

Culinary/ Hospitality Career Bridge Semester 1 Reading & Writing Lesson Plans

(For High Intermediate ABE Classrooms)

Developed by Stephanie Sommers

A collaborative project between City Colleges of Chicago and Women Employed

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Introduction to the Culinary/Hospitality Bridge Semester 1

Reading and Writing Lessons for High Intermediate Adult Basic Education

Why Bridge Programs?

Adult education programs have long been the places adults come to earn their High School Equivalency or to improve their basic English, reading, writing, and numeracy skills. However, adult education programs are rarely viewed as stepping stones to a pathway that allows adults to attain the post-secondary education and credentials needed to secure employment with family-sustaining wages.

National research on adult education participation show that a student who attends 100 or more hours in an adult education program with support tend to earn their High School Equivalency at a higher rate (36% versus 16% for students with fewer hours) and after several years these students earn a premium of \$10,000 more a year in salary. (Source: <http://sites.ed.gov/octae/2015/03/27/impact-data-on-adult-ed-program-participation/#more-2580>.)

Prior to the introduction of City Colleges of Chicago Bridge and Gateway programs, less than four percent of students transitioned to the post-secondary level. Bridge students transition to college credit at a rate of 63 percent, and Gateway students earned 282 certificates and degrees between 2011 and Spring 2015.

Research from the Community College Research Center has shown that there is an added value to teaching adult learners using contextualized instruction related to students' industry sector of choice. In 2012, City Colleges of Chicago (CCC) developed the Bridge program to provide an accelerated pathway for students to meet their goals, earn their high school equivalency (HSE), improve their workforce outcomes, and/or increase their language skills. The CCC Culinary/Hospitality Bridge is designed for these students.

Introduction to Daily Lesson Plans

These lessons are designed to improve the basic reading and writing skills of High Intermediate Adult Basic Education (ABE) students who enter City Colleges at the sixth- to eighth-grade literacy level, while exposing those students to key issues that are relevant to their lives and the culinary/hospitality field. This intensive sixteen-week course will prepare students to:

- Advance to a ninth grade or Adult Secondary Education (ASE) reading level as measured by the Tests of Adult Basic Education (TABE).
- Meet Illinois ABE/ASE Content Standards for Reading, Writing, Language, and Listening and Speaking for the National Reporting System (NRS) Level 4. All skills for this level are correlated with GED skills.
- Progress to the Culinary/Hospitality Bridge Semester 2, which prepares students who have reached the secondary level for the HSE/GED, college studies, and the college entrance test.
- Fully articulate a personalized training and employment plan in the culinary/hospitality field.

These High Intermediate ABE lesson plans were created through a collaborative project between CCC and Women Employed..

Defining Bridge Programs

The Illinois Community College Board (ICCB) defines bridges as programs that prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what

they need to enter and succeed in post-secondary education and career-path employment. Bridge programs must include three core elements:

- **Contextualized instruction** that integrates basic reading, math, and language skills and industry/occupation knowledge.
- **Career development** that includes career exploration, career planning, and understanding the world of work.
- **Transition services** that provide students with information and assistance to successfully navigate the process of moving to credit or occupational programs. Services may include academic advising, tutoring, study skills, coaching, and referrals to individual support services.

Bridge Program Student Qualifications

The Culinary/Hospitality Bridge Semester 1 is designed for:

- High Intermediate Adult Basic Education (ABE) students who score at the 6.0 to 8.9 level on the TABE test in reading and 5.0 to 8.9 in math.
- English as a Second Language (ESL) students in high intermediate ESL or above who score 6.0 to 8.9 on the TABE test.
- Highly motivated students who are interested in entering or advancing in a culinary/hospitality career and are able to devote at least 20 hours per week plus homework time for the duration of the program.

Upon enrollment, City Colleges transition specialists or other trained staff members should have already talked to students about any life situations that would interfere with their ability to succeed in a bridge program, such as work schedule, lack of child care, or lack of time to study and do homework outside of class. Other potential barriers include the need to pass background checks for culinary/hospitality programs and discharge current debt to the college before entering this course. While these lessons include activities that focus on and reinforce the importance of punctuality, good attendance, homework completion, and team work, instructors are not expected to act as advisors. Should any of these issues arise after classes begin, students should be referred to the transition specialist or a trained staff member who can help address them.

Expectations of Bridge Program Students

Through the recruitment and orientation process, students are made aware of and agree to meet the following expectations:

- Attend all classes. If a student must be absent, they must notify the instructor and request missed work.
- Arrive to class on time and stay until class ends.
- Respect instructor, classmates, and self.
- Complete all assigned work; ask questions when not sure.
- Meet with a transition specialist and college advisor and prepare to eventually transfer into a credit/career program.

Culinary/Hospitality Bridge Semester 1 Program Benefits to Students and to CCC

During this Bridge Semester1 Reading and Writing course, students will:

- Improve their basic reading and writing skills using materials related to the culinary/hospitality industry.

- Engage in interactive learning, including group activities, giving and getting peer feedback, and utilizing evaluation and editing processes to turn rough drafts into improved rewritten drafts.
- Gain experience using computers, as a number of classes will take place in a computer lab.
- Explore culinary/hospitality career options and incorporate them into a personalized career plan that outlines achievable goals to further advance their education and career.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.
- Learn and practice test-taking skills to prepare for future TABE tests, practice HSE tests, future HSE tests, and the college entrance exam.

Because these lessons are not lecture-based, students will need time to become comfortable with the learning activities and contextualized nature of these lessons.

At the conclusion of this course, students will be prepared to enter Culinary/Hospitality Bridge Semester 2 at the Adult Secondary Education level (literacy level 9.0 to 10.9). When followed by Culinary/Hospitality Bridge Semester 2, students should be able to pass the Reading and Writing portions of the HSE exam as well as the Social Studies, Science, and Math portions of the test, which is a prerequisite for financial aid for college level courses. Students who are not able to pass all sections for the HSE test, may be eligible to enter the Gateway program where they will receive continued support.

When followed by Culinary/Hospitality Bridge Semester 2 students may also be able to score high enough on the college entrance exam to enter college-level courses and earn credit towards degrees or certificates without needing additional remediation. This will keep students from using precious tuition and financial aid dollars for additional basic skills remediation classes.

Additional resources available for bridge program students include:

- Tutors, transition specialists, career services, financial aid, and college advisors.
- Free tutoring.
- Transition specialists who will meet with students to work through challenges and make future plans.
- Academic, financial aid, and/or career advisors to help students learn the steps to enroll in college occupational programs and learn about available jobs in their chosen occupation.

Culinary/Hospitality Bridge Semester 1 Correlation with State and National Standards

To ensure that the Bridge Semester 1 lessons meet state and national learning standards, curriculum designers compared the Illinois ABE/ASE Content Standards¹ in Reading, Writing and Language, and Speaking and Listening with the NRS² descriptors for the High Intermediate ABE level (sometimes referred to as Level 4). This comparison was then condensed into a document called the “Condensed NRS Level 4 Standards,” which are contained within these lessons. These condensed standards can be used to:

- Understand the relationship between each lesson and the required standards. To do this, this curriculum document includes a listing of associated standards at the beginning of each lesson.
- Connect classroom activities and assignments to formal standards that describe the skills students are learning.
- Understand the relationship between Bridge Semester 1 skill-building standards and HSE skill requirements.

