessary.</p> <p><b>Turn in:</b> 1-2 paragraphs about the feedback from your peers at your partner school.</p>		___/5
<p><b>Step 8:</b> As a group, use the <b>advocacy campaign handouts</b> to design your education campaign. Keep in mind:</p> <ul style="list-style-type: none"><li>- What education campaign would be relevant for your school/community?</li><li>- Which groups are you trying to influence?</li></ul> <p>For example:</p> <ul style="list-style-type: none"><li>- If you chose 'access to education', you could conduct a campaign to raise awareness of gender disparities in drop-out rates.</li><li>- If you chose school environment, you could hold an event for the local community to talk about litter issues.</li><li>- If you chose values-based education, you could conduct a campaign teaching people about human rights.</li></ul> <p><b>Turn in:</b> a completed advocacy campaign handout.</p>		___/10

# LITERACY ASSIGNMENT 5

## Research project structure

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Assignment	Due Date	Grade
<b>Step 9:</b> Work with your teacher to carry out your advocacy campaign.  <b>Turn in:</b> 1-2 page reflection on the campaign, what you did, how it went, how it felt to advocate for education quality in your community.		___/20
<b>Step 10:</b> Write a press release about your quality education campaign.  <b>Turn in:</b> a copy of your press release. Work with teacher to disseminate it.		___/10
<b>TOTAL GRADE</b>		___/100
<b>Step 11:</b> Independently, write a 4-6 page (for Middle School) or 8-10 page (for High School) research paper about the topic you selected in step 2.  Be sure to: <ul style="list-style-type: none"><li>- Review your sources and notes.</li><li>- Based on your understanding of the topic, develop a thesis statement.</li><li>- Continue conducting research you should have at least eight sources.</li><li>- Write an outline of your paper.</li><li>- Write a rough draft of your paper.</li><li>- Revise your paper based on feedback from the rough draft.</li></ul>		___/100

# LITERACY ASSIGNMENT 6

## Research project ideas

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Below are suggested research questions to help you narrow down your research topic. You may choose one of the questions below, or develop your own. For each of the following topics, consider comparing two different countries, such as your own and your partner school's country.

### Middle School

- Why do students drop out of school (in x and y countries)?
- Why do some students never enrol in school (in x and y countries)?
- Why do more boys attend school than girls/more girls attend school than boys (in x and y countries)?
- Do certain populations experience higher dropout rates than others? Why?
- What is the high school graduation rate in my school district? Does it vary among gender/class/race? Why is that?

### Education for employment

- What are some of the skills needed for employment? Are these skills being taught in your school or your partner school?
- How are schools/school districts/governments/organizations implementing vocational training in schools?
- What afterschool programs exist to support education for employment? Who attends them and how do they work?
- What skills are needed for jobs you and your peers wish to do? Are those skills incorporated into schooling? Why/not?
- Does a college education really prepare students for the work force?
- What are people's attitudes towards TVET (technical, vocational education and training) programs?

### Inclusive education

- Why do children with disabilities have lower rates of school enrolment/school completion?
- How are schools using social media to attract students with disabilities to their schools?
- What technologies are available to support students with special learning needs? How are these technologies incorporated into schools?
- What is your school policy on special needs students? How can this policy be improved?
- What are the advantages and disadvantages to mainstreaming students with special learning needs?

### Literacy and numeracy

- What are the challenges of teaching literacy and numeracy skills to adults?
- Why do some adults have limited literacy and numeracy skills?
- What is being done to improve adult literacy and numeracy? (choose one or two countries as your focus)
- What is literacy and numeracy? Why is it important for all adults to have literacy and numeracy skills?

### Values-based education

- What are the impacts of teaching conflict resolution in schools?
- What is human rights education? How is it implemented in schools? (choose one or two countries as your focus)
- How do schools engender an appreciation of cultural diversity?
- Is it the responsibility of the family or of schools to teach cultural diversity and gender equality? Why?
- What are the values ingrained in your school's curriculum? How are they taught?

