

## Lesson plan:

**Note:** I normally use a webquest template that requires access to the school network and the program, FrontPage. After returning to school, I will be able to full develop this curriculum using that template.

**Content:** Computer literacy integrated with language arts and social studies curriculum.

**Materials:** Computer with internet access, email-capable, Microsoft Office

**Strategies:** Direct Instruction of key concepts, independent research for in-depth study, peer tutoring

### Objectives:

1. Students will accurately complete a Webquest that supplies background information on how a bill moves through Congress.
2. Students will accurately complete a teacher-created chart to report research on an issue that provide two or more sides to an argument that will support or refute key arguments for and against a bill before Congress.
3. Students will accurately depict the flow of a bill using the drawing tools in Microsoft Word.
4. Students will score 80% or better on a rubric that demonstrates their use of Microsoft Word and its readability tools to compose a formal letter that uses proper grammar, spelling, salutation and composition to a Congressman supporting his or her belief on a key legislative bill.

### Assessment:

\_\_\_\_ (10 points) Steps 1-4 of Congress Webquest that demonstrates using hyperlinks to research and report information from the internet. The completed worksheet will must be complete and correct.

\_\_\_\_ (10 points) Step 5 of Congress Webquest that demonstrates using the draw toolbar to accurately depict information in a diagram. The completed diagram must be complete and correct.

\_\_\_\_ (10 points) Step 6 of Congress Webquest that demonstrates research skills for finding opposing arguments on a specific topic. The completed chart must be complete, correct and comprehensive. It must depict the major arguments for and against the bill, as reported on the Congressional site – not the television news reports or on talk radio, unless it is also in the actual arguments for and against.

\_\_\_\_ (20 points) Step 7 of Congress Webquest that demonstrates using a letter template and the spelling, grammar and readability tools in Microsoft Word to write a persuasive letter to your Congressman. This letter will be transferred as an email on the Congressman's website.

\_\_\_\_ (5 points extra-credit): Peer tutoring. Must have student signature and descriptive statement on what was learned from the tutoring.

\_\_\_\_ (5 points extra-credit): Peer review. Must show evidence that another student read your work and found it complete and correct.

### Skills needed:

Regular attendance, Persistence, Completion of Microsoft Word unit, Completion of Modesto City Schools Internet Driver's License, sixth-grade reading level.

### Product:

Letter to Congressman that addresses a specific bill.

**Activities:**

1. Use the [Ben's Government](#) website to answer the following questions:
  - a. Name the Three Branches of Government and identify their main role.
    - 1.
    - 2.
    - 3.
  - b. How many **Senators** are currently in the U.S. Senate?
  - c. How many **Representatives** are currently in the U.S. House of Representatives?
  - d. How many **Representatives** are from your state?
2. Go to the [White House](#) web site to find the names of some of the important members of the President's Cabinet.

- Speaker of the House =
- Secretary of State =
- Secretary of Defense =
- Secretary of Education =
- Attorney General =

3. Link to the [Supreme Court](#) web site to find out the names of the current members of the United States Supreme Court. Put an \* next to the name of the Chief Justice of the Supreme Court. Here's another site with additional information called [factmonster.com](#).

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

4. Use the [congressmerge.com](#) website to find out the following. You might need your 9 digit zip code from the [zip4.usps.com](#) website.
  - a. **Congressional District** you live in:
  - b. Show the name and address of the **U.S. Representative** from your Congressional District:
  - c. List the **U.S. Senators names and addresses** from your state:

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5. Use [bensguide.gpo.gov](http://bensguide.gpo.gov) website to U.S. Government to draw a diagram that depicts how a bill becomes a law - use the drawing tools in Microsoft Word - if you do not see the drawing tools, go to View-Toolbars-Drawing. Use the print preview tool to ensure that the drawing takes no more than one page. The orientation of the document is your choice.
  
6. Now, you will research <http://congress.org> or at <http://thomas.loc.gov> to find a bill that is currently before Congress. **Record your arguments in favor or against one of these bills.**

Bill Number:

Bill Title:

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Arguments For:	Arguments Against:
My position:	Why I am taking this position:

7. Write a letter that states the arguments for, the arguments against, your position and why the congress member should vote your position! Use the three-paragraph format recommended on this [website](#). Keep it simple, to the point and cite examples!

