

El Dorado County Career Technical Partnership Lesson Plan Template

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Title: Stick to What You Know?		
Content Area: English—Reading Improvement	Grade: 9th	Duration: 3 days
Career Technical Industry Sector:		Agriculture and Natural Resources
	*	Hospitality, Tourism, and Recreation
Standards and Benchmarks:	<p><i>English Standards:</i></p> <ul style="list-style-type: none"> -Writing Strategies 1.3: Use clear research questions and suitable research methods (e.g. library, electronic media, and personal interview) to elicit and present evidence from primary and secondary sources. -Writing Strategies 1.8: Design and publish documents by using advanced publishing software and graphic programs. -Writing Strategies 1.9: Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context. <p><i>Hospitality, Tourism, and Recreation Industry Sector Foundation Standards:</i></p> <ul style="list-style-type: none"> -Writing Strategies and Applications 1.5: Use language in natural, fresh, and vivid ways to establish a specific tone. <p>NOTE: This lesson has a SCANS focus so it does not necessarily require the integration of Career Pathway Standards.</p> <p><i>SCANS Occupational Competencies:</i></p> <ul style="list-style-type: none"> -C5: Acquires and evaluates information. -C6: Organizes and maintains information. -C7: Interprets and communicates information. -C8: Uses computers to process information. -C9: Participates as a member of a team: Contributes to group effort. -C11: Serves clients/customers: Work to satisfy customer's expectations. -C18: Selects technology: Chooses procedures, tools, or equipment, including computers and related technologies. <p><i>SCANS Occupational Foundation:</i></p> <ul style="list-style-type: none"> -F2: Writing: Communicates thoughts, ideas, information, and messages in writing. -F7: Creative Thinking: Generates new ideas. -F13: Responsibility: Exerts a high level of effort and perseveres towards goal attainment. -F15: Sociability: Demonstrates understanding, friendliness, adaptability, 	

	empathy, and politeness in group settings.
Objectives:	<p>Learners Will...</p> <ol style="list-style-type: none"> 1. List fun/important/interesting things to do in El Dorado County 2. Recall fun memories they have of things they have done in the county. 3. Locate areas to go (Apple Hill, Lotus Park, etc) and report what there is to do in those places. 4. Choose three things to do or places to go and write a one-paragraph description of each one. 5. Compare and contrast their three things/places with other students in the class. 6. Work in groups of three to create/design/develop a marketing brochure for El Dorado County. How about an infomercial? 7. Present brochure to classmates. Defend their choices.
Resources and Materials:	<ol style="list-style-type: none"> 1. Whiteboard (we will brainstorm as a class for a few minutes) 2. Binder paper/writing utensil 3. Computer lab 4. Model brochure 5. Blank drawing paper 6. Group Responsibility Handout
Differentiation:	<p>This lesson is geared for reflection, creativity, and group cooperation. Students will be broken into groups of three, but with one exception: students are responsible for choosing their groups; therefore, they cannot pin a lack of work-effort on their group's members. The idea here is that they chose who they would work with.</p> <p>Basic Work Plan: The students will spend time brainstorming as a class about places to go and things to do in El Dorado County (Pollock Pines to El Dorado Hills). This will be done on the board. Students will then select a mixture of three things to do and places to go; they will write a one-paragraph description of each place/thing, indicating why it is so interesting and why someone may like to go there. The goal is to promote El Dorado County to both those who live here and those who might travel here. The students will then break into groups of three, and will share some responsibilities and divide some others. In their group, they will create a brochure for the county, and they will assemble their individual journal entries. Each student will be given the opportunity to contribute as these are smaller groups; however, each student will be responsible for something important to the brochure.</p> <p>Differentiation Will Be Presented As Such: The activity will begin as a class activity. They will know that the goal is to promote El Dorado County and make it appealing to both residents and travelers. Through brainstorming as a class, students will be able to gather ideas. This is good for the student who cannot think of something off the top of his head. The</p>