¹ The Illinois ABE/ASE Content Standards were created to ensure students receive the same level of preparation that high schools are expected to deliver, and that they are ready for the new GED test and for college-level work.

² As a state and federally-funded program, CCC’s adult education programs must use the National Reporting System in classifying instructional levels and student performance and in demonstrating student progress.

Specific HSE skills are not explicitly incorporated in the Condensed NRS Level 4 Standards because these students are not yet at the adult secondary skill level. However, this framework is directly tied to HSE skills. What students learn in the Bridge Semester 1 course lays the foundation that they will need for specific HSE learning covered in Bridge Semester 2. At the end of this introduction is a chart of the NRS Level 4 skills covered in these lessons.

Principles for Lesson Plans

The principles that these lessons are based on include:

- All work must be grounded in students' experiences, decisions, and goals.
- Teachers must ask, not tell. Teachers should avoid having the answers. They should instead set up situations where students can pose questions, find their own answers, and propose ways of discovering additional information. This will help students develop the critical skills they will need to do well on the HSE exam and in college-level courses.
- Classrooms must incorporate visual, auditory, and kinesthetic techniques in each activity or set of activities to make sure all students can be tuned in.
- Activities must encourage students with varying skill levels to bring their thoughts and experience to the table as equals with other students in the classroom.
- Students need to work in pairs and groups to hear, see, and work with material before they present considered answers to the class.
- Students can learn to teach and learn from each other through pair and group work.
- Writing first drafts must be free of worry. Work on penmanship, spelling, and grammar need to be part of the rewriting process, not the initial drafting process.
- Grammar is best learned in the context of a writing project in which students are invested in communicating something that is important to them.

Strategies for Structuring the Course

The strategies for structuring these High Intermediate ABE lessons include:

- Each course includes several thematic units; the first eight weeks alternates one reading week followed by one writing week as students acclimate to the student-centered style of the class and begin to build their basic skills. The second eight weeks focus on two units appropriate to the sector and integrate short and extended in-class and homework writing assignments into the units in a less structured manner.
- A variety of readings are assigned for students to analyze individually, to compare, and to use to draw information and form conclusions.
- Students use the writing workshop pattern of drafting, evaluating, editing, and rewriting for writing assignments. In order for students to become comfortable with writing and this process, work on penmanship, spelling, and grammar should not be part of the initial drafting process.
- Appropriate conventions of Standard English, word usage, vocabulary, and spelling are covered as needed to support the improvement of written drafts. The Bridge does not focus on grammar as a separate area of study.
- At this level, writing assignments build on each other and cover informative and explanatory writing forms.
- Technology research projects are incorporated into the lesson plans. Therefore, some lessons require access to a technology lab. Icons appear at the beginning of each lesson to identify days that should be taught in the technology lab.
- Activities are designed to ensure that students are learning presentation skills that are integrated into both reading and writing activities, as well as a PowerPoint project.
- All HSE standards work is taught in the Bridge Semester 2 course.

Sample IT Bridge Program Structure

The graphic below represents one of several configurations for the full IT Career Bridge program; actual configuration will vary based on the cohort start date and the campus where the program is delivered.

CULINARY: FALL AND SPRING BRIDGE STRUCTURE

Bridge Semester 1- High Intermediate Adult Basic Education*

First 8-Weeks

Second 8-Weeks

Language Arts- Lesson Set #1	Language Arts- Lesson Set #2
Computer Skills Course Microsoft Office and Career Exploration	Test-Taking Skills Course Take TABE Test/ Take Practice HSE Test
Certifications FOOD SANITATION AND SAFETY	
Math Decimals, Fractions, Percent/ Functions	

Fall

- Computer Skills and Test-Taking courses
- Certifications and/or Terminology

Bridge Semester 2- Adult Secondary Education**

First 8 Weeks

Second 8 Weeks

Language Arts Bridge-Lesson Set #3			
HSE Prep (4 weeks): Reading	HSE Prep (4 weeks): Writing	HSE Prep (4 weeks): Social Studies	HSE Prep (4weeks): Science
Math Geometry and Measurement/ Algebra +			HSE Prep: Math
CULINARY 701: INTRODUCTION TO FOOD SERVICE			

Spring

- 4-week HSE preparation blocks
- College credit course offered, whenever possible

*ABE: TABE of 6.0- 8.9 in Reading and 5.0- 8.9 in Math
**ASE: TABE of 9.0- 12 in Reading and 8- 12.0 in Math

Lesson Plan Layout

The full sixteen-week course is organized into two eight week segments to allow for the inclusion of new students at the eight week mark. The first eight weeks will alternate between one reading week and then one writing week as students become familiar with the format and structure of the student-centered activities and build their basic skills.

READING WEEKS	WRITING WEEKS
<p>Week 1 - Culinary/Restaurant Management Goals and Skills:</p> <ul style="list-style-type: none"> • Students get career advice through videos, take skills and multiple intelligence inventories, and describe the types of organizations that provide culinary and restaurant management jobs. • Students also work with fellow students to define what will help them be successful in the Bridge. 	<p>Week 2 – Introduce the Culinary/Restaurant Management Industry <u>Write four linked paragraphs:</u></p> <ul style="list-style-type: none"> • In your own words, tell your reader that the Culinary/Restaurant Management industry is an exciting industry and that there are lots of reasons you will be successful in it. • Reason #1: You have the right experience! Describe the importance of food/serving in your life now and how that relates to your career goal. • Reason #2: You have the right skills! Describe your skills and how they will help you be successful in the Culinary/Restaurant Management industry. • Reason #3: You have the right study habits! Describe your multiple intelligences and the study skills you will be using to get the education you need to be successful in the Culinary/Restaurant Management industry.
<p>Week 3 - Career Paths in the Culinary and Restaurant Management Industries:</p> <ul style="list-style-type: none"> • Students explore culinary and restaurant management careers in detail through YouTube videos, readings, and Internet research. 	<p>Week 4 – Presenting the Career Path You Want to Pursue <u>Write four linked paragraphs:</u></p> <ul style="list-style-type: none"> • Paragraph 1: Tell your audience which career pathway you have chosen and why. • Paragraph 2: Describe the job that you ultimately want to have in the career pathway. Include details about the specific tasks and activities that are most attractive to you. • Paragraph 3: Describe where you want to work in the industry: hotel, full service, quick service, institutional. Explain your reasons for wanting to work in this section of the industry. • Paragraph 4: Conclude by telling your audience how reaching your goals in this career pathway will improve your life.
<p>Week 5 - Creating A Realistic Career Timeline:</p> <ul style="list-style-type: none"> • Students chart a career path that includes specific training and job goals, potential obstacles and solutions, and strategies for staying motivated. 	<p>Week 6 – Presenting Your Career Path Timeline and How You Will Make it Real <u>Write five linked paragraphs that answer the following questions:</u></p> <ul style="list-style-type: none"> • What are your career goals? Describe where you would like to be in two years. • What training will you need to take for which kinds of jobs and what jobs do you plan to have along the way? • What personal issues will you need to address while you are in school and/or at work? • How will you address these issues? • How will you keep yourself motivated to achieve your goals?

