

# TABLE OF CONTENTS

Table of Contents.....	1
Introduction.....	2
 <b>SUMMER INTERNS</b>	
Listing of Interns.....	3-5
 <b>BUSINESSES AND AGENCIES PARTICIPATING</b>	
Businesses & Agencies/Jobs Profiled.....	6-9
 <b>LESSON PLANS/ACTIVITIES</b>	
Lesson Plans/ Activities.....	10-61

## INTRODUCTION

Thirty-nine Tech Prep consortium teachers, counselors and administrators took part in the ninth year of the Tech Prep Summer Internship Program. The nine-year program, allowed these educators to intern for a one-week period in a wide range of metropolitan area businesses, learning more about the local job market, observing the skills needed for success in the workplace, and making valuable contacts.

As a result of the one-week internships, educators developed lesson plans and/or activities that incorporated the skills they identified as needed and used in the workplace. This booklet contains those lesson plans and/or activities. The booklet is available at no cost to educators in the Tech Prep Consortium.

# 2003 SUMMER INTERNS

## INTERN

**Baker, Kristi**  
Business Teacher

**Bang, Connie**  
Science and Health Teacher

**Beiting, Kathleen**  
Family & Consumer Science Teacher

**Bertelsen, Karen**  
Visual Graphics & Art Teacher

**Brandt, David**  
Science Teacher

**Callaghan, Donna**  
Math & Computer Teacher

**Callaghan, Steve**  
Social Studies Teacher

**Cooper, Cedric**  
Physical Education Teacher

**Crannell, Margaret "Peg"**  
Spanish Teacher

**Galusha, Debbie**  
Science Teacher

**Graver, Terry**  
Physical Education Teacher

**Griffiths, Nichole**  
Family & Consumer Science Teacher

**Hansler, Diane**  
Family & Consumer Science Teacher

**Hilbers, Kathryn**  
Computer & Business Teacher

**Holmes, Ann**  
English/Speech & Drama Teacher

**Johnston, Stephen**  
CISCO/CAD Teacher

**Jones, Connie**  
Family & Consumer Science Teacher

## SCHOOL

Blair High School

Elkhorn High School

Millard West High School

Millard South High School

Ralston High School

Blair (Otte) Middle School

Blair High School

Omaha Northwest High School

Blair High School

Omaha Bryan High School

Elkhorn High School

Millard South High School

Millard West High School

Logan View Jr/Sr High School

Elkhorn High School

Bellevue East High School

Omaha South High School

## BUSINESS

Catholic Charities

Boys Town Nat'l Research

Metropolitan Community College  
Culinary Arts Program

Mr. Video Productions

Ashland Pharmacy

Alegent Cancer Ctr/Immanuel

Anesthesia West P.C.

Jeannie Edmundson Hospital

Mexican Consulate

OPS Research Center

Christensen Lumber Co., Inc.

N.P. Dodge Co.

Nebraska Methodist College

3M Valley

Omaha Theater Company

Optimum Data

The Classy Gourmet

**INTERN**

**Kieffe, Cathy**  
Director of Guidance Counseling

**Krohn, Lois**  
Family & Consumer Science Teacher

**McCoy, Patricia**  
English Teacher

**McLaughlin, Nancy**  
Family & Consumer Science Teacher

**Messerly, Marlys**  
Business Teacher

**Meyer, Lee**  
Drama Teacher

**Moeller, Brian**  
Industrial Technology Teacher

**Moylan, Joseph**  
Industrial Technology Teacher

**Olson, Pat L.**  
Business Teacher

**Opitz, Dustin**  
School  
English Teacher

**Ronan, Michelle**  
Special Education Teacher

**Ronspies, Patricia**  
Science Teacher

**Schliffe, Amy**  
Spanish Teacher

**Schutte, Troy**  
Business/Computer Teacher

**Smith, Judy**  
Business Teacher

**Smith, Shelley**  
English Teacher

**Van Meeteren, Suzanne**  
Substitute & GED Teacher

**SCHOOL**

Ralston High School

Logan View Jr/Sr High School

Elkhorn High School

Papillion-La Vista High School

Fremont High School

Fremont High School

Fremont High School

Elkhorn High School

Blair High School

Omaha Bryan High School

Millard North High School

Fremont High School

Gretna High School

Elkhorn High School

Valley Middle/High School

Millard South High School

Fremont High School

**BUSINESS**

Nebraska Humane Society

CASA Project of Dodge County

Bess Johnson Public Library

Creative Memory  
Field of Beads  
Mainstream Fashions

New Horizons Learning Center

Omaha Community Playhouse

Overland Products, Inc.

Design Basics

Blair Area Chamber of Commerce

Cross-cultural English Language

InfoUSA

Fremont Department of Utilities

Sarpy County Sheriff's Department

Northern Natural Gas Company

3M Valley

Borsheim's

RL Fauss Builders

**Walker, Gloria**  
Guidance Counselor

**INTERN**

**Weaver, Kathy**  
Special Education Teacher

**Wilberding, Ed**  
English Teacher

**Williams, Marcy**  
English Teacher

**Woodside, Patsy**  
English Teacher

Omaha Bryan High School

**SCHOOL**

Papillion-La Vista High School

Logan View Jr/Sr High School

Omaha Central High School

Omaha Northwest High School

Metropolitan Community College  
Omaha Career Network Center

**BUSINESS**

Sump Memorial Library

Oakland Independent

Metropolitan Community College  
Marketing & Public Relations

KETV Channel 7

# BUSINESSES AND AGENCIES PARTICIPATING

Companies that sponsored one-week interns and the jobs/positions the interns profiled included:

<u>Company/Organization</u>	<u>Position/Department</u>
3M Valley	IT Plant Engineering Quality Control Ergo  Medical and Chemical Engineers Quality Control Machine Operators Ergonomics Control
Alegent Health Cancer Center	Oncology Nurse Genetics Counselor
Anesthesia West P.C.	Dr. of Anesthesia R.N. of Anesthesia
Ashland Pharmacy	Pharmacist Pharmacy Tech
Bess Johnson Public Library	Director Cataloging Community/Children's Connection Technology
Blair Area Chamber of Commerce	Director
Borsheim's	Engagements Table Tops Shop/Appraisals Vault
Boys Town Nat'l Research Hospital	Human Resources Manager Safety/Infectious Control Manager Outpatient Billing Supervisor Human Resources Coordinator
CASA Project of Dodge County	Counselor Secretary Probation Officer County Attorney

**Company/Organization**

Catholic Charities

Christensen Lumber Co., Inc.

Creative Memory

Cross-cultural English Language School

Design Basics

Fields of Beads

Fremont Department of Utilities

InfoUSA

Jeannie Edmundson Hospital

KETV Channel 7

Mainstream Fashions

Metropolitan Community College  
*(Career Network Center)*

**Position/Department**

Domestic Violence Coordinator  
Microbusiness Instructor in Spanish  
Director of Campus for Hope  
Coordinator of Food Pantry

Sales  
Management

Educational Representative

Classroom teaching  
Communication w/Clientele  
Advertising for business  
Financial Management  
Business organization & overall management

Drafter  
Plan Reviewer

Handcraft Jewelry  
Beading Parties

Water Treatment Technician  
Waste Water Treatment Technician

Sales & Accounting functions  
Production & Distribution  
Data Base Creation & Management

Physical Therapist  
Occupational Therapist

Accountant  
News Reporter  
Topical Producer ("tease" creator)  
Advertising (commercial) Production

Sole Proprietorship  
Home-based Buyer

Network Coordinator  
Network Assistant/Specialist  
Academic Counselor  
Transitional Specialist/NCEC

**Company/Organization**

Metropolitan Community College  
*(Culinary Arts Program)*

Metropolitan Community College  
*(Marketing & Public Relations)*

Mexican Consulate

Mr. Video Productions

N.P. Dodge Company

Nebraska Humane Society

Nebraska Methodist College

New Horizons Computer Learning Center

Northern Natural Gas Company

OPS Research Center

Oakland Independent

**Position/Department**

Dietician  
Nutritionist  
Chef

Director of Marketing  
Assistant Director  
Writer  
Graphic Design

Mexican Consul  
Helper (assist w/paperwork)  
Liaison for Migrant Education

Video Editor  
Owner & Booking Agent  
Office Supervisor & Shipping Agent  
VP, Library Editor

Title/Escrow  
Insurance  
Property Management  
Real Estate

Volunteer Coordinator  
Customer Service  
Surgery, Assessment, Vet Tech  
Volunteers, Supervisors

Child Life Specialist  
Pediatric Specialist  
Respiratory Therapist  
Sonography

Student Services  
Instructor  
Sales

Network Technician

Director of Research  
Administrative Staff Assistant  
Director of Special Projects  
Director of Girls Club

Editor  
Publisher

**Company/Organization**

**Position/Department**

Omaha Community Playhouse

Technical Director  
Shop Foreman  
Master Carpenter

Omaha Theater Company

Associate Director of Education  
Technical Director  
Performance Arts Education  
Set Construction and Load

Optimum Data

CISCO Equipment Tester

Overland Products, Inc.