<p style="text-align: center;"><b>Richard Jones</b> <b>Lesson Plan: Economics Concepts Application</b></p>
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### **Lesson Overview**

This lesson I have designed below was meant to run for several weeks. The initial concept development will take about one week, but the application of the concepts will take place every Friday for the remainder of the semester. What I have done with my internship is to take the role of Frito Lay's Business Unit Leaders(BUL), combine it with the job duties of the route driver I shadowed, and create an opportunity for my economics class to run their student snack bar. Each student will act as BUL and salesperson for one week. They will analyze product supply and demand and profit margins; moreover, they will have to examine how technology helps or hinders the business practice.

### **CA State Standards Addressed**

**12.1 Students understand common economic terms and concepts and economic reasoning.**

**12.2 Students analyze the elements of America's market economy in a global setting.**

2. Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
5. Understand the process by which competition among buyers and sellers determines a market price.
8. Explain the role of profit as the incentive to entrepreneurs in a market economy.

**12.4 Students analyze the elements of the U.S. labor market in a global setting.**

2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

### **Curriculum Subject Matter and Instructional Strategies**

This series of lessons addresses the CA State Standards for 12th Grade Economics listed in the previous section of this lesson plan. The curricular materials used for these lessons will include several PowerPoint discussions regarding the content of the economics course as well as discussions regarding the use Microsoft Excel and Word. The other curricular materials will be the products sold at the student store (explained later). The instructional strategies will include Direct Instruction discussions about fundamental economic terms, collaborative group examinations of Frito Lay documents used for measuring these concepts, assessments, and individual assignments and tasks related to sales and profit calculations.

## **Objectives**

1. 100% of students will complete guided note-taking handouts for understanding economic terms and concepts. A pre-test and post-test will be used to gauge their understanding of these fundamental concepts.
2. 100% of students will complete weekly calculation tables and discuss their findings in terms of profits and consumer demand. I will be meeting one-on-one to discuss each student's understanding and how they see the results.
3. 100% of students will complete a final reflection to evaluate their experience in terms of what they learned, how it will impact their futures, and improvements that can be made to the activities.

## **Activities**

Activity 1: The first few days of this activity will be spent defining the basic economic terms used in the business world. It is the first CA State Standard for economics because no further discussions of economic trends and analysis can occur without first knowing the language. In order to accomplish this we will utilize direct instruction discussions and EL vocabulary building cards.

Activity 2: Once students have an understanding of what economics is and how things are examined in business, we can then turn our attention to practicing with real-world documents from Frito Lay. Students will be asked to calculate profits and demand based on what they see in the papers. Students will be guided from teacher-modeling to independent practice. This should take approximately 2 days.

Activity 3: Students will be guided through the process of creating the student snack bar. I will describe the available items (given state health codes). They will then calculate profits for each product and start to brainstorm which they would like to try first.

Activity 4: The snack bar will open under group control (by majority vote) so that everyone gets a fair idea of how things are selling and what changes need to be made before taking individual control for a week. This will take 2 weeks to establish a pattern before individual control can take place.

Activity 5: Students will take individual control as Business Unit Leader and sales representative. This means they will have to calculate profit and demand for the week. They will also be able to decide what to sell and how to market those items for the week. They will apply the information to the same type of tables used by Frito Lay. This will take 14 weeks. In-class

discussions will occur during the beginning of the period on Fridays. The other days of the week will be spent focusing on other curricular standards.

Activity 6: We will use the final week to take the post test and complete a personal reflection. Students will describe what they learned, how it has impacted their futures, and what changes they would make to the activity. I will use the test scores and personal reflections to determine whether or not to continue the activity with the next economics class.

### **Assessments**

1. A pre-test and post-test will be given to see if students understand and can apply the economic concepts we study during the lessons.
2. I constantly monitor my class discussions with Checking For Understanding questions to see how students are progressing with the material.
3. Individual learning will be assessed by combining test scores with a personal reflection piece.

### **Products**

1. Students will produce weekly sales charts and analyze sales figures using Microsoft Excel and Word.

### **Final Comments**

This is a difficult project and thus it is hard to determine how students will treat the opportunity to make the material relevant. It is my hope that they will all benefit greatly because they will see that economics is not simply about learning terms and passing test; rather, it is about applying those skills to a real-life trade and seeing how to continuously improve.

