

Virginia Barr  
Turlock High School  
Modesto Bee

**Curriculum/ Instructional Strategies:**

In journalism our curriculum will come from the School Newspaper Adviser's Survival Guide by Pat Osborn, and the Newspaper Designer's Handbook by Tim Harrower. In this unit the students will be asked to learn the basic and some intermediate applications of Adobe Indesign. As a final assessment of their skills the students will be asked to create a front page layout using 10 optional articles and accompanying artwork.

**Instructional Strategies:**

My instructional strategies will focus around modeling, scaffolding and hands on manipulation of the materials before creating the digital image.

**Objectives:**

- Students will create a front page with a minimal number of jumps to the back page.
- Students will use the “raw” art provided as well as Photoshop to create varied, color converted and sharp images appropriate to the stories used.
- Students will graph at least one article’s accompanying data and place it within the layout.

**Activities**

Students will begin this unit with using the Indesign to do simple placement and manipulation of text, and the use of Photoshop to make small changes to “raw” photographs. We would make games out of using Photoshop to discover what the pictures contain (exercise in tint and color correction), designing fliers for concerts and movie openings (simple layout and practice in information organization). Students would use dummy/ copy sheets to literally cut and the articles/ art it and paste into place.

---

Sarah Bosch

English Literature Teacher Honors 10 & AP 12

Patterson High School

# **Lesson Plan-Honors English 10 College Prep**

## **Bias**

### **Overview**

This lesson introduces students to the concept of bias or slant, in newspapers and in television newscasts. Students begin by comparing three newspaper articles about the same news event – each reported from a different perspective. They then explore the role the of the editor in determining the slant of a story and analyze the titles of newspaper stories for slant or bias. Once students have looked at newspapers, they will use viewing logs to analyze television newscasts from two different television stations.

These newscasts will be analyzed based on language usage, story selection and story order.

### **Objectives**

Students will:

- recognize how a single event could generate more than one news story
- identify a point of view or bias, based on the language used
- experience and understand the role of subjectivity and perception in the media
- understand the role of the "editor"
- critically analyze or deconstruct two newscasts for potential bias through comparison, focusing on language, story selection and story order

### **Curriculum Preparation and Materials-The Inquiry Method**

Photocopy class handout articles:

Photocopy class handout articles:

- **"Sir Sam steps down!"** [http://www.media-awareness.ca/english/resources/educational/handouts/broadcast\\_news/sir\\_sam\\_steps\\_down.cfm](http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/sir_sam_steps_down.cfm)

- 
- "[Hughes fired from cabinet](http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/hughes_fired_from_cabinet.cfm)" [http://www.media-awareness.ca/english/resources/educational/handouts/broadcast\\_news/hughes\\_fired\\_from\\_cabinet.cfm](http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/hughes_fired_from_cabinet.cfm)
  - "[Humphrey discounts allegations](http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/bias_news_lesson.cfm)" [http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast\\_news/bias\\_news\\_lesson.cfm](http://www.media-awareness.ca/english/resources/educational/lessons/secondary/broadcast_news/bias_news_lesson.cfm)
  - [News Judgment](http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/bw_news_judgement.cfm) [http://www.media-awareness.ca/english/resources/educational/handouts/broadcast\\_news/bw\\_news\\_judgement.cfm](http://www.media-awareness.ca/english/resources/educational/handouts/broadcast_news/bw_news_judgement.cfm)

\*Local News, CNN, BBC, Fox News, etc.

## The Lesson

### Activity One

- Divide my class into groups of three or four.
- Using the *Sir Sam Hughes* story in this lesson, hand out "Sir Sam steps down!" to one side of the class and "Hughes fired from cabinet" to the other side.

### Product:

- Have students read their particular article and jot down a list of words in their notebooks that would describe Hughes, based on the information in front of them.
- Ask for descriptive words from one side of the room only. *A fairly uniform picture of Hughes will emerge. It will, however, be totally different from the picture which the students on the other side have formed.*

This class exercise illustrates how bias or slant operates, by presenting only one side of a story.