Mechanical Engineer  
Tool & Die Makers  
Tool & Die Shop Manager

RL Fauss Builders

Executive Secretary  
Controller  
Human Resources  
Architect  
Project Manager  
Estimator  
Sales/Marketing  
Computer Specialist

Sarpy County Sheriff's Department

Juvenile Justice Center  
Jail  
Investigations  
Patrol Car  
Court Services

Sump Memorial Library

Library Aide  
Cataloger  
Circulation Librarian

The Classy Gourmet

Owner  
Executive Chef  
Chef  
Guest Chef

# LESSON PLANS/ACTIVITIES

## (Stephen Johnston)

### Anticipatory Set

Review of CISCO Router Commands to be used for this activity.

#### CISCO IOS COMMANDS

Enable	shutdown	no shutdown
Show version	reload	configure terminal

Router components - RAM, NVRAM, Flash Memory, ROM, Interfaces

### Purpose

The purpose of this activity is to perform a password recovery procedure on a CISCO 2500 series router. You cannot "see and change" the password on a CISCO router. However, this procedure will allow anyone access to "change" the password.

### Input

Logging into a CISCO Router via Terminal Emulation (Hyperterminal)

Router User mode

Router Enable mode

Router Privilege Exec mode

Connect required RJ-45 console cable from computer to router

### Modeling

#### TEACHER DEMONSTRATION

- 1 Log into 2500 Router with Hyperterminal  
9600 baud rate  
no parity  
8 data bits  
1 stop bit  
no flow control
- 2 Using power switch, turn the router off and then turn it back on
- 3 Within 60 seconds-hold down Ctrl key and press Break key - this places the router into the password recovery mode
- 4 Type...o...and press Enter at the > prompt, and record the current value for the configuration register (usually 0x2102 or 0x102)
- 5 Type...o/r 0x2142...and press Enter at the > prompt to boot from Flash without loading the configuration
- 6 Type...i...at the > prompt and press Enter - the router reboots but ignores its saved configuration
- 7 Type...no...after each setup question or press Ctrl-C to skip the initial setup sequence

- 8 Type...enable...at the Router> prompt....you will be in enable mode and see the Router# prompt
- 9 Type...copy start run...to copy the NVRAM into memory
- 10 Type...write terminal...or...show up - this will show the configuration of the router
- 11 Type...configure terminal...and make changes - the prompt is now Router (config) #
- 12 Type...enable secret <password>
- 13 Type the...no shutdown...command on every interface that is used. Type the...show ip interface brief...command. Make sure all interfaces are "up and up"
- 14 Type...config-register 0x2102 - this causes the router to load the CISCO IOS software from the Flash with the configuration from NVRAM at the next level
- 15 Press Ctrl-z to leave the configuration mode - the prompt is now Router#
- 16 Type...write memory...or...copy run start...to commit the changes
- 17 Type...reload...to restart the router with the CISCO IOS software booting from Flash

### **Guided Practice**

In groups of 4, lead students through the router password recovery. Perform this task together. Monitor, adjust, and instruct when problems occur.

### **Checking For Understanding**

Allow several practice attempts  
Oral quiz on commands and sequence

### **Independent Practice**

Students will practice the procedure independently and be able to perform the password recovery sequence without notes or help

### **Closure**

Students will be able to perform the password recovery procedure without notes/assistance  
Students will demonstrate this skill individually to the teacher.

# LESSON PLANS/ACTIVITIES

## Objective

The objective of this lesson is to teach Blair students about writing a business plan, but to understand how Latino people do it.

## Expected Outcomes

1. Students will utilize problem solving, teamwork, and creative thinking skills.
2. Students will utilize reading and writing skills.
3. Students will utilize communication skills and be able to understand ideas and information.

## Activities

1. **Bodily/Kinesthetic** - students will have to do "footwork" to find out information. They have to visit organizations, not just use the computer to find out information.
  2. **Visual/Spatial** - students will create charts and graphs to assist in enhancing presentations.
  3. **Musical/Rhythmic** - students will use sounds in their PowerPoint presentations.
  4. **Interpersonal** - students will have to interact with a culture many are not used to. They will have to step out of their comfort zone.
  5. **Intrapersonal** - students will work on breaking down stereotypes of the Hispanic culture.
  6. **Verbal/Linguistic** - students will present assignment in both Spanish and English.
  7. **Scientific/Mathematical** - students will research costs and prepare budgets for business plan.
  8. **Naturalist** - students will learn what materials are needed to start a business.
- Any student with a special disability will have an extended period of time to complete their project (an additional 30 minutes).*

## Student Comprehension/Evaluation Method

Students will be evaluated on the data that they collect during the lesson. Students will also present their assignments to the rest of the class in both Spanish and English. Students will have also gained a greater appreciation of what people who are immigrants have to go through to start a business.

This lesson will be incorporated into a unit lesson in a Marketing Class this next year. I expect spending 5-6 class periods on this lesson.

# LESSON PLANS/ACTIVITIES

## Rebop: A Simulation of Genetics (Donna Callaghan)

### Objectives

Calculate and illustrate how meiosis results in tremendous variation within a species  
Simulate the Law of Natural Selection  
Review terms associated with genetics  
Using probability, calculate the possibilities of certain characteristics  
Discuss theoretical probability and experimental probability  
Explain the use of a pedigree and draw one for their family

### Expected Outcomes

1. Students will work in teams to complete their Rebop
2. Students will utilize reading, writing and communication skills
3. Students will communicate with other students about their findings

### Activities (see attached sheets)

1. Students will develop a model of a rebop using the genotypes they randomly select - Visual/Spatial
2. Students will use the rules of probability to determine the outcomes possible from the given genotypes - Scientific/Mathematical
3. Students will present their rebop and describe the genotypes and phenotypes - Verbal/Linguistic

*\*Students with disabilities will be given extra time to complete the questions from the activity.*

### Student Comprehension/Evaluation Method

1. Students will create a rebop after drawing genotypes and identifying the associated phenotype.
2. Students will analyze the results of experimental probability with the theoretical probability.
3. Students will create a pedigree for their family of one type of genetic trait. (Example: tongue roll, color of eyes, earlobes)

# Rebop Activity

## A Simulation of Genetics

### Background:

Rebops are small organisms that live in discarded soda cans. They are extremely fast organisms and are seldom seen. Chromosomal analysis of Rebops has revealed that they have 7 pairs of chromosomes for a total of 14.

### Preparation:

1. Make a copy of the Rebop Patterns. Half of the copies should be one color for the female patterns (red) and half should be for the male patterns (green).
2. Make a copy of the Rebop Worksheet for each group.
3. Make a copy of the Rebop Phenotype Chart for each group.
4. Divide the class into groups of 2 or 3 students.
5. Create a father and mother rebop to show students.

### Materials:

Chromosomes: strips of paper different lengths for the female patterns (red) and male patterns (green).

Leg: Blue and Green push pins

Antennae: Toothpicks

Noses: Colored miniature marshmallows (pink and yellow)

Body Segments: Large white marshmallows

Eyes: Push pins

Tails: Colored pipe cleaners (blue and yellow)

Humps: Green miniature marshmallows.

### Procedure:

1. Introduction of the male and female rebops.
2. Remove all the chromosomes from the folders. Place the chromosomes **Face Down** on the desk with the letters facing downward.
3. Select one strip of each size and color. They then record their selections on the Rebop Worksheet. Combine the alleles to make the baby's genotype.
4. Using the Rebop Phenotype chart find the baby's phenotype. Record that on the Rebop Worksheet.
5. Make the rebop with the characteristics determined from the phenotype.
6. Introduce your rebop to the class explaining its genetic make-up.
7. Answer the Discussion Questions.

**James Watson** and **Francis Crick**, in April 1953, identified the structure of DNA. They were awarded the Nobel Prize for Medicine for their discovery.

The **Human Genome Project** was started in 1990. its primary mission was to determine the location of all human genes and to read the entire set of genetic instructions encoded in human DNA. The project showed that humans have 30,000 to 35,000 genes. It was announced in April 2003 that the project met its goals of "sequencing the human genome" two years ahead of schedule and under budget.

**CELLS** - the sub-unit of any living thing.

**CHROMOSOMES** - your body is made of billions of cells, which are too small to see without a strong microscope. Inside the cells are chromosomes, which are thread-like strands that contain thousands of genes. Most people have 23 pair of chromosomes and you receive half from your father and half from your mother (one of each pair). Even after you are born, your 46 chromosomes continue to guide the way to your body grows and develops.

**GENES** - Genes are on the chromosomes. Humans have about 30,000 genes. Genes are made up of segments of DNA and they determine physical traits such as the color of your eyes. You inherit your genes from your biological parents.

**ALLELES** - two forms of the same gene

**DNA** - the substance of heredity - deoxyribonucleic acid - made up of four amino acids: adenine, thymine, cytosine, and guanine.