	<p>students will also complete a prewriting activity in which they recall why a particular place or activity is so important; this will help them prepare for both the project and group collaboration. Students will then break themselves into groups of three to complete this activity; <i>they</i> are responsible for their groups, and no one can work alone. The groups will share their ideas, and then divide group tasks. All members will contribute to their group, but no one member will be responsible for the bulk of the work.</p> <p>There will be three group roles:</p> <ol style="list-style-type: none"> 1. Note-taker 2. Presenter 3. Image Consultant <p>The entire group will be responsible for:</p> <ol style="list-style-type: none"> 1. Their contributions 2. Sharing ideas 3. Monitoring each others' performance and staying on task
<p>Preparing Students for the Lesson:</p> <ul style="list-style-type: none"> • Transitions • Expected Behaviors 	<p>Transitions: Students will come into class and immediately take their seats→begin the brainstorming process and write student responses on the board (question: what kinds of fun things or places to go are there in El Dorado County?)→students take about ten minutes to select three places/things and write one paragraph each about why each one is so interesting or fun→give an opportunity for students to share and defend their selections→go into a brief discussion of the economy and why El Dorado County needs people to be interested in the things it has to offer→discuss the project students will be working on (brochure for El Dorado County)→students break into groups, are given worksheets and rubric, and begin the rough draft process→following day: work on brochures in computer lab→third day: present and defend brochure.</p> <p>Expected Behaviors are as Follows: Students are expected to cooperate with each other and function as kind, friendly, adaptable members of a group. Students are also expected to behave maturely and responsibly. Finally, students will be expected to remain on-task and focused on the assignment.</p>
<p>Teaching the Lesson (Lesson Sequence/ Activities):</p> <ul style="list-style-type: none"> • Motivation/ Anticipatory Set 	<p>The brainstorming session will be the anticipatory set. The students have an advantage because they live in the county and are able to take advantage of what the county has to offer. Most students in this class will be coming</p>

<ul style="list-style-type: none"> • Pre-Assessment/ Activating Background Knowledge • Teacher Input, Modeling, & Checking for Understanding • Guided Practice • Independent Practice • Closure 	<p>from Pollock Pines, Camino, Placerville, Lotus, and Coloma. However, the span of El Dorado County is vast and reaches from Cool to El Dorado, and Pollock Pines to El Dorado Hills. Thus, there could be many different towns with many different things to do. Students will be motivated to share their own experiences, which will promote discussion and interesting brochures.</p> <p>Students will have their background knowledge activated when they are asked to share their favorite aspects of the county. This brainstorming process will again put them in the right train of thought in order to complete this project.</p> <p>I will input one of my favorite things to do as well as one of my favorite places to go in order to get the ball rolling. As far as the brochure goes, I will have previously completed a model for them and will give it to them for reference. However, their brochures cannot be the same as mine and will be docked if they are so. The students will be given a rubric so that they understand what is expected of them and they will be given a group-responsibilities sheet so that they can decide who is responsible for what. This encourages accountability and allows the students to understand what they will be responsible for. I will check for understanding as the students participate in the rough draft process and the final draft process.</p> <p>The guided practice takes form in both the brainstorming and my showing them a model.</p> <p>Independent practice takes the form of group work and group cooperation. The students will individually, beforehand, complete a quick-write in order to help them during collaboration. The students will work as individual groups in the computer lab.</p> <p>The student groups will present their brochures on the third day of the lesson.</p>
<p>Assessment:</p>	<p>Assessment 1: Students will be monitored as they participate in the rough draft and final draft processes. This will be an informal and ungraded assessment as it is more for redirection.</p> <p>Assessment 2: Students will be assessed by their group-mates. At the end of the project, the group-mates will rate each other on participation and performance. Would you have the students develop a rating sheet prior to the group presentations or will you have them use the rubric?</p> <p>Assessment 3: I will assess the students based on their group comments and my own observations on how they worked as a whole.</p> <p>Assessment 4: Students will be graded on the quality of their work,</p>

	including the following: legibility, spelling, grammar, sentence structure, tone, images, and attention to detail.
Notes & Reflections:	

Externship Sites:	The Albert Shafsky House		
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“Designing Brochures”—Group Duties Form

You have selected a group of three people to work in. Not one, not two, not four—THREE.