# LITERACY ASSIGNMENT 6

## Research project ideas

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### School environment

- How does school environment impact student learning?
- How does an urban school environment compare to a rural school environment?
- What is your school environment like? Does it provide a safe, non-violent, inclusive and effective learning environment?
- What are the local and national policies regarding disability accessibility in schools? How are those policies implemented?

### Scholarships

- Identify a scholarship program that brings international students to other countries (for example, the Kennedy Lugar Youth Exchange and Study program, <http://yesprograms.org>, Amideast Hope Fund Project). What does this scholarship program do? Why is it important to international students? Why is it important to the host country?
- Is a scholarship program that brings students from developing countries to study in developed countries the best way to promote quality education?

### Teacher training

- What makes a teacher effective? How should teachers be evaluated for effectiveness?
- Compare and contrast teacher training programs in two countries.

# LITERACY ASSIGNMENT 7

## Research project Middle School mark scheme

page 1 of 1

Category	Points	Teacher's Comments
<b>Paper organization and style</b>	<b>40</b>	
<ul style="list-style-type: none"> <li>- The paper's topic is not too broad and not too narrow.</li> <li>- The paper includes an introduction, body and conclusion.</li> <li>- The development, organization, and style of the paper appropriate to task, purpose, and audience.</li> <li>- The introduction includes a clear thesis statement, which presents the main argument of the paper.</li> <li>- Each paragraph contains a topic sentence with evidence throughout the paragraph that supports the topic sentence.</li> <li>- The information in the paper supports the thesis statement.</li> <li>- The paper develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>- The paper uses appropriate and varied transitions to create cohesion and clarifies the relationships among ideas and concepts.</li> <li>- The paper is well organized, flows logically, with smooth transitions between ideas.</li> </ul>		
<b>Source and citations</b>	<b>30</b>	
<ul style="list-style-type: none"> <li>- The paper includes at least eight citations from a range of sources.</li> <li>- Ideas in the paper are supported with evidence from outside sources.</li> <li>- Quotations used within the text are cited correctly.</li> <li>- Author attributes ideas that are paraphrased in the text to its authors with correct internal citations.</li> <li>- Paper includes a works cited page in correct format.</li> </ul>		
<b>Grammar and mechanics</b>	<b>30</b>	
<ul style="list-style-type: none"> <li>- The paper is free of misspellings and typos.</li> <li>- Sentences use proper punctuation and the paper is free from run-ons.</li> <li>- The paper is written in formal English with no slang.</li> <li>- The paper is neat, legible, and presented in proper format (MLA, APA, etc.).</li> </ul>		

# LITERACY ASSIGNMENT 8

## Research project High School mark scheme

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Category	Points	Teacher's Comments
<b>Paper organization and style</b>	<b>40</b>	
<ul style="list-style-type: none"> <li>- The paper's topic is not too broad and not too narrow.</li> <li>- The paper includes an introduction, body and conclusion.</li> <li>- The development, organization, and style of the paper appropriate to task, purpose, and audience.</li> <li>- The introduction includes a clear thesis statement, which presents the main argument of the paper</li> <li>- Each paragraph contains a topic sentence with evidence throughout the paragraph that supports the topic sentence.</li> <li>- The information in the paper supports the thesis statement</li> <li>- The paper develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>- The paper uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>- The paper is well organized, flows logically, with smooth transitions between ideas</li> </ul>		
<b>Source and citations</b>	<b>30</b>	
<ul style="list-style-type: none"> <li>- The paper includes at least eight citations from a range of sources.</li> <li>- Ideas in the paper are supported with evidence from outside sources.</li> <li>- Quotations used within the text are cited correctly.</li> <li>- Author attributes ideas that are paraphrased in the text to its authors with correct internal citations.</li> <li>- Paper includes a works cited page in correct format.</li> </ul>		
<b>Grammar and mechanics</b>	<b>30</b>	
<ul style="list-style-type: none"> <li>- The paper is free of misspellings and typos.</li> <li>- Sentences use proper punctuation and the paper is free from run-ons.</li> <li>- The paper establishes and maintains a formal style and objective tone.</li> <li>- The paper is neat, legible, and presented in proper format (MLA, APA, etc.).</li> </ul>		