**GENEOTYPE** - The combination of alleles that an organism has.

**PHENOTYPE** - describes what an organism looks like

**PEDIGREE** - a chart that shows genetic traits in a family tree

# Rebop Patterns - Male

Antenna	A
---------	---

Antenna	a
---------	---

Legs	l
------	---

Legs	L
------	---

Nose	Q
------	---

Nose	q
------	---

Humps	M
-------	---

Humps	m
-------	---

Tail	t
------	---

Tail	T
------	---

Eyes	e	Sex	X
------	---	-----	---

Eyes	E	Sex	Y
------	---	-----	---

# Rebop Patterns - Female

Antenna	A
---------	---

Antenna	a
---------	---

Legs	l
------	---

Legs	L
------	---

Nose	Q
------	---

Nose	q
------	---

Humps	M
-------	---

Humps	m
-------	---

Tail	t
------	---

Tail	T
------	---

Eyes	e	Sex	X
------	---	-----	---

Eyes	E	Sex	X
------	---	-----	---

# REBOP PHENOTYPE CHART

GENOTYPE	PHENOTYPE
AA	1 antenna
Aa	2 antenna
aa	No antenna
LL or LI	Blue legs
ll	Red legs
QQ	Red nose
Qq	Orange nose
qq	Yellow nose
MM	1 green hump
Mm	2 green humps
mm	3 green humps
DD or Dd	3 body segments
dd	2 body segments
TT or Tt	Curly tail
tt	Straight tail
EE or Ee	2 eyes
ee	3 eyes
XY	Boy
XX	Girl

# Rebop Worksheet

Baby's Name: \_\_\_\_\_

Baby's Birthdate: \_\_\_\_\_

Student Names: \_\_\_\_\_

\_\_\_\_\_

<b>Chromosomes</b>	<b>Father's Allele</b>	<b>Mother's Allele</b>	<b>Baby's Genotype</b>	<b>Baby's Phenotype</b>
Antenna (Aa)				
Leg Color (Ll)				
Nose Color (Qq)				
Hump Color (Mm)				
Body Segments (Dd)				
Tail (Tt)				
Number of Eyes (Ee)				
Sex (XX/XY)				

# Discussion Questions

1. Given two heterozygous Rebops, what fraction of the children would you expect to have the genotype  $Aa\ qq\ Ee\ LL\ Tt$ ? (Show your math)

2. What is the probability that an offspring will end up with all of the genotypes of its father? (Show the genotype of the father and your math)

3. What is the probability of the offspring of the following parents to be no antenna, blue legs, red nose, 1 green hump, 3 body segments, curly tail, girl rebop. (Show your math)

**Father**

$AA\ LL\ QQ\ MM\ DD\ TT\ EE\ XY$

**Mother**

$a\ all\ qq\ mm\ dd\ t\ tee\ XX$

4. Identify four (4) genetic characteristics that are inherited.

5. Choose one genetic characteristic that is present in you or your family. On the back, draw a pedigree showing where that trait is present. (circle - girl, square - boy, colored - has trait, white - doesn't have trait)

# LESSON PLANS/ACTIVITIES

## (Steve Callaghan)

### Objective

Increase knowledge of chronic pain and be able to describe its three types.

### Expected Outcomes

1. Students will be able to effectively communicate ideas and information
2. Students will be able to utilize reading, writing and cooperation skills
3. Students will use interpersonal skills, negotiation, and teamwork

### Activities

1. Bodily/Kinesthetic - after review of chronic pain, students will use case studies and run a mock pain clinic where they evaluate and treat a patient for chronic pain using one of the standard treatment.
2. Interpersonal/Spatial - after review of chronic pain, students will form groups and create wall displays and charts depicting type of chronic pain and its treatments.
3. Intrapersonal - After review and research of chronic pain, students will write a one page paper on chronic pain and its treatment.

*Adaptation of child with disability - All activities, as per individuals IEP and consultation with resource teacher, will be given extra time and help if needed.*

### Student Comprehension/Evaluation Method

1. Students will design an accurate wall chart of chronic pain and its treatments. (Synthesis)
2. Students will assess the characteristics of chronic pain and be able to decide if the case studies are chronic pain. (Evaluation)
3. Students will explain what chronic pain is and be able to classify the types of chronic pain in their research pain. (Analysis)

Chapter 16 Understanding Psychology - 2003-2004 School Year - Fall and Spring semesters.

# LESSON PLANS/ACTIVITIES

## (Margaret "Peg" Crannell)

### Objective

To broaden student understanding of cultural differences between Mexicans and Americans.

### Expected Outcomes

1. Students will be able to communicate effectively using interpersonal skills, negotiation, and teamwork.
2. Students will be able to organize groups and show leadership skills effectively.
3. Students will organize and analyze information using graphs and charts. (3R's)

### Activities

1. Verbal/Linguistic - Students will present skits in which Spanish speakers and English speakers whoa problem caused by a cultural misunderstanding and how they resolve it.
2. Interpersonal - Students will interview an Hispanic immigrant about cultural differences they have noticed between themselves and Americans, offensive and non-offensive, and report to the class.
3. Math/Logic - In small groups, students will make graphs to compare areas of cultural similarities and differences.

*One Adapted activity for a student with English as a second language: The student will help and advise with the activities and then speak to the class about the difficulties of learning English compared to his/her classmates struggles with learning Spanish.*

### Student Comprehension/Evaluation Method

At the conclusion of the above activities, students will watch a video of the Iowa Public Television program "Postville: When Cultures Collide." Then they will summarize the cultural differences they have seen (evaluation), analyze the ones that would be problematic in their own town and explain why (analysis), and predict what would happen if the Postville situation occurred in their own town (synthesis).

This lesson plan can be incorporated into the cultural differences/tolerance unit in Spanish Class.

# LESSON PLANS/ACTIVITIES

## (Pat L. Olson)

### Objective

To introduce students to the different categories of organizations - businesses, not-for-profit organizations, and governmental units.

### Expected Outcomes

1. Students will be able to effectively identify three types of organizations in each of the given categories.
2. Students will discuss the advantages and disadvantages encountered by each category of organization.
3. Students will utilize reading, writing, and presentation skills to gather and share information with other classmates.

### Activities

1. Visual/Spatial - students will develop a collage of local businesses and list how they are classified. They will need to display at least three businesses in each of the categories. They will also create graphs and charts using the computer to create a visual of how the organizations differ.
2. Interpersonal - students will share information with a partner and eventually with the entire class via a PowerPoint presentation. Each student will select a local business and share specific information he/she learns about this business and how it is organized.
3. Scientific/Mathematical - students will use the Excel spreadsheet program to illustrate projected earnings for a typical business in each of the categories. They will generate charts and present his information to the class.

### Student Comprehension/Evaluation Method

When you select a career, it is important to have a basic understanding about the type of organization where you would most likely find employment opportunities. Based on your career decision, identify (analysis) the type of organization you would most likely work for. Explain the challenges you might encounter (synthesis) and be able to support why you would be happy working for this type of organization (evaluation).

This lesson plan can be incorporated into any career lesson and would be an excellent introductory activity for any business course. Students need to understand how organizations are structured and how they function. This lesson provides the essential background needed for this awareness.

# LESSON PLANS/ACTIVITIES

## (Connie Bang)

### Objective

To educate health students of the increased possibilities of acquiring infectious diseases such as AIDS.

### Expected Outcomes

1. Students will use creative thinking and problem solving to identify which individuals are infected.
2. students will use negotiation and teamwork to successfully identify who received the deadly disease and when it was received.
3. Students will use organization to help in the process of determining the original disease carrier.

### Activities

1. Bodily/Kinesthetic - Students will move around beaming (using palm pilots) a potential virus to three different partners.
2. Interpersonal - Work as a team to solve the question of who started with the infectious disease and why it spread so rapidly.
3. Scientific/Mathematical - Students will experiment with the use of Palm Pilots (Cooties Program). Students will need to work together to identify who received the virus in the first, second and third exchange.

*Students that are physically disabled will need other students to come to them for exchange versus moving about the room.*

### Student Comprehension/Evaluation Method

After using the Cooties Program on the palm pilots, students experiment with three different partners, the palm pilots will identify who is infected with the deadly virus. Students will use the given information (application) to see patterns (analysis) that identify where the virus started and what paths it took to be spread. Students will be required to combine information (synthesis) and create a design showing how the virus spread throughout the classroom.

This lesson plan will be incorporated into the nine-week health course that is taught to all freshmen. I will incorporate this unit into the sex education unit that deals with AIDS and Sexually Transmitted Diseases.

# LESSON PLANS/ACTIVITIES

## (Terry Graver)

### **Objective**

Students will gain an understanding of workplace competencies that employers feel are important in today's workplace.

### **Expected Outcomes**

1. The student will understand the importance of Organizational Effectiveness and Leadership.
2. The student will understand the importance of Communication (understanding ideas and information).
3. The student will understand the importance of Interpersonal skills, Negotiation, and Teamwork.