### Activity Two

Hand out "Humphrey discounts allegations" and ask students to complete the assignment. This exercise allows you to introduce the following terms:

- **placement** – where news stories are located in the paper, by section and page
- **editor** – the person who decides which news to print or broadcast and which stories to hold back

In this exercise, each student is playing the role of the editor.

Once students have completed their assignments, discuss their answers as a class.

It's important to note that blatant bias may be hard to find and that each network has only so much time to present a picture of the world, so editors make

---

decisions that affect how we view current events. Sometimes what we perceive as bias may be far from intentional on the part of the news network or newspaper.

### **Product:**

Distribute the student handout News Judgment and discuss these points with students. Students write this in their notebooks.

### **Activity Three**

The concepts of bias can be explored by comparing how different newspapers treat similar stories. For example here are three headlines that appeared dealing with the same news item:

*Globe and Mail:* "**Senate votes 80-1 to give up \$6000**"

*Toronto Star:* "**Repentant senators hand back \$6000 hike**"

*Toronto Sun:* "**SENATE WAKES UP**"

### **Product:**

Ask your students how each title affects their perceptions of the issue. Students write this in their notebooks.

### **Homework:**

Ask students to compare the two pre-recorded newscasts, analyzing them for language usage, story selection and story order. *Fox News versus Local News versus CNN or BBC*

- Divide the class into groups of four.
- For both newscasts, ask students to list each story and note whether there was:
  - a live anchor-reporter interview
  - a taped report from a reporter
  - videotape footage with a commentary read by the anchor
  - straight news copy read by the anchor without accompanying visuals
- Also ask students to note the running time for each item:

Number -	Run Time	Story Time	Story	Anchor-Reporter	Video
1.) _____					
2.) _____					

## **Product:**

Have students compare similar stories on both newscasts and answer the following questions and write the similarities in their notebooks:

- Where did the story appear in each newscast?
- How much time was it given?
- Was there video, or just straight copy?
- Was a reporter sent to cover the story?
- Was it a FOX reporter, a CNN reporter, or one from another news organization?
- Is one network missing a "big" story? Why?

Students can compare top stories or "light" final newscast items; the flow of national and international stories; or the ratio of "hard" news or political news to "soft" news or human interest stories.

Have each group put together a package consisting of a local news log, a CNN log, etc. and a conclusion.

## **Assessment:**

The conclusion and assessment can address questions such as those suggested above.

In their conclusion, students might also try to determine which newscast appears to be more objective, more free of bias:

On what do they base their conclusions?

If they had been the editors, what choices would they have made?

\*Students will be based on depth of thought, clarity, use of Journalism jargon and whether or not the daily assignments were completed thoroughly.

## 7<sup>th</sup> Grade Language Arts

### **Curriculum:**

In 7<sup>th</sup> Grade Language Arts, our curriculum will come from the novel *Where the Red Fern Grows*, by Wilson Rawls. In this unit, the students will learn the character traits of the main characters, as well as the themes and point of view of the novel. The students will have a writing activity and accompanying video project using video cameras.

### **Instructional Strategies:**

Throughout the reading of the novel, my instructional strategies will include modeling, scaffolding, peer assistance, choral response, pair share, small groups, and hands on manipulation of video equipment.

### **Objectives:**

- Students will create a writing assignment, which will reflect the criteria of the activity they choose.
- Students will film, direct, and act in a video production based on a student's writing assignment.
- Students will evaluate other students' video projects to determine if criteria is met.