<p>Week 7 – Developing A Final PowerPoint Presentation:</p> <ul style="list-style-type: none"> • Students design and present a PowerPoint on their career plans to summarize their work for the course. 	<p>Week 8 - Create a PowerPoint that includes slides that answer the following questions:</p> <ul style="list-style-type: none"> • What is your presentation about and why is it important? • What are you going to do in your presentation? • Who are you? <ul style="list-style-type: none"> ○ What are your learning styles? ○ What kinds of skills do you have? • Why have you chosen the culinary or restaurant management field? <ul style="list-style-type: none"> ○ What does the field offer that fits your kind of intelligence and skills? ○ What else do you like about the field? • Which specific job have you chosen as your career goal? <ul style="list-style-type: none"> ○ How is this job a good fit for you? • Present a visual of your career plan. • What training(s) will you need to reach your career goal? <ul style="list-style-type: none"> ○ How long is each of these trainings? • Will you be working while you are training? <ul style="list-style-type: none"> ○ Which jobs? For how long? • What obstacles do you need to overcome to make this career plan work? • What resources and supports will you need? • What will you do to keep yourself motivated?
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Beginning in week 9, lessons will begin to focus on contextualized themes and reading and writing activities will become more integrated. The strategies for building contextualized themes for these lessons include:

- Science and Social Studies topics customized to culinary/hospitality.
- Primary and secondary sources used as the basis for students' own thinking and writing.
- Activities to help students improve comprehension and analysis of newspaper articles, editorials, and political cartoons.
- Strategies for reading more difficult materials including: reading for a purpose, highlighting, small group and class analysis of readings in a broader context, and vocabulary development.
- Activities to develop persuasive writing: thesis, evidence, and conclusions/recommendations.
- Analysis of both reading and writing in terms of thesis, evidence, and conclusions/recommendations.
- Activities designed to compare points of view between readings.
- Activities designed to have students articulate their own points of view, using multiple sources to support their claims.
- The Internet as a research tool to answer questions and find information that can strengthen students' own points of view.
- Activities that show students how to outline thoughts and facts in preparation for the 45-minute essay.
- The 45-minute essay as the basis for formal writing projects.
- Complex charts and graphs that inform are incorporated into writing projects.
- Activities that show students how to quote sources and use statistics in persuasive writing.
- Note-taking on class discussions, readings, and video presentations.
- Activities designed to develop into good editors and evaluators of each other's work.

Assumptions about Program Delivery

The lesson plan activity instructions contain full and detailed descriptions of the activities down to what questions teachers can ask and what information should be recorded on the board. These instructions are intended to help the teacher understand the intention and flow of the activity. However, they are not intended to be a script and in fact have more detail than can be brought into the classroom.

To adapt the lesson plans, we suggest that teachers use the following process for preparing for each day:

- Familiarize yourself with the materials and issues in whole units before teaching them.
- Read all assigned material; view all videos; work through all charts and graphs so that you understand all that is to be presented.
- Go through all the activities to make sure you can answer any study questions or would feel comfortable leading any of the activities presented there.
- Highlight the specific portions of the activity that will help you remember the full flow of the activity.
- Make adjustments to the size or the emphasis of each activity to best fit the needs and interest of your class.
- Bring a highlighted outline or create a separate outline that can remind you of how to implement the activity and will be simple for you to follow.
- Prepare all handouts and projection materials so presentation of each activity can go smoothly.

Although suggested time durations for each activity are included, the time devoted to any given activity in the daily lesson plans may vary. Teachers must decide how to adapt the activities to meet the needs and interests of students in their classrooms.

These guidelines will help teachers make decisions about how to customize the curriculum for their own classrooms:

- Select and use grammar materials as needed to support student essay editing processes in the writing weeks.
- Include short vocabulary quizzes as needed to ensure that students learn new words they select from the readings. Some classes will need more work on vocabulary than others.
- Use these materials in the order they are presented. The activities in this curriculum build on one another and lead to subsequent discussions, readings, and writing assignments. Because the lesson plans have a cumulative structure, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them.
- Make decisions to modify, eliminate, or change lessons carefully. While teachers can adapt these lessons for their own students, they should do so with caution because of the cumulative structure of these lessons. Decisions to modify one activity could result in students being unprepared for later activities. Therefore, it is important for teachers to familiarize themselves with the materials and issues in whole units before teaching them and before modifying a lesson or activity.

This document begins with the condensed standards for reference. Each section that follows presents the full curriculum for each week, including daily lesson plans that include activities and worksheets as well as list of the standards covered in each lesson.

City Colleges instructors and staff with questions about the design of the bridge program or customization of the lessons should contact Lauren Hooberman, Bridge Director, City Colleges of Chicago, at lhooberman@ccc.edu or Stephanie Sommers, Curriculum Specialist, at ssommers11@gmail.com.

GUIDELINES FOR USING THE STANDARDS TEMPLATE FOR CULINARY/HOSPITALITY BRIDGE SEMESTER 1

GUIDELINES FOR USING THE STANDARDS TEMPLATES FOR BRIDGE SEMESTER 1

The purpose of the Standards Templates for the Culinary/Hospitality Bridge Semester 1 is to help instructors match National Reporting System (NRS) Standards to specific kinds of activities that are featured in the bridge lesson plans. In the coming months, City Colleges will incorporate the specific *Condensed NRS Level 4* standards into the beginning of each lesson for weeks 9-16. In the meantime, this guide with the following Standards Template will help instructors make the explicit link between the lesson plan activities and the standards. This linkage can be helpful in explaining to students how classroom activities are teaching them the specific required skills that will move them toward their short and long longer-term academic goals.

The Bridge Lesson Plans are structured around repeating cycles of student-centered activities that help students:

- Comprehend and analyze a variety of reading materials on a high-interest, sector-relevant topic.
- Conduct on-line research and in-class presentations to broaden each other's knowledge of the topic.
- Complete writing assignments that require that students to utilize the information they have learned as the basis for informative written work.
- Go through a peer-review, editing, and re-writing process of their written work so that students can turn in a complete paper they have had the opportunity to think through and refine based on other students' and their teacher's input.

This cycle of classroom activities in the Bridge Lesson Plans has been established to ensure that all the NRS standards are covered in a comprehensive way that allows students to go deeply into topics that are of high interest in their chosen career field while improving their reading, research, presentation, and writing skills along the way.

The NRS Standards are broken down into 4 categories: Reading, Writing, Language, and Speaking and Listening. Standards are presented as anchor standards in each category (numbered and bolded) specific skills that describe the anchor standards indented underneath) Bridge Semester 1 is aligned with NRS Standards Level 4 for High Intermediate Adult Basic Education (ABE) and Bridge Semester 2 is aligned with NRS Standards Levels 5 & 6 for Low and High Adult Secondary Education (ASE).

The Standards Template identifies the major types of activities found repeatedly in the Lesson Plans. These activity types are then matched with the relevant NRS anchor standards and related skills. Thus, teachers can identify which type of activity they are doing in any given Lesson Plan and read in the Standards Template which standards they are covering. Note that not all lesson plan activities cover all details listed under each anchor standard. Teachers will need to understand the activity they are referencing well enough to be able to identify what subset of skills students are practicing during the specific lesson plan activity. However, with targeted identification, teachers can clearly articulate what students are learning and achieving.