### **Activities**

*Activity for Deaf student: (Adaptive)*

*Spatial Intelligence: Have student make posters of the lifts that are used in the weight room. The student can visually see the lift and proper technique. They can also use them for visual clues.*

1. Bodily/Kinesthetic Intelligence: Students will learn the responsibilities involved in physical education classes (weight training, running, games). Students will also learn how to cooperate effectively within the parameters of the physical education curriculum and attempt to motivate other students towards exemplary behaviors.
2. Interpersonal Intelligence - Students will learn the importance of communication and teamwork during a physical education class. The students must be able to communicate, be supportive, and be a good teammate in order for their team to be successful.
3. Scientific/Mathematical Intelligence - Students will learn the importance of math skills during a weight training activity. The students will have to convert the weight of each lift and the number of reps into their maximum lift. The computed weight will be used for their individual workout.

### **Student Comprehension/Evaluation Method**

Students will measure their understanding and comprehension by putting together a PowerPoint presentation on the three activities they were involved in. The students can work with a partner and present their information to the rest of the class. They will be graded on the content, how well it was presented and their overall understanding of the material.

**Analysis**

Students will be asked to analyze their success rate in the weight room from the first day of class. They will also explain to the teacher why they have gained or lost in their weight amounts.

**Synthesis**

Students will use lifting techniques and methods they have used in the past to increase their strength. They will also design and create a summer workout plan to follow in order to maintain their progress from the school year.

Students will be asked to choose what weights they feel have given them the best physical development. They must also judge and support their choices.

# LESSON PLANS/ACTIVITIES

## (Ann Holmes)

### Objective

To learn about the business of working at a performance theatre as a career.

### Expected Outcomes

1. To communicate ideas/information to others
2. To creatively think and solve problems not only for themselves, but others as well.
3. To develop interpersonal skills crucial to both individual and team success.

### Activities

1. Visual/Spatial - students will design a scene using available properties.
2. Musical/Rhythmic - through body languages, facial expression and movement, students will interact with others in performance.
3. Interpersonal - students will praise/provide constructive feedback of their own work as well as their understanding of others work within the group.

*\*A student in a wheelchair will incorporate his chair as property in the scene. For example, the chair becomes the seat for a character who is a judge or used to suggest the character is floating through the air like a ghost.*

### Student Comprehension/Evaluation Method

As a student director you are to organize both actors and stage technicians (analysis) to create a 10-minute skit (synthesis) teaching young audiences an Aesop's Fable. When the audience recognizes the moral of the story at the end of the presentation, you will assess the success of the skit (evaluation).

This lesson plan can be incorporated in both the acting lesson and the unit on careers in theatre.

# LESSON PLANS/ACTIVITIES

## (Patricia McCoy)

### Objective

To aid students' understanding of the local library's research and technology holding regarding their community.

### Expected Outcomes

1. 3R - Students will work together to research a multifaceted common topic.
2. Adaptability - Students will share research findings with others.
3. Communication - Students will function as a team to assess findings and work to enhance their knowledge of given topic.

### Activities

1. Visual/Spatial - locate drawings of town's early settlement and changes occurring through time to get a sense of area's history.
2. Interpersonal - interview local merchants and community leaders to gather information/data about life in the community.
3. Intrapersonal - gather information; organize findings; if necessary, go back to sources for clarification; write paper or prepare visual presentation; offer findings to interested parties.

*Adaptation - For the visual/spatial activity - student literally visits places on city map to gain understanding of place and history.*

### Student Comprehension/Evaluation Method

ANALYSIS - Explain your community's location as a site for \_\_\_\_\_ (e.g., airport, power plant, auto dealership, etc.). SYNTHESIS - Formulate a list of businesses/facilities that would serve your community well and offer specific information for your choices. EVALUATION - Find information about communities of comparable size and determine whether or not your choices have had success in similar settings elsewhere. NOTE: All of these activities need to be studied and the conclusions gathered in a specific written or visual format.

This lesson could be part of an I-Search unit where students research to learn about something of interest to them. This particular assignment requires personal interviews as part of the research process.

# LESSON PLANS/ACTIVITIES

## (Joseph Moylan)

### Objective

The learner will demonstrate the ability to design and construct an internet design log which will be formatted with the central theme of Design/Construction Associations.

### Expected Outcomes

The learner will develop an awareness of the vast variety of Architectural Design Associations, which construct the standards for the construction industry. All learners will focus on the competencies of organization, learning to learn and teamwork as the unit of study activities progress.

1. Students will demonstrate the ability to work in small group settings to gather and organize internet web sites applicable to the stated objective.
2. Students will analyze the research information and organize material in a presentational format for the internet design log project.
3. Students will prepare a written journal which will reflect how the research information is applied in the design/construction industry.

### Activities

1. Interpersonal - students will participate in group activities discussing how to rate the research information and prepare a master list for a design presentation.
2. Spatial - students will design a internet log identifying resources which will assist in implementing industry standards and codes in design work.
3. Intrapersonal - students will discuss and justify the design associations/internet sites that have been selected for the design log.

### Student Comprehension/Evaluation Method

As a design architect employed in a firm which is in the process of updating the architectural design process and procedures, you have been assigned to assist in the project development. List and describe the architectural design associations that could influence the mentors for implementing in current code systems for your company design projects, and prepare a recommendation for the selected resources.

This lesson is designed to be implemented in the advanced drafting class when the contractor codes and design permits unit of study is discussed.

# LESSON PLANS/ACTIVITIES

## CISCO - Firewall Router Management (Troy Schutte)

### Objective

To aid students comprehension of data center firewall management.

### Expected Outcomes

1. Students will be able to properly mount a *CISCO PIX 525 Firewall Router* into a vertical rack in a data center.
2. Students will be able to make the proper physical connections using Fiber Optic and Ethernet cables.
3. Students will be able to effectively configure the firewall router to satisfy certain network specifications.
4. Students will be able to properly telnet into the firewall from a remote location.

### Activities

1. Bodily/Kinesthetic - students will physically rack and mount the *CISCO PIX 525 Firewall Router* into the vertical rack.
2. Scientific/Mathematical - students will demonstrate the ability to apply proper network IP numbers to the *CISCO PIX 525 Firewall Router*.
3. Visual/Spatial - students will develop a network topology of the connections required to implement the *CISCO PIX 525 Firewall Router* into the data center using *CISCO ConfigMaker* software. This will provide the students with a picture of the network connections.

*Learning disabled students will be given an extra 15 minutes to perform all activities.*

### Student Comprehension/Evaluation Method

1. Students will show the ability to apply (application) the proper configuration files to the *CISCO PIX 525 Firewall Router* using the proper IP numbers and IOS commands.
2. Students will demonstrate the ability to identify (analysis) the most efficient means of connectivity for the *CISCO PIX 525 Firewall Router*.
3. Students should show proper design process (synthesis) in developing the network topology using *CISCO ConfigMaker*.
4. Students should have the ability to explain (evaluation) the entire process of firewall management.

This lesson plan can be incorporated into the Switch and Router Management Unit.

# LESSON PLANS/ACTIVITIES

## (Marlys Messerly)

### **Objective**

Students will complete a PowerPoint project that tells about themselves, family, favorite things and what they like to do.

### **Expected Outcomes**

1. Students will be able to effectively communicate ideas and information about themselves.
2. Students will be able to utilize computation, writing, and reading skills.
3. Students will utilize creative thinking.

### **Activities**

1. Interpersonal - students will work together as a team to teach students the seven good keyboarding techniques.
2. Visual/Spatial - students will find clip art and insert it in their PowerPoint presentation.
3. Verbal/Linguistic - students will key in words to describe themselves, family, favorite things and what they like to do.

*Adaptation: Learning Disabled - students could use pictures instead of words to describe themselves, family, favorite things and what they like to do.*

### **Student Comprehension/Evaluation Method**

Students will assess how the skills they learn in keyboarding can be applied and demonstrated in the world of work.

This lesson can be incorporated into the writing requirement, career lesson and the Multiple Intelligence Unit. This lesson can be completed at the beginning of the twelve weeks.

# LESSON PLANS/ACTIVITIES

## Building a Hollywood Flat

### Objective

Students will build a Hollywood Flat

### Expected Outcomes

1. Students will use reading, math and interpretive skills.
2. Students will utilize measuring and fraction knowledge.
3. Students will physically utilize skills with carpentry tools such as circular saws, drills, hammers, etc.

### Activities

1. Visual/Spatial - students will transfer scaled figures to full size figures
2. Scientific/Mathematical - students will use measuring skills and adding, subtracting and multiplying measurements including fractions
3. Bodily/Kinesthetic - students will work with shop tools to build the flat

*\*This would preferably be a group project. Students with disabilities could do much of the measuring and work with the other students holding materials and using manual tools.*

### Student Comprehension/Evaluation Method

During the flat building process, students will demonstrate understanding (comprehension) of mathematical and geometric information by transferring scaled figures and shapes to lumber in full size (analysis). Students will then cut the lumber (application) and fit the pieces together (synthesis) to make a new flat.

This lesson could be incorporated into math classes and shop classes very easily.

# LESSON PLANS/ACTIVITIES

## Milling Machine Project - Parallel Clamps (Brian Moeller)

### Objective

Assist and guide students through a machine project on the Milling Machine.