### **Activities:**

Throughout the reading of the novel, students will learn about the character traits of the main characters, as well as the themes and point of view of the novel through note-taking, discussions, and hand-outs. The students will be given a choice of one of the following writing activities:

- Rewrite an important scene from the novel. The rewrite should not be word for word. The students may get creative to reveal an alternative point of view, as well as creative dialogue and action to emphasize the character traits and themes expressed in the scene.
- Write a television commercial with the main character, Billy Coleman, and his dogs representing a product (for example: dog food, dog treats, hatchet sharpeners, lantern oil, hunting boots). The dialogue and actions presented in the commercial must reflect one character trait of Billy, as well as present a common theme from the novel.
- Write the voice-over narration for a movie trailer for *Where the Red Fern Grows*. This writing assignment must include at least four one-sentence scenes that might be part of the movie. Each of these one-sentence scenes must reflect either a character trait or theme from the novel.
- Write a newscast reporting on an exciting event from the novel. The newscast must have two co-anchors "in studio," as well as two "on location" reporters interviewing "witnesses." The dialogue of the witnesses must reveal the character traits of the characters being discussed. The "in studio" co-anchors must include the mention of at least one theme presented from the report.

### **Video Activity:**

The students will be placed in groups and will choose a group member's writing activity to film. Students will be given time for pre-production to discuss group members' duties, decide acting parts, filming location(s), props (if needed), and quality control (has all the criteria of the writing assignment been met?). Students will be given time for production of the video. When the filming of the video projects is complete, I will digitize the video into the computer, do some simple editing, titles, and credits, and turn the project into a video file to share with the other classes for evaluation.

### **Assessment:**

Students will be given a questionnaire/evaluation sheet for each video project. Students will be answering the following questions after viewing the projects:

- If the video presents an alternative point of view, from whose point of view is the project presented?
- What themes are present in the video?
- What character traits are presented for the characters?
- List two examples of how the filmmakers were creative to show theme, character traits, and/or point of view.

### **Product:**

- Writing project
- Video project

**Instructional Strategies:**

In my CP English Literature class my students are taught writing conceptions, listen and speaking skills and presentation skills. They are to present to their peers 4 times a year, at each quarter mark, a topic of their choice. For this assignment I will have my students each research a marketable product and create an ad AND PowerPoint to promote at an event, the product researched. They will be learning skills in Marketing and Communications with the awareness of this career field as well as meet the California State Content Standards for 11<sup>th</sup> Grade English Language Arts. I will utilize direct instruction and individual research by the student.

Materials needed:

1. Lesson Plan
2. Sample PowerPoint and brochures for student examples
3. Computer
4. Internet
5. PowerPoint
6. Inkjet or laser Printer
7. Flat screen/overhead projector or other presentation hardware

**Objectives:**

1. Students will learn research skills and the ability to market a product.
2. Students will learn the importance of the ability to communicate by presentation and promotion.
3. Students will enhance basic presentation skills with regard to listening and speaking abilities applied to real world career tasks.

**Activities:**

1. Students are shown by the teacher a presentation on Powerpoint promoting a local retail store. A video is attached and an interview with customers.
2. Students are given a flyer promoting a 30% off sale on all merchandise for a 2-day sale.
3. After the presentation, students are asked multiple questions for discussion on how they felt about the presentation and flyer.
4. Students will be given a questionnaire about the product, as if they were completing a customer review survey.
5. Group discussions are implemented by all students teaming into 3-4 people per group.
6. Students are asked to list 4 commercials that stand out to them and why they remember them.
7. Students will write their lists and decide if they were prompted to want to buy something or go somewhere after their commercial viewing was completed and remembered.
8. Students will then list the qualities of great promotion. What makes a product marketable? Does it need to live up to its name if it is promoted highly?
9. Students will separate and be assigned the task to promote a product or event by a Powerpoint presentation and a flyer/mailed/ad or something of that nature for the purposes of Marketing and Communications.
10. Students will grade one another on survey cards presented by the teacher.
11. Students will be instructed to wear "Dress for Success" dress code attire, required in our school dress code for their presentation.
12. Students will be assigned a presentation day.
13. Students are instructed to use the computers and printers in the class to work on their presentation.

**Assessment:**

Students are assessed by teacher rubric and assessed by peers on evaluation cards. Pre-assessment will occur during teacher review of evaluation cards from the teacher presenting the retail store.

**Products:**

Students will utilize PowerPoint and produce a PowerPoint with the use of video, interviews, etc. They will also produce a flyer or ad as a product to promote awareness or sell or advertise. Students will produce peer evaluations on evaluation cards.