In order to make using the Standards Template for Bridge Semester 1 easier, brief descriptions of each activity type listed in the Standards Template and utilized repeatedly in the lesson plans are provided below. Teachers can use this listing as an initial reference to be sure they are identifying the right NRS standards for the activity or activities they are looking up.

These brief descriptions of the different activity types are listed in the same order as in the Standards Template for Bridge Semester 1:

Under Reading in the Standards Template:

- Gather questions about a topic and make predictions: This activity happens regularly at the beginning of a lesson or when a new topic is being introduced. Prediction exercises are used to get students engaged with a topic by having them consider what they know, what they don't know, and what they predict about some aspect of the topic.
- Vocabulary in context. This type of activity usually accompanies a reading that students must do for homework. They are often asked to identify the words they don't understand and there are activities that use classroom knowledge and context clues to help define the words students have identified. Words identified in these kinds of activities result in word lists and definitions that students should keep for later quizzes that are made at the teachers' discretion.
- Analysis: The "basic" type of analysis activity covers a range of comprehension strategies including: finding the main idea, finding details, and summarizing the information found in a reading text. This kind of activity often appears at the beginning of a lesson, when students work on comprehending and analyzing at their homework reading. The "close contextual types of activities look more closely at the structure of a piece of writing, often useful for understanding how written pieces are constructed and how to delineate the author's point of view.
- Reading visual media: These standards are applied each time students watch a video or look closely at charts and graphs to get new information on the topic of study.
- Internet research: Students often follow up their preliminary readings to find information on-line to add to the class's growing knowledge.
- Individual and group presentations on readings: Students collect information from homework readings or other visual media and present their analysis to the class. This activity refers to a standard from Speaking and Listening for this extended reading activity type.

For Writing in the Standards Template:

- Drafting: Students are working to meet standards from Writing and Language to write drafts of their writing assignments. During Bridge Semester 1, they are focusing on informational writing and working with their knowledge of language to communicate clearly.
- Evaluation: Activities where students are engaged in peer-review; they must understand what a fellow student has written, deduce their point of view, and have detailed responses to the text as they write up their Audience Comments.
- Editing and teacher grammar homework: The Writing and Language standards describe students' attempts to edit their and/ or fellow-students' work. The editing game is a primary example of use of these standards.
- Re-Writing: This activity usually occurs after students have had their written work peer-reviewed and edited and have made a plan on how to make improvements.

For Presentations in the Standards Template:

- Conducting research: These standards describe the process students must go through to find and record information in preparation for a presentation.
- Individual/ group presentations of research: The standards describe a broad range of presentation activities and types that follow the on-line research that students do.
- Evaluation of other students' presentation: activities to provide presenters with useful feedback. The kinds of feedback students can provide depend on their oral comprehension skills in different areas. The type of comprehension skills will depend on the type of presentation the students were assigned.
- Other: This Speaking and Listening standard is relevant to just about any student- centered activity, but is particularly relevant to those activities where classroom members are making decisions or coming to consensus about some issue.

Standards Template for Culinary/Hospitality Bridge Semester 1

Major Activities	Classroom Activity Types	Condensed NRS Level 4 Standards Alignment with Bridge Semester 1
Reading	Gather questions about topic and make predictions	<p>SPEAKING AND LISTENING</p> <p>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</p>
	Vocabulary in context	<p>READING</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.</p> <p>LANGUAGE</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>e. Recognize and understand clipped and shortened words (e.g., exam-examination).</p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
	Analysis	<p>READING – BASIC</p> <p>1. Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.</p> <p>a. Summarize what has been read.</p> <p>b. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>c. Identify the implied main idea and supporting details from an</p>

	<p>instructional level passage.</p> <p>d. Identify cause and effect implied in a paragraph.</p> <p>e. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>f. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.</p> <p>g. Determine the appropriate reading strategy to acquire specific information and to match the purpose of reading (e.g., rereading, skimming, scanning, reading for detail, meaning, or critical analysis).</p> <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>READING – CLOSE TEXTUAL</p> <p>3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>a. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.</p> <p>5. Determine an author’s point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
Reading visual media	<p>READING – MULTIPLE WITH MEDIA</p> <p>7. Integrate information from texts, charts, and graphs/ different media or formats to:</p> <p>a. Draw a conclusion</p> <p>b. Develop a coherent understanding of a topic or issue.</p> <p>c. Apply information sources to solve occupational and educational tasks.</p> <p>d. Compare and contrast different portrayals of the subject.</p> <p>e. Evaluate the advantages and disadvantages of using different mediums.</p>
Internet research	<p>WRITING</p> <p>7. Use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others.</p> <p>8. Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p>a. Appropriately link to and cite sources in published written work.</p>

		<p>b. Write and edit paragraph(s) using a word processing program.</p> <p>c. Create grammatically correct documents with clear, concise meaning that vary from handwritten to word processing.</p> <p>d. Summarize an article obtained from the Internet or a hard copy from a variety of subject matters (e.g., science, geography, economics, and history).</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
	Individual and group presentations on readings	<p>SPEAKING AND LISTENING</p> <p>8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.</p>
Writing	Drafting	<p>WRITING – INFORMATIONAL</p> <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.</p> <p>LANGUAGE</p> <p>3. Use knowledge of language and its conventions when writing.</p> <p>a. Use verbs in the active and passive voice and in the</p>

		<p>conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>b. Maintain consistency in style and tone.</p> <p>c. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>d. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
Evaluation		<p>READING</p> <p>2. Analyze a portion of a text, ranging from sentence, paragraph, chapter, or section, considering how it fits into the structure of the text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>3. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>a. Identify the implied main idea and supporting details from an instructional level passage.</p> <p>b. Use Internet resources to assist in separating fact from opinion and to draw conclusions.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone/mood, including analogies or allusions to other texts.</p> <p>5. Determine an author’s point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
Editing and grammar homework		<p>WRITING</p> <p>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</p> <p>LANGUAGE</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Various, depending on exercises chosen. <p>2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.</p>

		<ul style="list-style-type: none"> • Various, depending on exercises chosen.
	Re-writing	<p>WRITING</p> <p>5. Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.</p>
Presentations	Conducting research	<p>READING</p> <p>6. Select and use appropriate computer research tools and resources to obtain information (e.g., search engines).</p> <p>WRITING</p> <p>9. Conduct research projects to answer a question (including a self-generated question), drawing on several sources (including electronic sources) and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation using word processing to produce a completed professional document.</p> <p>a. Draw evidence from informational texts to support analysis reflection, and research</p>
	Individual and/or group presentations of research	<p>SPEAKING AND LISTENING</p> <p>8. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>9. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>10. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.</p> <p>11. Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.</p>

	Evaluations of other students' presentations	<p>SPEAKING AND LISTENING</p> <p>2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> <p>b. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>4. Demonstrate active listening skills.</p> <p>a. Interpret verbal and non-verbal cues and behaviors to enhance communication.</p> <p>5. Comprehend key elements of oral information for:</p> <ul style="list-style-type: none"> a. Cause and effect b. Compare and contrast c. Conclusions d. Context e. Purpose f. Charts, tables, graphs g. Evaluation/critiques h. Mood i. Persuasive text j. Sequence k. Summaries l. Technical subject matter <p>6. Identify and evaluate oral information for:</p> <ul style="list-style-type: none"> a. Accuracy b. Adequacy/sufficiency c. Appropriateness/clarity d. Identify and evaluate oral information for conclusions/solutions e. Fact/opinion f. Assumptions g. Propaganda h. Relevancy i. Validity j. Relationship of idea
Other	All classroom activities utilizing the student-	<p>SPEAKING AND LISTENING</p> <p>1. Engage effectively in a range of collaborative discussions</p>