### Expected Outcomes

1. TLWBAT - Machine two parts that should be similar and match on assembly.
2. TLWBAT - Drill and tap accurate holes for the screws that align the jaws.
3. TLWBAT - Cut threads for screws on long slender diameters.
4. TLWBAT - Form metal to produce the clip.

### Activities

1. Visual/Spatial - students will need to understand a working drawing/design and create a parallel clamp.
2. Verbal/Linguistic - students will interpret symbols, and other terminology used by the tool and die maker to complete a die or project.
3. Scientific/Mathematical - students will use Cartesian coordinates to help determine the proper setup of materials to be machined.
4. Bodily/Kinesthetic - students will be performing hands on activities during the completion of this project.

*Learning Disability: students are able to go to a counselor's office and get reading help whenever they need it to complete an assignment. Extra time is granted to them to complete assignments. If they need special help it can be arranged with me before or after school.*

### Student Comprehension/Evaluation Method

Each student will need to complete a portfolio with a daily log, assignments and activities for the course. Student activities and tests will also be used to measure student progress.

This lesson plan can be incorporated into all metal fabrication courses.

# LESSON PLANS/ACTIVITIES

## (Patricia Ronspies)

### Objective

Students will develop an understanding of the structure and properties of matter:  
TSWBAT investigate and explain how the interactions among the molecules of a compound determine its physical and chemical properties. (NE standard 12.3.2d)

### Expected Outcomes

1. Students will utilize interpersonal skills, negotiation and teamwork in lab groups.
2. Students will communicate information and ideas to their lab group and the class.
3. Students will use reading, writing and computation to collect, organize and analyze information.

### Activities

1. Bodily/Kinesthetic - students working together in lab groups will move around the lab testing different substances to determine their acidic or basic properties.
2. Visual/Spatial - design a bar graph showing each substance in increasing order by pH value and shade the bar the appropriate color for that pH value.
3. Scientific/Mathematical - complete the experiments to quantify with a pH value the acidity or alkalinity of the material tested; classify each substance as acid or base using these values.

*Visually impaired students should note other physical properties of substances: odor, heat given off, sound of fizzing, (taste if appropriate).*

### Student Comprehension/Evaluation Method

Using the given pH data for substances, classify (analysis) each substance as acid or base. If the pH of a substance is 3, generalize (synthesis) the properties and uses it could have. Trade papers with your partner and assess (evaluation) his/her generalizations of substance properties and uses.

This lesson plan can be incorporated in chapter 6 section 3 Acids, Bases, & pH of the physical science 9 curriculum.

# LESSON PLANS/ACTIVITIES

## (Suzanne Van Meeteren)

### **Objective**

To aid student's appreciation for builders/contractors in the area of general education.

### **Expected Outcomes**

1. Students will be able to work as a team to finish a project.
2. Students will become more self motivating in achieving an end project.
3. Students will be able to utilize computation, writing and reading skills.

### **Activities**

1. Naturalist - students will match types of building/construction with various geographic contours of the land.
2. Spatial - students will learn to read blue print/charts/maps to better able to visualize the finished project.
3. Interpersonal - students will learn how to become a team by constructing a stick model of a building

*Learning disability - student is given 20 extra minutes to complete the model.*

### **Student Comprehension/Evaluation Method**

If you were the project manager at a construction business, identify the shape of a building to fit the contour of the land and design a possible outcome. Be able to explain why this construction was chosen.

This lesson plan can be incorporated into lessons on math, careers or map/chart reading.

# LESSON PLANS/ACTIVITIES

## (Amy Schlife)

### Objective

To help students appreciate what it takes to work successfully in law enforcement and to be conscious of how it feels to be a foreigner who does not speak the language.

### Expected Outcomes

1. Students will be able to read, write, and compute effectively.
2. Students will be able to communicate for understanding and information.
3. Students will be able to continue learning as they process more and more information in the area of the Spanish language.

### Activities

- A. Intrapersonal - students will identify with someone being questioned and discover how it makes them feel.
- B. Verbal/Linguistic - students will interpret for a person being interrogated.
- C. Bodily/Kinesthetic - students will review the body parts that may be mentioned when booking someone into jail or when pulling someone over by tracing a classmate's body on bulletin board paper.

*\*Learning disability - student can use the book to label the body parts or state them orally instead of writing them.*

### Student Comprehension/Evaluation Method

If you worked in law enforcement, formulate a list of questions (synthesis) that would be useful for someone who did not speak Spanish when interrogating someone who only spoke Spanish.

This material could be injected into the introductory unit on formalities (what is your name, where are you from, how old are you?) in Spanish I, as well as the unit on body parts in Spanish II.

# LESSON PLANS/ACTIVITIES

## (Kathryn Hilbers)

### Objective

To relate to students how computers play a vital role in the business/manufacturing setting.

### Expected Outcomes

1. Students will utilize reading, writing and computation skills
2. Understanding ideas and information
3. Interpersonal skills, negotiation, and teamwork

### Activities

1. Interpersonal - students will be divided into teams and develop a "team" PowerPoint presentation to solve a business situation which was assigned to them.
2. Intrapersonal - students will observe assigned teams and see how each member contributes to the setting.
3. Verbal/Linguistic - students will write a brief report on observations made as team contributions were observed.

*\*All students will work as a team in a team setting. The students with disabilities will be included in the group just as they would be in the workplace. Close observation of the group will be needed to make sure this is happening.*

### Student Comprehension/Evaluation Method

Students will observe other students completing an assigned task (analysis) by using a stop watch to observe time needed and time wasted (application). They will study their findings and suggest ways to improve efficiency of the assignment (synthesis). They will write a brief PowerPoint assignment showing what was done efficiently and what improvements could be made (evaluation). The PowerPoint presentations will be presented with input and observations from others.

This lesson plan can be incorporated into Computer Applications II when we will work on PowerPoint presentations.

# LESSON PLANS/ACTIVITIES

## Exploring Diversity

### (Lois Krohn)

#### **Introduction**

Appreciating and understanding diversity, cultural sensitivity, and culturally appropriate advocacy for the children and families that are in our community is an important life skill that is needed in today's society.

#### **Goal**

The goal of this activity is to recognize the diversity that is all around us, to get to know one another better, and to challenge our stereotypes.

#### **Directions**

At this time pass out the signature sheet and read the directions together.....20-25 minutes will be allowed for this activity with discussion to follow.

#### **"Starter" Questions that could be used after the activity?**

1. What surprised you about who actually initialed the various boxes?
2. What assumptions did you make about who might be able to initial a particular box?
3. Were there any boxes that were not initialed.

# Cultural Pursuit

**DIRECTIONS:** Read your Cultural Pursuit sheet and initial those boxes that you can answer. Next, find others who know the answers for the boxes that remain and ask them to initial the responses they know. Be prepared to share what you know - and the new information that you discover.

*Find someone who:*

Has had her/his name mispronounced.	Knows what "Nisei" means.	Is from a mixed heritage background.	Is bilingual/multilingual	Has been misunderstood by a person from a different culture.
Can explain the significance of Roe v. Wade	Has had to overcome physical barriers in life.	Has experienced being stereotyped.	Knows what Rosa Parks did.	Has an "Abuela."
Can name the West Coast equivalent to Ellis Island	Knows what an upside down pink triangle symbolizes.	Knows who Stephen Biko was.	Has traced his or her family lineage or heritage.	Knows who Harvey Milk was.
Listens to "Ethnic" music.	Knows what "Juneteenth" means.	Knows the significance of eagle feathers.	Knows why the Irish immigrated to the U.S. in the 1840's.	Knows the color of a parking zone for disabled people.
Can name the lawyer who argued for the petitioner in Brown v. Board of Education	Knows the meaning of "Goy."	Knows what "comparable worth" means.	Has seen a "Step Show."	Knows what a "Lumpia" is.

# LESSON PLANS/ACTIVITIES

## (Ed Wilberding)

### Objective

Students will improve writing skills by using a variety of journalistic techniques and create a group newspaper.

### Expected Outcomes

1. Students will interview an interesting person and write a story about that experience. (Communication)
2. Students will write and design an ad for a newspaper. (Creative Thinking)
3. Students will write a news story. (Writing)
4. Students will as a group create a newspaper. (Teamwork)

### Activities

1. Interpersonal - Interview skills
2. Verbal/Linguistic - Writing an ad
3. Visual/Spatial - Layout of an ad

*Special needs students: help in layout of the ads and distribution of finished product.*

### Student Comprehension/Evaluation Method

1. Organize the ads into an ad page. (analysis)
2. Plan an interview. (Synthesis)
3. Assess the effectiveness of the ads (evaluation)

Lesson can be used for all abilities of writers in a team effort to create a newspaper.

# LESSON PLANS/ACTIVITIES

## (Michelle Ronan)

### Objective

To help students become aware of and develop important skills that will help them become successful employees.

### Expected Outcomes

1. Communication: Understanding Ideas and Information
2. Reading, Writing and Computation (Three R's)
3. Organizational Effectiveness and Leadership

### Activities

1. Intrapersonal - Students will make a list of what they feel are their strengths and weaknesses and then write a goal to work on making at least two of their weaknesses into strengths.
2. Interpersonal - Students will make a list of skills that are needed to be a successful employee by doing each of the following activities:
  - a. make a personal list
  - b. interview a parent or other adult
  - c. interview a manager from a local business
3. Verbal/Linguistic - Students will share the information they received from the previous activity with each other and combine all the information into one list. In groups of 2-3 students, they will develop 5-10 interview questions that might be asked during a job interview.