Tim Ericksen  
SPIE Intern  
Spie lesson plan

Curriculum/instructional strategies- The students will compose a one page story related to Buhach Colony high school. This is your chance to put on your reporter hat and reveal something interesting about your school. The story will include a lead and three sources. Set up names by using title/full name and then use last name throughout the story. Students must write in 3rd person.

Objectives-

1. Write a one page story.
2. Use 3 sources.
3. Write in 3rd person.

Activities-

1. Using proper techniques, students will gather source information through the interviewing of three subjects. They will then compose a one page story.

Assessment

1. 3 sources 10 points
2. Effective lead. 10 points
3. Journalistic citation format 5 points
4. Spelling/grammar/organization/interesting? 50 points

Products

1. Story

**Julie Jacobsen**  
**Turlock Jr. High School**

**Lesson Plan: 8<sup>th</sup> grade language arts**

Curriculum: Standard Focus:

**Listening and Speaking:** California state standards 8<sup>th</sup> grade language arts

**1.0 Listening and Speaking Strategies**

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.

1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.

Strategies: Methods and Techniques:

Students will be exposed to the list of qualities for valued employee, brainstorming, discussion, pair share, and specific example with guided responses as a class, individual planning and preparation, group setting for paired interviews with teacher critique.

Content Objective: Student will create interview questions and responses in regard to two qualities (of his choice) from the VEQ, Valued Employee Qualities list; rehearse his responses; orally respond in an interview setting.

Language Objectives:

1. Student will choose two qualities to focus on from the VEQ list and an imaginary employer of his choice (Student would see options list).
2. Student will write a brief description of how he can exemplify these traits in an interview.
3. Student will write at least three and no more than five questions that an interviewer would ask in regard to these qualities.
4. Student will prepare written responses for each question that would be worthy for an interview situation. Be sure to elaborate on how this will be evident at that specific job.
5. Student will briefly note what he is doing or can do in his life currently that exemplify these character attributes

Activities:

1. Informal discussion: What types of qualities would an employer be searching for in an employee?
2. Share the VEQ list with the class; choose one quality (that most have) to use as a sample brainstorm on the board as a class; questions, possible responses (oral is fine), relate to a specific job

3. Go over objectives with class; have students write or orally recite the five language objectives
4. Allow class time for the writing and planning tasks
5. Day 2: Allow partnering and rehearsing/planning
6. Group the pairs for a less stressful setting for oral response success (especially based on subject matter)
7. As students rehearse or silent read their novels, teacher makes her way around the room to listen, critique (possible constructive criticism/observations from partner), and score students' mini interviews.
8. Students add this assignment to their Valued Employee portfolio

**Assessment:**

Teacher's checklist and oral critique

**Product:** add completed written assignment to student's Valued Employee portfolio

SPIE Internship Lesson Plan  
Created by Dana Apodaca  
8th Grade Language Arts Teacher at Hanshaw Middle School

**Documents for Life: Reading for a Purpose**

**Curriculum/Materials Used:**

8th grade Language Arts Curriculum is located within the Holt Literature and Language Arts Textbook

Chapter 8 Reading for Life

textbook pgs. 526 - 530

\*power point for Cornell Notes created off of textbook pages

Cornell Note Paper provided for students

\*Reading for a Purpose Quiz (based off of The Gallo Story)

\*Locating Information Quiz (based off of The Gallo Product Map)

Workshop 6 Writing for Life

textbook pgs. 740-753

\*focus on writing a memo

The teacher will present the importance of reading for a purpose. The teacher will relate how academic skills learned within the classroom are applicable to real world experiences (such as the SPIE internship at Gallo) that the students will encounter for life. The teacher will identify the features of consumer, workplace, and public documents and show how they may be used for various purposes. Students will use such documents to develop skills like reading for a purpose, outlining information, locating information, and creating a workplace document by following a specific format.