	<p>centered approach in these materials</p>	<p>(one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. g. Acknowledge new information expressed by others and, when warranted, modify their own views.
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Reading Week 1, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Culinary/Restaurant Management Goals and Skills - Reading

OBJECTIVES

- Introduce the Bridge Course.
 - Compare student goals to course goals.
 - Take notes on and analyze career advice given in videos.
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MATERIALS

For Activity #1:

- Handout: Make one copy for each student.
Bridge Semester 1 Reading and Writing Lesson Plans for Culinary/Restaurant Management: Goals and Course Features (attached)

For Activity #2:

- Handout (attached): Video Treasure Hunt Questions
- Video: *Culinary - Female Role Model Career Video*:
<http://www.youtube.com/watch?v=Tg3lCyrNhVw> (running time: 1:28)
- Video: *Career Advice on Becoming A Sous Chef by Steven T (Full Version)*:
<http://www.youtube.com/watch?v=jjKO2FFEZ68> (running time: 4:03)
- Video: *Career Advice on becoming a Conference and Banqueting Manager by Jozsef P (Full Version)*
<http://www.youtube.com/watch?v=hyF91mDRJ1k> (running time: 4:01)
- Video: *Career Advice- Gordon Ramsey*
<http://www.youtube.com/watch?v=XeJYHVf6LlO> (running time: 5:26)

For Homework:

- Handout: Make one copy for each student.
The Rest of the Kitchen
<http://www.reluctantgourmet.com/the-rest-of-the-kitchen/>
-

ACTIVITY #1: Introductions- 60 minutes

Activity #1, Part 1: Articulate Student Goals- 20 minutes

- Welcome students to the Bridge Semester 1 Reading and Writing Course focused on Culinary/Restaurant Management. Explain to the students that, while the name of the course is Culinary/Hospitality, the two career paths that this course will focus on are Culinary and Restaurant Management.
- Introduce yourself and why you will be a strong and supportive teacher.
- Write the following question on the board:
 - Why are you interested in the Culinary/Restaurant Management industry?
 - What are the reasons you have decided to take this course? Consider your personal, academic, and career goals.
- Set up the board to record reasons in three categories: personal, academic, and career.

- Put students into pairs and have them discover why their partner is interested in the Culinary/Restaurant Management industry and what they hope to get out of this course. Specifically, they should answer:
 - What is their experience with food, cooking, or throwing parties that makes them think they would do well in this industry? Students should ask partners lots of details about these personal experiences concerning food, cooking, or giving parties etc.
 - What do they hope to achieve in each of the categories on the board during this next eight weeks in this class?
- Have students introduce their partner by answering the two questions above. Write students' goals in the appropriate categories. Make checks next to those goals that are stated multiple times- one check for each student that has that goal.
- After each person has been introduced, ask students if they have thought of other goals they would like to add to the lists. Add these to the appropriate goals on the board.
- Ask the class if there are any general statements they can make about the goals of the students in this class.

Activity #1, Part 2: Compare Student Goals to Formal Course Goals-20 minutes

- Explain generally what the course is designed to do.
- Pass out the *Bridge Semester 1 Reading and Writing Lesson Plans for Culinary/Restaurant Management: Goals and Course Features* (attached to this lesson).
- Read each bullet on the handout aloud. For each, ask:
 - Is this item already on the list of student goals on the board?
 - If yes, put a star next to the item on the board.
 - If no, ask: What category does this item go in?
 - Write the item in the appropriate category.

Activity #1, Part 3: Connect Academic and Career Goals to Personal Goals -20 minutes

- Have pairs regroup to come up with connections between the academic and career goals and their personal goals.
- Write the following sentence on the board:
 - "If I achieve ___(insert academic or career goal)___, it will help me to ___(insert personal goal)___."
- Direct teams to come up with at least three statements using this sentence template.
- Go from one pair to another to ask for one statement each and put a check next to the personal goal on the board that has been "connected." Make sure a new student is called on for each of the connections.
- Have students come up with statements that connect personal goals that have not yet been checked off on the board.

ACTIVITY #2: YouTube Career Advice – 50 minutes

- Tell students they will be watching five videos with different people from the culinary and restaurant management industry providing advice to those who want to go into these industries. The reason for watching these videos is to see if any of the speakers give advice that would be useful to them.
- Pass out the "Video Treasure Hunt" study questions.
- Have a student read the set of questions for the first video aloud.
- Tell students that everyone has their own style for learning, so they can choose between two listening strategies:
 - Take notes while they are listening to the video.

- Listen carefully and take notes after the video based on what they remember.
 - Go round robin for students to state the strategy they will use and why.
 - Watch the video.
 - Use the following process for before and after each of the videos:
 - Have students get into pairs, compare notes, and come up with the fullest answer to the question.
 - Read a question and ask one of the pairs for their answer.
 - After each answer, ask the class if there is anything they want to add to the answer.
 - After the questions have been answered ask: Is there anything said in this video that is useful to you when thinking of a career in culinary/restaurant management.
 - After the videos have been completed ask:
 - What are the themes that are talked about in multiple videos? Ask them about similar kinds of barriers, characteristics for success, etc.?
 - What kinds of advice did you find very specific to a particular job?
 - Did anything surprise them?
 - Are there any further questions they have about these jobs or the culinary/restaurant management industry?
-

ACTIVITY #4: Homework Prep– 10 minutes

- Write the following vocabulary words on the board. Ask students to copy these in a section of their notebooks that will be for vocabulary.
 - Nuisance
 - Inventory
 - Perishable
 - Cyclical rotation
 - Myriad
 - Spoilage
 - Ambience
 - Delegate
 - Bulk products
 - “Hawaiian shirt Fridays”
 - Jargon
 - Chain of Fabrication
 - Territorial
 - Prevalent
 - Fickle
 - Scorched
 - Tell students these words will be words they will encounter in their homework reading.
 - Ask students: Are there any of these that you know to make the reading easier?
 - Write student definitions next to the words they know. Have students write these definitions in their notebooks for reference.
 - Give students the homework assignment below.
-

HOMEWORK:

MATERIALS: Tell students they will need a notebook and a place to keep all course assignments and papers. Let them know they are responsible for keeping all their work with them for each class.

READ: Tell students to read *The Rest of the Kitchen*

<http://www.reluctantgourmet.com/the-rest-of-the-kitchen/>

- Read the article twice. The first time: have students underline the parts of the article that seem significant to them and circle the words that they don't understand.
- The second time: Read through with the following questions in mind. Answer the questions in writing for the next class:
 - What is difficult about working in the culinary industry?
 - Who works in the kitchen?
 - What responsibilities do they have?
 - What skills do these workers have to have?