As a group, you will need to *SHARE* the following activities:

1. You will need to contribute ideas to the project. The journal entry you have completed today will help you do this.
2. You need to hold each other accountable. You have chosen your group, and you will need to work cooperatively within this group.
3. You will need to manage your time effectively and come prepared to work to complete the project.

As a group, you will need to *DIVIDE* the following activities:

1. One person will be the Note-Taker.
 - a. The Note-Taker is responsible for writing down everything the group discusses. You must keep this information handy for when you begin your work in the computer lab.
The Note-Taker is: _____
2. One person will be the Presenter.
 - a. The Presenter is responsible for presenting the brochure to the rest of the class. You will need to discuss why your group chose the things and places it did and you will need to defend these choices.
The Presenter is: _____
3. One person will be the Image Consultant.
 - a. The Image Consultant is responsible for the technical work. You will be manning a computer and designing the brochure—BUT you must still work cooperatively with your group-mates by sharing ideas. You are responsible for self-editing the brochure to make sure it is free of grammar, spelling, and punctuation errors. If you ask for help, I will help you.
The Image Consultant is: _____

Brochure Requirements

Your brochure is your creation. However, you must meet the following guidelines to achieve a passing score.

1. You need to have a creative title with an image of something within El Dorado County on the front. (10 points)
2. Your names need to be somewhere on the brochure (I recommend the back). (No points if you forget to put your names!)
3. You need to select three things to do in El Dorado County. Provide a brief description of each one and an image. *Use your brainstorming notes to help you get organized.* (60 points)
4. You need to select three places to go in El Dorado County. Provide a brief description of each one and an image. *Use your brainstorming notes to help you get organized.* (60 points)
5. Include a map of El Dorado County. Remember that El Dorado County extends as far north as Cool, as far south as El Dorado (border of Amador County), as far east as Pollock Pines, and as far west as El Dorado Hills. (10 points)
6. Put phone numbers, addresses, and websites for each place/thing. (10 points)

Group Member Review Sheet

Please rate your group-mates on their contributions. *Don't forget to rate yourself, as well!*

Image Consultants: _____

1. Did this person meet his/her duties as laid out in the expectations form? How so?
2. Did this person work cooperatively within the group? How so?
3. Did this person treat other group members with respect?
4. Would you want to work with this person again? Why or why not?
5. What are two good things this person contributed to the project?

Presenter: _____

1. Did this person meet his/her duties as laid out in the expectations form? How so?
2. Did this person work cooperatively within the group? How so?
3. Did this person treat other group members with respect?
4. Would you want to work with this person again? Why or why not?
5. What are two good things this person contributed to the project?

Note-Taker: _____

1. Did this person meet his/her duties as laid out in the expectations form? How so?
2. Did this person work cooperatively within the group? How so?
3. Did this person treat other group members with respect?
4. Would you want to work with this person again? Why or why not?
5. What are two good things this person contributed to the project?

Assessment Rubric Template: (Creating a Brochure within in a Cooperative Group)

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Acquiring and Evaluating Materials					
Organizing and Maintaining Information					
Communicating Information					
Working as a Responsible and Sociable Member of a Group					
Using Technology to Effectively Meet Performance Outcomes					
Serving the Client's Expectations (Creating a Brochure Set to Teacher's Standards and Expectations)					
Works as a Cooperative Member within the Group					
Proper English Usage: Grammar, Spelling, Punctuation					

You need to describe the “identifiable performance characteristics” you would expect for each level of performance. This rubric is incomplete.

Beginning: Provide a description of identifiable performance characteristics reflecting a beginning level of performance.

Developing: Provide a description of identifiable performance characteristics reflecting development and movement toward mastery of performance.

Accomplished: Provide a description of identifiable performance characteristics reflecting mastery of performance.

Exemplary: Provide a description of identifiable performance characteristics reflecting the highest level of performance.