**Instructional Strategies:**

1. Students will be guided through a powerpoint and take notes and participate in activities throughout the presentation. They will use the Cornell Note format as a strategy to retain the information provided and also to use a resource when needed.
2. Students will be given pre and post assessments to monitor and improve upon their learning experiences. Having a greater awareness of strategically breaking down reading materials or documents for their purposes will ensure that the learners are successful in the task given in the classroom or throughout their lifetime.
3. Students will develop an understanding of the various documents that may need to be created or observed within a work environment. They will be able to implement what they have been exposed to by creating a workplace document by using a strategic format outlined within their text. The guidelines will be clear and concise and will offer the students an opportunity to practice and apply such knowledge gained within the workshop.

**Objectives:**

1. Students will identify various features and elements of "Documents for Life" by taking and reflecting on detailed notes.
2. Students will analyze various documents in order to determine their purpose or locate information.
3. Students will create a workplace document (a memo) by understanding the specific features and following a specific rubric.

\*All work will be submitted in a student portfolio when completed.

**Activities:**

Students will be informed of the SPIE internship program that the teacher participated in over the summer.

The teacher will highlight Gallo Glass & Winery:  
Diverse job opportunities locally & abroad

Education based incentives on the job site (apprenticeship/scholarship/reward programs)

Workplace Environment, Rules & Procedures

Green Technologies

Students will participate in interactive powerpoint presentation.

Students will interact with workplace documents provided.

Students will develop a workplace memo to relay information.

Students will compile and organize their final documents into a portfolio.

**Assessments:**

Throughout the powerpoint presentation/Cornell Note taking process the teacher will monitor the students and periodically check for understanding by utilizing various techniques (hand signals, posed questions for oral response, etc...).

Students will use Cornell Notes as a resource during daily challenges to reaffirm the learning of specific definitions, features, and elements of "Documents for Life".

Students will be given 2 short quizzes regarding the skill sets of reading for a purpose & locating information. Students will be able to analyze their results with pair-share partner.

The teacher and the students will review their graded portfolio as a final assessment of their learning within the unit. They will reflect on areas of success and pinpoint areas of weakness in order to improve upon. Students will continue to develop the academic and life skills needed to be a thriving member of our campus and beyond.

**Products:**

Powerpoint based off of Holt text (created by Dana Apodaca)

Note Paper (provided by AVID)

The Gallo Story (provided by Gallo)

The Gallo Import/Export Map (provided by Gallo)

Example of a memo (in Holt text or your own example)

\*Student Portfolios (once completed & collected by the teacher)

The Gallo Story

Quiz Questions

1. What is the title of this document?
2. Give an example of bold-faced words found on this document.
3. How many subheadings are used within this document?
4. What is the overall purpose of this document?
5. What 3 attributes did the Gallo brothers have that helped them to build a successful business?
6. Where did Ernest & Julio Gallo initially decide to build a modern and efficient winery?
7. The Gallo Family owns the world's largest winery, where is it located?
8. What business provides almost all of the bottles for the winery and when was it established?
9. What plan does Gallo participate in that shows its commitment to safeguarding the environment?
10. List all the countries that Gallo imports wine from.

The Gallo Map

Quiz Questions

1. What is the overall purpose of this map?
2. How many labels in all does Gallo own that come from different countries?
3. How many countries in South America are part of the Gallo family and import their product to the United States?
4. How many products come from Italy alone?
5. What product is made in Mexico?

Stanislaus Partners in Education  
2012 Educator Internship Program

**LESSON PLAN**

Intern's Name: **Boling, James F.**  
**School**

School: **Riverbank High**

Intern Site: **Howard Training Center**

Supervisor: **Betty Arwood**

Prepare and attach a lesson plan that may be shared on a collaborative website. This lesson plan incorporates your internship learning plus work ethic or civility in the workplace.