## Lesson Plan

Government 12<sup>th</sup> Grade

Standard(s): Social Science 12.7.2

### Curriculum/Instructional Strategies:

- Articles/information about laws, propositions or issues the state legislature is currently dealing with.
- Cooperative learning groups to analyze information
- Students will write a professional letter.

### Objectives:

- Students will learn/analyze what the state legislature is currently working on/ issues being discussed.
- Students will work together as a group to gather and decipher information.
- Students will incorporate information gathered/analyzed as well as their opinions in a professional letter.

### Procedures:

Introduction: Journaling

Students will journal for five minutes then student/class discussion.

Question: How would you rate the State of California's government? 1-10 Why?

Things to consider: things you see as good/bad in the state of California. i.e. laws, propositions, education, the economy, the government itself anything the state legislature deals with. This will allow you to find out what the students already know.

Activities:

- 1) Review what students have already learned in previous lessons about state government. Oral questions and answers using popsicle sticks.
- 2) Break students up into groups of four and hand out articles/information about things the state legislature is dealing with. Together have students look over the information and answer the following questions. Each student should have their own sheet of paper to write down the answers.
  - a. What is this article about?
  - b. What are the pros/cons of what the legislature is considering
  - c. What does the group think the legislature should do? Why?
  - d. What do you think the legislature should do? Why.Give each group about five minutes and then have them switch with another group and answer the same questions about the new information. Do this 3-4 times depending on the information and number of groups.
- 3) Have the students separate themselves and have them choose the topic that interests them most. Using the information they have collected have the students write a letter to their Senator or Assemblyperson from their district telling them what they think about the issue they have chosen and how they feel that senator/assemblyperson should vote and why or what that senator/assemblymen should do and why.

- 4) Collect the student information and letter to grade. Mail the letters so the students will receive a response from that senator or assembly person.

Follow-Up: Have a class discussion about what was most important to the students and what will happen to their letters and opinions once they have reached the senator/assemblypersons office.

**Assessment:**

During the group collaboration the teacher should be walking around and monitoring student activity/discussions. The teacher will also receive at the end of the lesson information gathered by the student and the letter written to the senator/assemblyperson. This will allow the teacher to assess whether or not students understood the material and how they used it to for their own opinions for the senator. The follow-up will allow the teacher to orally quiz the students on the information and discuss question/comments students may have about the information or the process.

**Product:** professional letter written by the students as a form of communication with their senator/assemblyperson.

## Lesson Plan

School Site: Turlock High School  
Intern Site: Stanislaus County Probation Department

**Curriculum/Instructional Strategies:** The curriculum will be tied to Social Studies or available to classrooms where students are assigned due to severe discipline, conduct, and attendance issues such as 9<sup>th</sup> Grade Opportunity or Ascend. The teacher will have some general background knowledge related to the area and an introduction to the lesson/topic will be introduced via an oral presentation with handouts and visual effects such as graphs, photos, and statistical data. Students will be allowed to work in groups and modifications will be made to students with active IEPs.

**Objectives:** Students will gain a broader understanding of the state's judicial system and the legal ramifications related to poor and misguided behavior. Students will become familiar with California Penal Codes, State Vehicle Codes, and Health Codes. In addition, students will acquire an increased knowledge and comprehension of the consequences available to juveniles as a result of an arrest and court conviction. In addition, students will acquire career information and educational requirements related to the various careers within law enforcement.

**Activities:** Students will be issued codes from the aforementioned California Codes via numerous resources (i.e. handouts, flyers, manuals, court reports). Guest speakers will be invited into the classroom from various agencies and departments from throughout the county (i.e. Turlock Police Department, Stanislaus County Probation Department, Juvenile Hall, District Attorney's Office). Students will give an oral presentation to the class along with creating a PowerPoint presentation outlining an organizational chart and time line indicating the process and procedures a youth will take from the time of an arrest to the conclusion of their court-appointed sentence.

**Assessment:** Students' participation will be observed throughout the lesson. Points are to be awarded for time on task. Student journal writing will be collected at the conclusion of class (course expectation requires daily journal entries). Students will be awarded points based on oral presentation and final report at the conclusion of the lesson.

**Products:** Students will create and give an oral presentation to class. They will be expected to create a power point related to their specific assigned code (randomly assigned to students by teacher via a drawing) and lastly, students will create an organizational chart and time line indicating the process and procedures a youth will take from the time of an arrest to the conclusion of their court-appointed sentence.