WRITE: Instruct students to write a description of the personal experience that have made them think they would be a good fit for the culinary industry. This will be shared in the next class:

- Have students explain these experiences in detail so that the reader gets a good sense of just what a good cook, server, or party giver, etc. they are.

BRIDGE SEMESTER 1 READING AND WRITING IN CULINARY/RESTAURANT MANAGEMENT GOALS AND COURSE FEATURES

Bridge Semester 1 Reading and Writing Course Goals

Academic:

- Improve test scores in reading on both the Tests of Adult Basic Education (TABE) and, for those going on to college, the COMPASS (CCC's college placement test).
- Practice skills needed to pass the 2014 GED exam.
- Learn to use the Internet as a research tool for answering questions.
- Develop strong writing skills appropriate for the 2014 GED, and to meet state Content Standards.
- Prepare for courses needed to be fully prepared for the 2014 GED, the COMPASS test at the college level, and to enter training programs in the culinary and restaurant management areas of the Culinary/Hospitality Bridge Program that lead to good paying jobs.

Career:

Students:

- Become familiar with career options in the Culinary/Restaurant Management field.
- Understand your skills and learning styles, and match them with jobs in the Culinary/Restaurant Management field as well as programs available at the City Colleges of Chicago.
- Create a realistic career path with a timeline and implementation steps.
- Present your career plan in a formal PowerPoint that will assist in meeting Content Standards and impressing a potential employer.

Bridge Semester 1 Reading and Writing Course Features:

- Four units, each with a reading, research, and fact-finding week followed by a writing week.
- Three full writing projects and one presentation that students must complete.
- Writing completed during the "reading" week that students can use for each formal writing assignment. Classes build on one another, so attendance is critical.
- All activities are tied to the Content Standards and are directly related to the 2014 GED, COMPASS, and TABE requirements.
- All activities are tied to student experience, questions, and goals.

All brilliant ideas, insights, questions, and new answers welcome!

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Video Treasure Hunt: Career Advice

- **Video #1: Culinary Female Role Model Career Video**

1. Why is the culinary industry a good one to go into?
2. What is working in the culinary industry really like?
3. What are some of the personal rewards of going into the culinary industry?

- **Video #2: Career Advice on Becoming a Sous Chef**

1. What are some of things that a sous chef does?
2. What are the barriers that this sous chef overcame?
3. How did this sous chef overcome these barriers?
4. What characteristics made this sous chef a success?

- **Video #3: Career Advice on Becoming a Conference and Banqueting Manager**

1. What is the career path that this person went through?
2. What barriers did this person overcome?
3. What characteristics make this person successful?
4. What is this person's long-term goal?

- **Video #4: Career Advice - Gordon Ramsey**

1. What is the advice that this man gives in the video?
2. What are the characteristics that make chefs successful?

Reading Week 1, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Culinary/Restaurant Management Goals and Skills - Reading

OBJECTIVES:

- Do a writing conversation with homework descriptions.
 - Complete vocabulary in context exercise.
 - Answer study questions from homework article.
 - Take skills inventory.
 - Review and analyze competency model.
-

MATERIALS:

For Activity #1:

- Handout (attached): Make a copy for each student
The Writer/Audience Situation

For Activity #3:

- Handout (attached): Make a copy for each student
Skills Inventory

For Activity #4:

- Handout: Make one copy for each student
Hospitality, Tourism, Events Competency Model
<http://www.careeronestop.org/competencymodel/competency-models/hospitality.aspx>

For Homework:

- Handout: Make one copy for each student
The Ten Study Habits of Successful Students
<https://goo.gl/PR7rMM>
-

ACTIVITY #1: Do a Writing Conversation with Homework Descriptions - 30 minutes

- Put students into pairs. Make sure that students get different partners from yesterday.
- Ask students:
 - How do they feel about their writing?
 - What things make them feel apprehensive about showing their work to others?
 - When do they know a piece of writing is working?
 - Is a first draft ever perfect?
 - Are there always grammar, spelling, and penmanship issues? Why?
- Explain to students that they are going to be reading each other's work and that their role is to be supportive. When they read a fellow student's work they are:
 - NOT to respond to grammar, spelling, and penmanship! But only to what the student is trying to say.
- Pass out the Writer/Audience Situation.

- Ask:
 - What is this silly drawing trying to say?
 - What is the point of writing? (Answer: To communicate something of interest to an audience!)
 - Who is the audience? (Answer: The reader!)
 - What does the reader need from the writer? (Answer: Enough description to be interested and to understand their topic well!)
- Explain that students are going to do a Writing Conversation using their writing homework as the starting point. Tell students that they need to:
 - Take out a blank piece of paper.
 - Exchange writing assignments.
 - Read their partners' assignment.
 - Write down a question that comes to mind. Ask a question that:
 - Will get more information about their partner's description.
 - Will clarify parts of the description that they don't understand.
 - Tell students they are trying to get information/details from the writer that will help them improve/extend their descriptions. Explain that good questions include:
 - Can you tell me more about _____?
 - I don't understand _____. Can you say more about _____?
- After each student has written a question on his/her paper in response to what they have read, they should hand the question to the writer and the writer should answer it in writing. Writers will help themselves by writing good detailed answers that they can later incorporate into their descriptions.
- Repeat this written question and answer process so that each student has answered 3 questions in writing.
- Ask the class:
 - Did anyone come up with some more good details to add to their descriptions?
 - Can you give examples of the details you could add to your descriptions?
 - What will these details improve your descriptions?

ACTIVITY #2: Explicate the Homework Reading– 30 minutes

- Ask students to pair up with a different partner.
- Put two large categories on the board: “Back of the House” and “Front of the House”.
- Ask student: What do each of these phrases mean? What kinds of jobs do you identify with Back of the House and which jobs for Front of the House?
- Ask pairs to work together to:
 - Finalize a list of jobs mentioned in the article.
 - Divide those jobs into front of the house and back of the house jobs.
 - List their responsibilities and skills.
 - Pair jobs with the skills mentioned or demonstrated in the article.
- Start with “Back of the House” and go round robin from pair to pair to ask for one job described in the article until they are all on the board. Write these on the board.
- Repeat for “Front of the House”.
- Then, go round robin from pair to pair to elicit responsibilities and skills for each of the workers described. Write these on the board next to the job title.
- Ask:
 - What do you think it is like to work as a professional in a kitchen?
- Write the vocabulary words on the board.
- Ask students for definitions either that were given last class or that they now know from reading.
- Ask students to get into new pairs.