**LESSON PLAN:**

**Curriculum/Instructional Strategies:**

The curriculum/instructional strategies will be used in the transition planning of each of my special education students Individual Education Plans (IEP) as well as working it into the English Curriculum for use in writing, resumes, etc. The materials the students will use will be the Internet, library resources, as well as interest surveys and testing to show what kind of skills they possess or would need to possess in order to obtain the employment they want. The strategies I will use to implement the program are three fold. One, the students will need to research a career that interests them. Two, they will need to meet with and interview someone in authority in that field. And three, they will need to compile an extensive research paper culminating what they learned about that career through their research and interview. Lastly, they will give a short oral report on their findings.

**Objectives:**

The use of research materials, such as the library, Internet, magazines, etc. Going out and meeting with employers, business owners, CEO's. Talking with them and learning from them what it takes to "make it" in that specific career path. Putting all their information together in a professional manner in the form of a research paper and oral presentation.

To learn workplace ethics and civility in the work place.

**Activities:**

The students will experience the skills necessary in doing research. They will learn to meet and talk to employers in the field of work they are interested in. They will learn what it takes to be a success in that field of work. They will learn how to do a search on the Internet, to find materials in the library. They will use their typing/computer skills, English skills,

writing skills, and they will use their communication skills. Not only in the oral report they will give to me, but also in discussing this project with employers out in the field.

In addition we will review, discuss and focus on being punctual, having good attendance, working hard, following directions, getting along well with co-workers and their supervisors as well as the general public. They will need to mention the importance of being willing to learn new things, be polite-kind-thoughtful, and to be and take responsibility for their work and actions. I plan to obtain and show a video or two regarding work place ethics and accountability.

### **Assessment:**

I will first have them choose a career field that interests them. For the pre-assessment portion, I will then give them a short quiz to test their knowledge of that career. For example, what hours, shifts, days, etc. the employees are required to work. What is the salary/benefits package of that chosen career. What are the advantages/disadvantages for those that work in that specific career? They will then have an assessment on the amount and types of research they will have collected in order for them to do their research paper. I may give them some additional ideas on where they can gather further information. They will be assessed on their interview and the information they take away from their interview of the employers. They may be required to interview more than one employer in their chosen field, if they aren't able to obtain enough information from just one employer. They will then be assessed on their final Research Paper and they're oral presentation.

I will also assess them on the work ethics and/or civility involved in working out in the real world that we will have discussed from my Internship with SPIE at the Howard Training Center Enclaves. This will probably encompass the use of a Quiz/Test to show what they remember and/or have learned in having a good work ethic and maintaining great civility out in the work force of the real world.

### **Products:**

One of the products they will produce is their final Research Paper. They will of course have the printouts of their research and a copy of the questions they will ask employers as well as their notes from the answers to those questions. I may (with the students/parents permission) videotape the students' oral presentation which would be a second product from this project. In addition, they will produce their Interest Survey and Skills Survey which will both be computer generated.

This lesson plan has been designed for ERWC, a senior year expository reading and writing course. I have incorporated the following from my internship: multiple examples of writing, one-on-one conferencing, extended deadlines (with exceptions).

**Standards:**

Writing Strategies

- . 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- . 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- . 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

Written and Oral English Language Conventions

- . 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- . 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

**Objectives:**

- . Compare and contrast different writing styles, purposes, and audiences
- . Organize an expository composition with strong ideas and relevant and specific examples
- . Write an expository composition using a given prompt and rubric

**Vocabulary:** purpose, audience, parallelism, repetition, analogy, and rhetorical devices

**Steps:**

Day One:

Supplementary materials: copies of two different essays each responding to the same prompt.

Grouping: Students will be paired in groups of four and will each be assigned a role. (A-reader, B-reader, C-writer, D-speaker)

- A. Review the objectives with students.
- B. Review the worksheet, roles, and steps. Assign groups.
- C. Student A reads speech one aloud to group. Group discusses and finds examples of features. Student C writes answers.
- D. Repeat step C with Student B reading aloud to group.
- E. All speakers (Student D) stand up and answer questions posed by teacher. Students called on randomly. Teacher writes answers onto worksheet on the doc camera/overhead projector.
- F. Students return groups and independently write paragraphs using frame.