*\*Adapted activity - students may complete only activities a and b and may use the help of an adult to complete lists. For the evaluation, these students may be given their interview questions ahead of time in order to prepare their answers prior to the time of their practice interview.*

### Student Comprehension/Evaluation Method

Each student will select 5 interview questions that will be put into compiled list of questions. Students will be given the opportunity to answer some of these questions, which are chosen at random, in a practice interview situation.

I would incorporate this lesson at a point after the students have successfully completed the writing strategy that is taught in my 9<sup>th</sup> grade English class.

# LESSON PLANS/ACTIVITIES

## (Karen Bertelsen)

### Objective

To creatively label and package a DVD label and case for a major client.

### Expected Outcomes

1. Students will demonstrate adaptability through creative thinking and problem solving for a clients order completion.
2. Students will use the interpersonal skill of teamwork.
3. Students will communicate with each other in carrying out the ideas requested from the client.

### Activities

1. Kinesthetic Learner
2. Visual Learner
3. Interpersonal Learner
4. Scientific Learner

### General steps are as follows:

1. Form groups of four. Two students are the clients and two students are the artistic production team. A meeting is held with the client presenting their needs, topics, and goal for the artistic presentation of their video. The students then change roles and establish the assignment for the other two students.
2. Student then bring in still life objects, set up a photo shoot establishing the lighting required by the clients requests and the pictures are downloaded to adobe photo shop.
3. The photos are edited, background is created, type is added and a prototype is presented to the client for approval of the DVD case.
4. Final editing and prototype is produced on the computer with the coordinating DVD label.
5. That is then turned into the teacher with a completed rubric and the process begins again with the other students and their production for their clients.

*\*Students with learning disabilities are mainstreamed in our district and they do quite well with hands on curriculum. As all students would be independently working, the teacher would check in with the LD students to observe progress and confirm understanding.*

### Student Comprehension/Evaluation Method

According to Bloom's taxonomy, students would be exhibiting application, analysis, and evaluation within this learning activity. Application is used in understanding the needs and wants of the customer. Analysis is used in communicating with each other to complete the

task as a group of two. Evaluation is used by the student themselves in the clients approval and subsequently in their individual analysis and final teacher's grade.

# LESSON PLANS/ACTIVITIES

## (Nichole Griffiths)

### Objective

To have the students better understand their personality and how it affects others.

### Expected Outcomes

1. Students will be able to communicate ideas and information.
2. Students will show examples of Interpersonal skills, negotiation, and teamwork.
3. Students will utilize how personality types affect their organizational effectiveness and leadership.

### Activities

1. Naturalist - students will take the four personalities discussed and choose animals to represent them and explain why.
2. Bodily/Kinesthetic - students will draw around another student and write descriptive words for what characteristics they show for their personality. Could be represented by colors for the paper.
3. Interpersonal - the students (after learning their personality type) will interview two other people (one their age and one much older) and analyze their personality types and write up a analysis of their findings.

*\*For a child with a disability, they could draw around their hand for the bodily---kinesthetic activity.*

### Student Comprehension/Evaluation Method

Students will analyze the characteristics of others for their discovery of personality types. They will use facts to generalize characteristics into a particular category. They will then defend those facts found about characteristics to state the interviewed personal personality type.

This lesson plan can be incorporated into the Everyday Living class I teach. It could be included in the unit about stress and personality types or it could be used in the beginning as a kick off for the class.

# LESSON PLANS/ACTIVITIES

## (Shelley Smith)

### Objective

To help students with communication and public relations using proper grammar; also, they will find out more about an occupation.

### Expected Outcomes

1. Students will be more aware of effectively communicating ideas interpersonally.
2. Students will problem solve creatively.
3. Students will obtain more information about either their own job or one they are interested in.

### Activities - Choose three activities to complete:

1. Interview your own boss or an employer you wish to work for. Give a 3 minute mini speech about your results.
2. Research the internet for your ideal occupation and create an artistic visual creation of your findings.
3. Write an essay of three pages of what you found on the internet.
4. Create a PowerPoint of either someone you have interviewed in your chosen career or the career opportunities.
5. Make a booklet depicting your career using drawings and visual implications of what is involved.
6. Write a letter to a future employer asking exactly what you need to know about a potential career.
7. Make a video tape showing and explaining what someone would need to know about a chosen profession.
8. Make an audio tape or CD explaining what someone would need to know about a chosen profession.
9. Act out a skit examining and portraying a select area of your chosen occupation.
10. Make a chart depicting what pre-requisition are needed to enter a certain occupation.

### Student Comprehension/Evaluation Method

All choices must be researched either on the internet, in the career center, or in person. A works cited page must be presented along with a journal of what you found and your reactions to your findings.

This lesson plan can be incorporated into the research unit or career/grammar unit. A rubric will be attached to each option.

# LESSON PLANS/ACTIVITIES

## (Michelle Ronan)

### Objective

To increase awareness of skills and knowledge required from students entering the culinary arts field - and better prepare students at the high school level for their culinary school experience.

### Expected Outcomes

1. Students will be able to accurately read formulas/recipes/techniques and minimal mathematical conversions.
2. Students will understand successful personal management and professional behavior as laid out by the kitchen manager.
3. Students will be able to communicate effectively in a verbal or written manner.

### Activities

1. Scientific/Mathematical - two topic choices - students will research the 7 most common food toxins/pathogens and indicate the cause, effect, presentation, and cure for each.
2. Musical/Rhythmic - after researching and discussing the traditional food pyramid and sound nutritional habits, students will divide into groups of 3 or 4 and write a rap song (complete with funky dance moves) - using their own words (borrowed music) and create "rapping with the rapsters" which glorifies a food group, eating habits, a cooking technique, etc.
3. Naturalist - students will research the latest practices and pros and cons of genetic engineering practices in domestic and foreign agriculture.

*\*An activity adapted to a student with a visual handicap: color code all equipment in the handicapped kitchen for easily retrieval and clean up; increase the font size on printed labels on all canisters; organize equipment into easy reach bins on the counters so student can readily identify each; increase font on handouts of printed notes so student can read; work with school's visual therapist to accommodate individual needs.*

### Student Comprehension/Evaluation Method

Each student is required to create and update weekly a *portfolio* for culinary arts.

# LESSON PLANS/ACTIVITIES

## Career Case Studies

### (Diane Hansler)

#### Objective

Students will become more aware of health related careers by selecting a given case study and researching which career would be needed to solve the problem stated in the case study.

#### Expected Outcomes

1. Communication: Understanding Ideas and Information
2. Adaptability: Creative Thinking and Problem-Solving
3. Self-Esteem Goal Setting/Motivations, and Personal/Career Development

#### Activities

1. Verbal/Linguistic - after researching which health career is needed to solve the stated problem, the student will verbally share with the class their findings.\*
2. Spatial - the student will create a visual, poster, PowerPoint, etc. to share with the class their findings of a career appropriate to the problem stated in the case study.
3. Interpersonal - the student will create the script for a mock interview of the career they researched and after selecting other student participants, would role model the interview for the class.

*\*The visually impaired student would have access to a school resource help room where a para would read them the different case studies to choose from, then with the use of Braille or a special computer to allow them to research the case study and present it to the class.*

#### Student Comprehension/Evaluation Method

Analysis - students will list the career components needed to solve the case study.

Synthesis - students will combine the needed list of career skills to solve the case study with the correct health career.

Evaluation - students will compare and discriminate as they research which health career is needed for their selected case study.

This lesson will be incorporated into the Child Development's Health and Safety unit, which is during the semester's last four weeks.

# LESSON PLANS/ACTIVITIES

## (Debbie Galusha)

### Objective

Students will be exposed to gathering data and arranging it into a report in a science class.

### Expected Outcomes

1. Students will be learning to learn
2. Students will be able to use reading, writing and computation
3. Students will be adaptable and use creative thinking and problem solving

### Activities

1. Bodily/Kinesthetic - students will use metric rulers to measure height, pinkie length, shoe length, and ear length of twelve individual students as they move around room.
2. Visual/Spatial - students will use their data and graph each of the four pieces of data by body part for the twelve students, and then the four parts for each student. The first graph will be a frequency bar graph. The second graph will be twelve individual line graphs by either color or pattern, so they twelve can be compared. Students will then do a graph by age (in months) and by gender.
3. Scientific/Mathematical - students will hypothesize their finds before they start. Students will draw conclusion from their graphs.

*For special education students, the number of students in a classroom will be reduced to eight. The work of these students will primarily be done in the classroom, while the regular academic students will primarily do their work as homework.*

### Student Comprehension/Evaluation Method

If you were a wildlife biologist trying to save an endangered species from extinction, identify (analysis) the number of females in the herd and arrange them by age so they can be compared. Predict (synthesis) either whether their age or number of offspring last spring affects the number of offspring this year. Evaluate (evaluation) your predictions as you compare it with the results. Explain the significance of what you find. Write a summary of your findings and recommendations to help these species.