Day Two:

Supplementary materials: copies of writing prompt, brainstorming organizer, and grading rubric.

- . Introduce writing prompt and brainstorming organizer. Review ERWC writing rubric for grading.

Day Three:

- . Rough draft writing. One-on-one conferencing.

Day Four:

- . Rough draft writing. One-on-one conferencing.

Day Five:

Supplementary materials: use of computer lab.

- . Computer lab for typing. Paper due at the end of class.

**Assessment:** essays will be graded based on the ERWC writing rubric

## **Lesson Plan How to be success in the Hotel Business**

**Objective** with this lesson is to create enough information by reading brochures on the hotel information, and utilize it in a writing project.

**Materials need:** Overhead, brochures, writing paper, brain storm and skills of writing to a prompt.

Day 1 : Explain the variety of jobs in a hotel business . What you have to learn, what you need to bring with you for the job you want. How to start from one job and move up in the business. Give all the important facts, and information also, this is where you answer questions, bring in the hotel manager as your guest speaker. Have the students take notes. Make a positive list and a negative list of the information they receive.

Day 2 : This is where a writing takes place. Have them respond in their report of what and why they could be of value for the company. If they are not experienced in this particular field are they willing to be trained? How far are they willing to go up the hotel ladder? Focus on ne area. This will be at least a 500 word essay. Tell about yourself and what gives you the drive or energy to do this job, what it means to you to be a team player. Where would you be willing to move and work. Do research on other cities or states that you would go. Why? Do a brainstorm with classmates and tomorrow you are on your own. Make sure you have asked questions, make sure you have examples in your writing.

This is where you walk around and still ask questions and also answer them. Keep the students motivated. Make sure to give lots of positive feedback, and help them when needed.

This will cover them to start thing positive about their future, spelling and grammar as well as writing skills. It will be a positive lesson in many directions.

Bring all information to the classroom, if you don't have it, call and ask.

Lesson Plan: Rose Bannholzer, Modesto High School

English

Educational Level: 9-12

Groups of 6-8 Students

Objectives:

1. Students will be introduced to the business concepts of production, marketing, advertising and sales through their selection, research and classroom presentation of a common or recognizable item or product.
2. Students will combine their basic educational skills such as basic math, geometry, English, social studies, and economics.
3. Students will be involved in life skills through a budgeted, collaborative project which mimics a real-life office/production situation.
4. Students will be able to comprehend and recognize all major phases of production and promotion of a product at the project's end.

### **Common Core Standards Targeted: 9-12**

#### Writing Standards

##### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
6. Use technology, including the internet, to produce, publish, and update individual or shared

Writing products in response to ongoing feedback writing products

#### Reading Standards

##### **Integration of Knowledge and Ideas**

6. Analyze an author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text.
7. Integrate and evaluate multiple sources of information presented in diverse formats and media.

#### Listening and Speaking Standards

##### **Comprehension and Collaboration**

2. Analyze the purpose of information presented in diverse media and formats (ig., visually, etc.)

##### **Presentation of Knowledge and Ideas**

6. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

## Collaborative Lesson Plan: Tracing the Steps to Marketing a Product

Groups of 6-8 Students

Budget: \$5,000 (*Monopoly* money!)

Power point Presentation Format—15-20 slides

Length: 3 weeks    Due Date: \_\_\_\_\_

150 points per person

To initially introduce students to this project, I will show them a YOUTUBE video from Woodbury college, Design Program 1. The video is approximately 8.5 minutes. This will give students a chance to visually see the steps in designing a carton for a product. In this video, the instructor and a student are designing a carton for a gold medallion. Also, I have sample carton products from my internship that I will show them as well as samples of foam packing.

In groups of 6-8 students, have them select an item or product that is commonly used. This can be a brand-name item, a food product, mechanical, or technical device. Groups may even select an ordinary household small appliance or product. The only requirement is that the item must be readily recognizable to the public and must be small enough to be able to design a box or carton in which the item will be “shipped.”

### **Each group must do the following:**

- a. Give an overall history of your product. How long has it existed? Has it evolved in design or implementation? What has been added or subtracted? For example, the Kodak company no longer makes cameras, but still makes other products.
- b. This information should be in the form of a power point presentation or slide show. Construct a timeline chart to be submitted along with your design and specifications. Your group may use a Gant Chart (overlapping tasks) or a strict, task-sequence chart. You must estimate how long each task will take.
- c. Budget. You will have \$5,000 to use for your project. You will have to figure out the cost of production for materials used in packaging, designing, and marketing as well as shipping and distribution. Remember, you are not creating the product. You are packaging it!
- d. Blueprint/Design Specifications for Packaging. How are you going to box and display your item? Will you use foam packaging or cartons within cartons? How will the stores display it? What does your label or design look like on your carton/box? What type(s) of material will you use? Corrugated (cardboard)? Single or double wall? What design—printed on the box or labeled?
- e. Product label. Vector (logo or print) vs. “raster” photos (continuous design). How many pixels per square inch for clarity? The larger the photo the worse the resolution.
- f. Sales Program. How are you going to market this? What media will you use? Who is your target audience? What’s the most economical ways to reach them?
- g. Summary. Take us through your process from inception to marketing. How will you get feedback? Did you go over budget? What was more difficult than you anticipated? What was easier and why? What did you learn that was valuable? What would you do differently next time? Make this at least two pages.

**Checklist: Use this sheet to turn in with your power point hard copy.**

1. Group names and their individual slide assignments. If someone slacked, you need to note this.
2. Timeline: Put names down on who did the timeline. It should be on a paper 8x11 inch copy. It also should be graphically professional looking.
3. Packaging design. This should be on an 8x11 in sheet with the person(s) responsible.
4. Labeling/graphics. Again, make this a hard copy in the size above and the person responsible.
5. Marketing and Sales. This should be in a written form of what your sales and marketing approach. Include who wrote what and contributed.
6. Budgeting breakdown. You may use a bar or pie chart, but it must be graphically pleasing (computer-generated). This also should be on an 8x11 inch sheet with names of those responsible.

**GRADING**

You will be graded upon how creative, professional, timely and thorough you are with this assignment presentation.

You also will be graded upon your civility to one another, how well you work as a team member, and your professionalism.

You will also be judged individually upon the parts/slides/graphs you are specifically responsible for.

You are also graded upon active participation and being a part of the formal, classroom presentation.

## Nature Myths Group Project

### Curriculum/Instructional Strategies:

Teacher will use the novel Heroes, Gods, and Monsters, supplementary materials. Teacher will use direct instruction and whole class choral response when going over assignment directions. Task or activity analysis will be used to monitor students' progress in the overall goal.

### Objectives:

1. SW complete two calendars demonstrating how to prioritize and organize their time and assignments.
2. SW demonstrate their understanding of their Nature Myth by completing a clozed notes summary about their assigned Nature Myth using their book.
3. SW demonstrate their understanding of their assigned myth by creating a skit and working as a group to write an abbreviated script.
4. SW present their Nature Myth to the class.
5. SW will reflect on their quality of workmanship in comparison to their peers and how their group worked together to complete the project on time.

### Activities:

Students will work in groups of four to complete a myth presentation. Each group will choose from a list of myths. After selecting a myth, students will have to create and present the following:

- a 3-5 minute skit of the myth
- a script
- one piece of artwork
- six vocabulary words from the myth (include definition, part of speech, and illustration for each word)
- two calendars with a two-week timeline
  1. a group calendar with due dates written in and assigned jobs for individual group members and group jobs
  2. an individual calendar with each students assigned jobs and when they should be completed. Also, group meeting dates are listed on this calendar.

### Assessment:

The presentation is the assessment. In addition, their reflection is part of the assessment. This gives students a chance to reflect on how they organized their time and how successfully they presented the information their peers. Students will also complete a Nature Myths test.

### Products:

At the end of this lesson, students will be able to present their Nature Myths to the class and turn in a hard copy of the script, along with a vocabulary poster, artwork, and calendars to the teacher.