This lesson plan would work nicely into the beginning of the school year in a science class when the scientific method is being introduced, or measuring and graphing being done.

# LESSON PLANS/ACTIVITIES

## (Dustin Opitz)

### Objective

To enhance students' communication skills solve problems within their intended career area.

### Expected Outcomes

1. Students will communicate effectively using speaking, listening, and writing.
2. Students will utilize creative thinking and problem solving skills to demonstrate adaptability.
3. Students will practice interpersonal skills, negotiation, and teamwork.
4. Students will utilize reading, writing, and computation skills.

### Activities

1. Verbal/Linguistic - students will read research in an article or book about job opportunities and preparing for their desired career. Students will summarize the respond to the reading in writing as well as in a verbal presentation.
2. Math/Logic - students will identify a problem in their career area and propose possible solutions. They will also comment on patterns of the problems that they see repeated in society and in that field.
3. Interpersonal - students will organize small groups, communicate their career goals, discuss obstacles in their career path, and brainstorm ways to resolve the conflicts that may hinder them reaching their careers.
4. Intrapersonal - students will analyze themselves (who they are and where they want to go in life) and reflect on their strengths and weaknesses that may help or hinder their career goals.

*\*The teacher will give the student extra help and explanations if needed.*

### Student Comprehension/Evaluation Method

Students will explain patterns (analysis) of employment that they see in their intended career. Using this knowledge, they will predict and draw conclusions (synthesis) as to the future employment trends when they will enter the workforce. Students will make potential career choices based on their arguments (evaluation) of employability trends.

This plan can be incorporated into a curriculum on career choices and career communication. I will use it in my "Of Mice and Men" unit when students have a project planning their future.

# LESSON PLANS/ACTIVITIES

## (Gloria Walker)

### Objective

To assist students' exploration of career options.

### Expected Outcomes

1. Students will utilize reading and computer skills to explore careers.
2. Students will utilize creative thinking and problem solving skills in the career exploration process.
3. Students will take part in a team approach to career exploration.

### Activities

1. Verbal/Linguistic - students will use available computer programs to read and explore career information.
2. Intrapersonal - students will identify personal strengths and interests as they relate to a career choice.
3. Interpersonal - students will team with another person to explore a mutually interesting career option.

*\*A visually impaired student will either pair with another student on the computer or use a large print screen.*

### Student Comprehension/Evaluation Method

Students will compare interest and opportunities in three potential careers (analysis), integrate career interest and skills to select a potential career (synthesis) and select one of the careers to further pursue (evaluate).

This lesson plan can be incorporated into a career lesson using the school computer lab.

# LESSON PLANS/ACTIVITIES

## Public Service Announcement (PSA)

### (Marcy Williams)

#### **Objective**

To aid students appreciation for media producing using PSA's (Public Service Announcement)

#### **Expected Outcome**

1. Students will utilize reading, writing and computing
2. Students will be able to effectively communicate thinking and problem solving
3. Students will be able to adapt using creative thinking and problem solving

#### **Activities**

1. Bodily/Kinesthetic - students will perform and act in their own PSA's
2. Visual/Spatial - students will develop a complete storyboard to who the progression of their PSA
3. Verbal/Linguistic - students will create the written script they will use for the creation of their PSA

*\*An ESL student could produce their PSA using their home language or use a combination of English and their home language.*

#### **Student Comprehension/Evaluation Method**

If you were the producer of your own PSA, you would need to identify the most appropriate topic relevant to our community. You can then create/design the storyboard for your PSA. Be prepared to show and support your cause in your PSA.

This lesson plan can be incorporated in the career unit plan during the second semester, or it can be used as a stepping stone in the public speaking/communications unit during first semester.

# LESSON PLANS/ACTIVITIES

## (Cedric Cooper)

### Objective

To help students become knowledgeable in the area of physical therapy relating to athletic injuries. This will involve a thorough learning of the human body (muscles, bones) and injuries that can occur due to playing sports.

### Expected Outcomes

1. The student will make use of reading and writing skills to chart information.
2. The student will be able to successfully communicate charts and treatments interpersonally.
3. The student will use teamwork and problem solving to learn the muscles and bones of the body.

### Activities

1. Bodily/Kinesthetic - students will use their own body to locate the different muscles and bones as the teacher says them out loud. They will point to the correct muscle or bone and repeat the name back to the teacher 5 times.
2. Visual/Spatial - students will draw a skeleton and label all of the lower and upper extremities of the human body.
3. Intrapersonal - students will be assigned to another student who will be assigned a specific injury (sprained ankle). Each student will conduct an interview and chart the injury, and assign a treatment program for that specific injury.
4. Verbal/Linguistic - students will understand vocabulary (injury related) and assigned treatments for each term. Example: pulled hamstring-ice and mild stretching.

*\*Hearing disability - this student will be given a worksheet with specific information when the class is doing the Intrapersonal activity. These two will have everything written out for them already. The only thing they need to do is write out their responses to each question.*

### Student Comprehension/Evaluation Method

If you were a physical therapist and working with a patient who just had shoulder surgery, identify the muscles and bones of the shoulder girdle and go over each with the patient. Make sure you have a thorough understanding of that area so you can recommend treatment to the patient. This recommendation should allow the patient to start regaining proper range of motion in the shoulder after several weeks of treatment. Be prepared to answer any questions the patient might have as a result of his/her treatment.

This lesson can be integrated into the muscles/bones, flexibility, and the sports and nutrition units. I can apply this lesson shortly after I have introduced the first couple of

units listed. This should be in early October or late November.

# LESSON PLANS/ACTIVITIES

## (Patsy Woodside)

### Objective

To work as a team to present a "newscast"

### Expected Outcomes

1. Students will work as a team to prepare a 15-minute presentation.
2. Students will use creative thinking and research/graphic skills.
3. Students will write/compose "news" items and "commercials" to be included in their presentations.

### Activities

1. Verbal/Linguistic - students will research and compose selected topics to include in their presentation. Within the 15-minute time frame, they will need to time their pieces to fit. Choosing appropriate words to use in their presentations will assess their vocabulary capabilities.
2. Bodily/Kinesthetic - students will have the opportunity to include commercials within their new cast, timed from 15 seconds to 1 minute. They may also choose to include a 2-minute demonstration of a product or skill.
3. Interpersonal - students in their team will need to choose tasks, divide responsibilities, and meet deadlines.
4. Intrapersonal - students will need to realize that their portion of the assignment may require independent study and research to complete the task.

### Student Comprehension/Evaluation Method

Students will submit hard copies of their completed work. Their 15-minute presentations will be videotaped for personal and classroom assessment of how well they completed their tasks. Mastery of subject matter, interpretations, use of information, and making generalizations from given facts will be assessed by the teacher and students.

I will use this in English classes as a culmination of persuasive/informative/descriptive writing and demonstration speech units.

# LESSON PLANS/ACTIVITIES

## (Connie Jones)

### **Objective**

To develop student knowledge and skills necessary to prepare a simple recipe including: knife skills, reading and understanding recipes.

### **Expected Outcomes**

1. Students will utilize reading, writing and computation skills.
2. Students will be able to effectively communicate and demonstrate an understanding of the ideas and information presented.
3. Students will work in teams using interpersonal skills.

### **Activities**

1. Verbal/Linguistic - students will define terminology unfamiliar to them found in recipes and directions.
2. Visual/Spatial - students will produce models, to scale, of basic knife cuts using food products.
3. Interpersonal - students will work in teams to complete a simple recipe.

*\*Adaptation - define terminology in English and Spanish to assure complete understanding of basic cooking terms.*

### **Student Comprehension/Evaluation Method**

Students will prepare a simple menu with team members using the knowledge and skills learned. Each team will evaluate their completed products to decide if they meet recipe standards. Teams will decide on a grade for their completed project including a written explanation to support the grade given.

This unit will be taught at the beginning of the school year with review as needed throughout the school year. It will help me to meet the content standard: Demonstrate correct usage of measurements and recipes, specifically cooking terminology. The second content standard: Identify, locate, and correctly use equipment in the foods lab, focusing on the concept of knives.

# LESSON PLANS/ACTIVITIES

## (Nancy McLaughlin)

### Objective

To aid/enhance decisions for entrepreneurial job opportunities and careers in the Omaha Community for Fashion and Interior students.

### Expected Outcomes

1. Students will learn effective leadership skills used by entrepreneur apparel-related businesses.
2. Students will utilize creative thinking skills and problem-solving to develop and adapt creative projects in fashion/interior classes.
3. Students will be able to communicate consumer ideas and information interpersonally and intrapersonally.

### Activities

1. Spatial - Interior Design students will develop a scrapbook using creative memory tools, materials and resources from a life memory theme or event.
2. Body/Kinesthetic - Fashion students will study the History of Beading and design a unique piece of jewelry from this bead study using the tools, materials and knowledge of Sandi Fields.
3. Interpersonal-Intrapersonal - Fashion students will be analyzing, interviewing and learning various concepts of female business leaders who succeed in retail. Students will discuss how private and public business operations use several different techniques of selling and comparing products, goods and services by reporting their findings in a oral presentation to the class.

*\*ADAPT (Visual/Hearing Disability) - Students will be offered only minimal details and fewer objects to be evaluated. Fewer beads and one page for the scrapbook project. Intro and Inter Personals will be offered reproduced materials or an outline from speaker presentations given before class starts.*

### Student Comprehension/Evaluation Method

If you owned your own Fashion/Interior Shop identify and classify (Analysis) the Advantages/Disadvantages of taking product, information and merchandise outside of stores to individuals, corporations, institutions, show case parties, etc.

How would this be similar or different that having your own personal wardrobe planner or designer? Students will summarize (evaluation) by investigating opportunities in the Midwest regent through a classroom presentation.

# LESSON PLANS/ACTIVITIES

## (Kathy Weaver)

### Objective

To reinforce and expand the students' understanding of the Dewey Decimal System.

### Expected Outcomes

1. **Reading, Writing and Computation.** Learn to use the Dewey Decimal System. Students will utilize reading, writing and computation skills related to their understanding of the Dewey Decimal System. They will be able to use mathematical ideas and techniques for practical purposes.
2. **Organizational Effectiveness and Leadership.** Apply job skill at site. Students will be able to operate within the organizational parameters of the library system. They will be able to plan and organize their own work activities, using skills including making good use of time and the resources available. They will be able to sort out priorities and monitor their own progress and performance.
3. **Interpersonal Skills, Negotiation and Teamwork.** Apply job skill at site. Student will be able to interact with other people: individually and in groups. Students will understand and respond to the needs of others and work effectively as a member of a team to achieve a shared goal.

### Activities

1. **Spatial (for the student who learns best by working with pictures and visualizing).** The student will develop awareness of the Dewey Decimal System by designing a PowerPoint presentation that will explain the Dewey classification. *Activities/Procedures:* The student will select books from assigned classification numbers. The student will use a digital camera to take a picture from the book that depicts its topic. The student will then open a PowerPoint document and insert the pictures, creating a visual synopsis of the classification.
2. **Verbal/Linguistic (for the student who learns best through hearing and seeing words).** The student will be able to use the web site to further their understanding of the Dewey Decimal System. The student will be able to use the web site to answer questions on the question sheet. *Activities/Procedures:* The student will take a multimedia tour of the Dewey Decimal Classification system to see how the system helps organize information. Dewey to the Rescue <http://www.oclc.org/dewey/about/ddctour>
3. **Intrapersonal (for the student who learns best by working alone completing self-paced projects).** The student will develop a deeper awareness of the Dewey Decimal System by completing an Internet Scavenger Hunt. The student will use various web sites to answer worksheet questions. *Activities/Procedures:* The student will independently complete an Internet Scavenger Hunt, which introduces and explores various aspects of the Dewey Decimal System. Topics

include: related vocabulary, biographical pieces about Melvil Dewey, categories and subdivisions, the DDS and the World Wide Web, use of Sump Memorial Library on-line database, games and activities.

### **Student Comprehension/Evaluation Method**

1. **Analysis:** Select. Ask student to **select** a book to fit each of the ten basic categories of the Dewey Decimal System. \*Note: Activity 1
2. **Synthesis:** What if? Ask student why he/she believes it is important for libraries to be organized. **What if** books were not shelved by the Dewey Decimal System? **What if** students simply put books on the shelves when they are returned.
3. **Evaluation**
4. **Performance Assessment:** Student will use the Dewey Decimal System to shelve non-fiction books at site. (This isn't a category of Bloom's Taxonomy, but I feel strongly that some type of "Performance Assessment" is a valid evaluation method of the student's understanding of the Dewey Decimal System. They will be able to perform in an environment "true to life". The student's content and procedural knowledge will be assessed as well as their ability to use that knowledge in reasoning and problem solving. This evaluation method will be used at either the Sump Memorial Library or the Papillion-La Vista High School Library. A rubric will be used as the assessment tool.

The lesson will be used for those at-risk special education students that are involved in the court system and who are asked to complete community service hours. Many times these students are court-ordered to receive academic tutoring. The lesson can be incorporated during that time. The lesson can also be incorporated during a student's study hall or during the time they are in a pull-out learning center class. During study hall time or during after-school tutoring, the student will be able to "practice" the job skills in the high school library (with supervision). I am in contact with the court system when one of my students is involved. If community service is ordered, I will be able to recommend Sump Memorial Library. The student will now be able to dust books/shelves AND organize/shelve non-fiction books according to the Dewey Decimal System.

# LESSON PLANS/ACTIVITIES

## (David Brandt)

### Objective

To aid students' appreciation for advancement in medicine.

### Expected Outcomes

1. Reading, Writing and Computation
2. Communication: Understanding Ideas and Information
3. Interpersonal Skills, Negotiation and Teamwork

### Activities

1. Interpersonal - students will research and work together in groups to prepare a report on their specific advancement in medicine.
2. Intrapersonal - students will research alone to prepare a report on their specific advancement in medicine.
3. Naturalist - students will talk about the natural world (plants and animals) that helped lead them to their discovery.

### Student Comprehension/Evaluation Method

In your paper or report, include the following:

What was the advancement, who found it, and when was it made (Knowledge)

Explain what this advancement meant to society and what life was like before then (Analysis)

Support your scientist or group of scientists for the most important advancement in medicine as compared to the rest of the class (Evaluation)

As a new staff member, I'm not as familiar with the curriculum at Millard North, but I believe it could go into a variety of places as we study genetics, bacteria, viruses, parasites, etc. It could also fit well in chemistry as well with different biochemical science done to improve medicine.

# LESSON PLANS/ACTIVITIES

## (Cathy Kieffe)

### Objective

To identify skills and knowledge students may need to enter the pet care industry.

### Expected Outcomes

1. Student will need effective skills in reading, writing and computation.
2. Student will demonstrate effective adaptability, creative thinking and problem solving skills.
3. Student will demonstrate effective communication skills in a wide variety of situations.

### Activities

1. Verbal/Linguistic - students will discuss and identify problems and successes in the field of companion animals. This would be a good place to involve any ELL (non or limited English speaking) student to share their perspective from their country of origin.
2. Bodily/Kinesthetic - students (this activity can encompass all students - ELL, special education, handicapped students) will groom, bathe, interact and socialize with several animals from the Humane Society. They will identify and discuss the varied needs of the individual animals.
3. Math/Logic - students will weigh and measure selected animals. Then, using charts and examples, they will compute the appropriate dosage amount for medication in metric terminology. They will discuss their solutions with vet tech.

### Student Comprehension/Evaluation Method

Present a scenario to small group of students: If you were an animal control officer and were called to a house with many cats, dogs and reptiles, how would you determine the appropriate course of action which would ensure the health and safety of the animals?

1. Analysis: Identify and classify each animal regarding species, health, and care being given and if any laws are being broken.
2. Synthesis: Using knowledge from similar situations or calling on other animal care experts, formulate a plan to best meet the needs of each animal.
3. Evaluation: After implementing your plan, write up a summary of your conclusions and present to an experienced animal care person for evaluation and feedback. Analyze the feedback and determine what could be done better in the future.

This lesson plan could be incorporated into a unit in medical technology classes, or in a biology class or in a math class.

# LESSON PLANS/ACTIVITIES

## (Judy Smith)

### Objective

To teach Stats in Excel, stressing reading and understanding data, means, standard deviations, and math computations.

### Expected Outcomes

1. Working together to reach an outcome in a group setting through communication.
2. Problem solving while collecting data to put into an excel program.
3. Through negotiation and teamwork finish the project of data collection and write a report on findings.

### Activities

1. Interpersonal: students will develop a questionnaire asking the student population in grades 9-12 what their career goals will be. Example: professional, four year, two year, field of study and what classes that are important to take while in high school. They will then put this information in an excel program and compare the results with classes we are currently stressing that students take.
2. Intrapersonal: working alone, have the students go to a wholesale distributor web page and get supplies for a store of their choice. Write formulas for initial cost of items and mark up value, write formulas for sale items at 25%, 50%, and 75% off plus taxes. Ask them to figure out when they will no longer make money on items that are on sale. This will all be done in an excel program.
3. Scientific/Mathematical: students will collect data on ways to increase the efficiency of the lunch line, passing period, time on task in classroom, etc. Put this information in an excel program and come up with ways to improve these activities.

*My adaptation will be of a learning disability, I will have everything written down, the web page to go to, the number of items to put into the store, the formulas to type into the appropriate cells, and I will be available for this person at all times.*

### Student Comprehension/Evaluation Method

1. Analysis will be used in all three lesson plans, students will have to organize parts of information received, identify what they mean, and explain their results.
2. They will use synthesis by drawing conclusions on scientific data that they gathered from the efficiency excel program.
3. Evaluation will be used in all three lesson plans due to the findings that the students gathered.

I will incorporate this into my curriculum mid-year after introducing the excel program.