- Have students find the words that still need defining and see if they can figure out the words by reading the word in context.
 - Go round robin to have each pair:
 - Read the sentence that the word is in and provide a definition.
 - Ask the class if they think the definition is correct. Why or why not?
 - Have students put the complete set of words and definitions in their notebook for quizzes later.
-

ACTIVITY #3: Take Skills Inventory– 30 minutes

- Pass out the Skills Inventory.
 - Ask students to check off those skills that they believe they have and add up the total number of checks per category.
 - Go round robin for students to tell you the 2-3 categories where they had the highest score.
 - Ask students to go back over the Skills Inventory and put a check *after* each skill that they think are necessary for the Culinary/Restaurant Management industry. They should also add up the total number of checks for each category.
 - Put students in new pairs to come to consensus on the skills they think are needed for the industry and to make sure their scores are the same.
 - Go round robin from student to student for a skill that is required for the industry. Keep going until all have been named.
 - Ask:
 - What categories had the highest totals?
 - Which the lowest?
 - How do your scores match up with the industry scores?
 - Tell students they will need to write a response to the following question for homework:
 - What are your strongest skills and how do they make you a good candidate for working in the Culinary/Restaurant Management industry?
-

ACTIVITY #4: Review and Analyze the Competency Model – 30 minutes

- Project and pass out the Hospitality/Hotel and Lodging Competency Model.
- Ask students what they see and what they think this graphic is trying to convey.
- Write the following on the board:
 - 3 = I am excellent at this skill.
 - 2 = I use this skill just fine.
 - 1 = I need to work on this skill.
- Ask a student to read through Personal Effectiveness Competencies.
- Ask:
 - Why are these skills listed on the bottom?
 - Why are these skills the widest part of the pyramid?
- Tell students to write down the skills listed on the bottom Tier and give themselves a score of 3, 2, or 1.
- Ask students:
 - Which are your strongest skills? Go round robin for this one.
 - Which are the ones you are just fine at and which are the ones you have to work on?
 - Have them add up their totals for that Tier.
- Repeat this process for Academic, Workplace, and Industry-Wide Technical Competencies.
- When students have evaluated each Tier, ask them:
 - In which tier are your skills/scores highest? Lowest?
 - What does this tell you about the way the pyramid is constructed?

- Next, ask students to go over the competencies they have reviewed and put a check mark next to those they will need to be successful in this class.
 - Go round robin to compile a comprehensive list on the board. For each skill they nominate ask:
 - How will this skill be learned/demonstrated in the class?
 - Tell students the class will revisit these classroom skills again tomorrow and to bring their handouts and scores.
-

HOMWORK:

WRITE: Have students answer the following question:

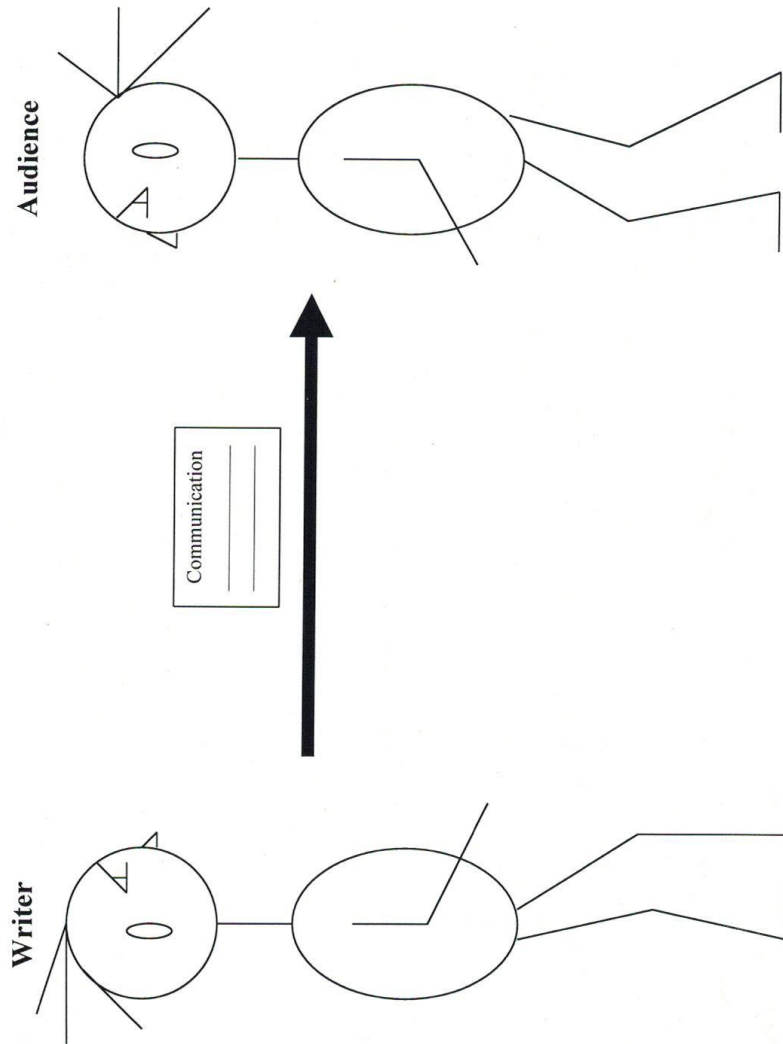
- What are your strongest skills and how do they make you a good candidate for working in the Culinary/Restaurant Management industry?

READ: Tell students to read *The Ten Study Habits of Successful Students*

<http://www.how-to-study.com/study-skills/en/study-habits-of-successful-students.asp>

- Put one of the following numbers next to each of the 10 habits:
 - 3 = I am excellent at this skill.
 - 2 = I use this skill just fine.
 - 1 = I need to work on this skill.

The Writer/ Audience Situation



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Skills Identification

Communication Skills

- reading and following directions
- putting things in alphabetical order
- comparing or cross-checking two lists
- filling out forms
- writing letters and memos correctly
- reading and understanding policies and memos
- writing reports
- speaking to people you do not know
- speaking English *and* another language
- taking notes while someone speaks
- finding information (getting what you need to know out of the phonebook, dictionary, library, etc.)
- using a map
- reading bus, train, and plane schedules
- explaining things to other people
- knowing when to ask for help or more explanation

Number Skills

- doing arithmetic correctly
- using percentages and decimals
- using a calculator
- rounding off numbers
- typing/keyboarding
- calculating hours worked, money owed, etc.
- estimating costs and/or time needed to complete a job
- using a database program on a computer

Technical Skills

- making, fixing, and repairing things
- operating machinery
- installing things
- building things
- gardening, landscaping, and farming

Business Skills

- operating a computer
- using a business telephone
- filing, sorting, and classifying information
- balancing checkbooks
- working with budgets
- setting up and closing out a cash register

Management and Self-Management Skills

- being patient with others
- keeping a cheerful attitude
- getting interested/excited about the task at hand
- offering to help when it is needed
- knowing how to take directions
- motivating yourself to do what needs to get done
- helping motivate others to get the job done
- prioritizing tasks so that the larger goal is met on time
- following the rules
- presenting a neat and professional image
- checking your own work
- working hard without complaining
- using courtesy when dealing with others
- seeking help when needed
- being eager to learn
- speaking up for yourself
- solving problems in a cooperative way

Creative/Artistic

- artistic
- drawing
- expressing
- performing
- presenting artistic ideas
- dancing, body movement
- visualizing shapes
- designing
- model making
- making handicrafts
- writing poetry
- illustrating, sketching
- doing photography
- mechanical drawing

People Skills

- caring for children responsibly
- caring for the sick and elderly
- showing warmth and caring
- calming people down
- helping people complete a task
- teaching someone how to do something
- knowing how to get along with different people/personalities
- leading groups or activities

Reading Week 1, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Culinary/Restaurant Management Goals and Skills - Reading

OBJECTIVES:

- Review highlights of the writing assignment.
 - Match skills to culinary workers in videos.
 - Review culinary/restaurant management skills that are also classroom skills and propose guidelines.
-

MATERIALS:

For Activity #2:

- Video: Cook Line In Action
<http://www.youtube.com/watch?v=MABw-2nelcg> (running time: 00:31)
- Video: Busy Kitchen in Chateau de la Chevre d'Or
<http://www.youtube.com/watch?v=O1eEu3wlrNQ> (running time: 2 :26)

For Homework:

- Handouts (attached): Make one copy for each student.
Learning Styles Explained
Multiple Intelligences Teacher
Multiple Intelligences Palette
Tips for Better Learning
-

ACTIVITY #1: Writing Conversation on Skills Description - 40 minutes

- Tell students to get into new pairs to do another writing conversation with their descriptions of skills.
- Ask students to get out their Writer/Audience Situation sheet. Ask:
 - What does the audience really want?
 - Why?
 - What are the best ways to reach your audience?
- Ask: When do you know you have a good paragraph? Write answers on the board. Make sure to emphasize that a good paragraph is:
 - Clear to the reader.
 - Interesting to the reader.
 - Easy to read.
- How can you help your partner become a better writer by asking questions?
- Ask pairs to follow the same set of writing conversation instructions that were given yesterday:
 - Take out a blank piece of paper.
 - Exchange writing assignments.
 - Read their partners' assignment.
 - Write down a question that comes to mind. Ask a question that:
 - Will get more information about their partner's description.

- Will clarify parts of the description that they don't understand.
 - Tell students they are trying to get information/details from the writer that will help them improve/extend their descriptions. Explain that good questions include:
 - Can you tell me more about _____?
 - I don't understand _____. Can you say more about _____?
 - After each student has written a question on his/her paper in response to what they have read, they should hand the question to the writer and the writer should answer it in writing. Writers will help themselves by writing good detailed answers that they can later incorporate into their descriptions.
 - Repeat this written question and answer process so that each student has answered 3 questions in writing.
 - Go round robin and have each student introduce their partner by indicating their strongest skills and explaining why she/he is a good match for the Culinary/Restaurant Management industry.
-

ACTIVITY #2: Match Skills to Culinary Workers in Videos – 30 minutes

- Ask students to get out their Skills Identification list.
 - Briefly, go round robin to read out loud one skills that people in the culinary industry must have. Keep going around until all the skills that pertain to the industry have been read aloud.
 - Next, tell students they are to watch two videos and match the skills on the list to what they see. Tell students they can request to watch these short videos more than once.
 - Video #1: Line Cooks in Action
 - Play the video.
 - Ask students to go over their list to pick out the skills they witnessed.
 - Go round robin to identify the skills and explain how they apply.
 - Video #2: Busy Kitchen in Chateau de la Chevre d'Or
 - Tell students the people in the film are all speaking French.
 - Ask students to write down the job types they see and match the skills they see being used in the video with skills on the list.
 - Go round robin to identify the job titles and write these on the board.
 - Go round robin to identify the skills of each and explain how they apply.
 - Ask how these work areas differ. Job titles? Skills? Food types? Cost of food? Number of people in the kitchen? Etc.
-

ACTIVITY #3: Review and Apply Culinary/Restaurant Management Skills to the Classroom – 40 minutes

- Ask students to get out their homework article: The Ten Study Habits of Successful Students.
- Ask students: Which of these skills are they most comfortable with and which are the most difficult for them? Write the difficulties on the board. Ask for more information on why these particular skills cause students difficulty.
- Put students into new pairs, assign them a difficulty listed on the board, and ask them to come up with some suggestions that might help students overcome their issues and become more successful students.
- Go from pair to pair to have them report on their suggestions.
- At the end of the presentations, ask the students who described their difficulties if these suggestions will be useful.
- Ask students to take out their Hospitality Competency Model.
- Ask them to read aloud those skills that the class identified yesterday as applicable to the classroom. List these on the board.

- Just for review, ask students to go round robin to explain how each of the skills applies to the class. More specifically ask:
 - What do students have to do to demonstrate each of the skills in the classroom?
 - After all the skills have been applied to the classroom, put students into new pairs and assign them each a different skill listed on the board. Then, write the following questions on the board:
 - How do you know when a person has this skill? What kinds of behaviors do they always have?
 - How can this class support the development of the skill in each other?
 - Have each pair also decide how they want to present their ideas. They must give each other a role for each one to play in the presentation.
 - Have pairs give their presentations. Make sure each presentation is followed by a question and answer period. Also, ask the listeners in the class:
 - Any comments on the ideas being offered by this pair? Any responses, ideas, suggestions?
-

ACTIVITY #4: Give Homework– 10 minutes

- Put the following four columns on the board: punctuality, attendance, homework completion, teamwork. Number each of the columns 1-4.
 - Tell students that their homework includes coming up with a proposal for standards and suggestions for how to help students that are having difficulty in any one area.
 - Have students go round robin to count off by 4. Assign students to one of the categories by number.
 - Detail the assignment as follows:
 - Write a list of standards that they think the class should adopt for this to be clear about what is expected in this class.
 - Describe the supports the classroom can offer to help students troubleshoot their issues and get back on track.
-

HOMEWORK:

WRITE: Tell students to write a list of standards that they think the class should adopt for this to be clear about what is expected in this class.

- Describe the supports the classroom can offer to help students troubleshoot their issues and get back on track.

READ: Have students read *Learning Styles Explained and Tips for Better Learning*.

- Tell students to fill out the *Multiple Intelligences Checklist* and *Multiple Intelligences Palette*.

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Learning Styles Explained

(downloaded from <http://uw.kqed.org/edresources/plan.php?id=111>)

What Is a Learning Style?

Have you ever been in a classroom or work situation where very little makes sense, you struggle to do the work, and just making yourself be there is a huge effort? The reason could have much to do with how you take in information and how you learn. Learning is a complicated process, and there are many different theories about how we take in information. It is generally accepted that everybody learns and processes information in different ways. These different ways of learning are “learning styles”.

We usually talk about three different ways to learn: sight, sound and movement. These are generally referred to as visual, auditory and kinesthetic. However, more current research suggests that there are many more learning styles that need to be considered, such as verbal, musical, logical, interpersonal and intrapersonal. (These are the widely accepted styles.)

What Is Your Learning Style?

Usually people have some idea of how they like to learn. And usually we are correct in that guess. But sometimes we are accustomed to learning in one way, so we think that this way is our learning style. In any case, there are many different questionnaires that can help you determine what your learning style is. The results are almost always weighted in one category over the others. However, as you learn more about your style, you will realize that you probably can learn well in other styles and even that you have already been using the skills of other styles to learn.

Why Is It Important to Know Your Learning Style?

Once you discover your learning style, you can learn and study more effectively. You will be able to do this by practicing "tricks," tools that can help you focus better and process information easier.

MULTIPLE INTELLIGENCES TEACHER

<http://uw.kqed.org/edresources/plan>

(Adapted from the works of Howard Gardner, David Lazeer and Jim Mundell)

Place a check in all boxes that best describe you.

LINGUISTIC

- I really enjoy books.
- I hear words in my head before I write, read or speak them.
- I remember more when I listen to the radio or an audiocassette than when I watch television or films.
- I enjoy word games such as crossword puzzles, Scrabble™, anagrams or Password™.
- I like puns, tongue twisters, nonsense rhymes and double meanings.
- English, social studies and history were easier subjects for me than science and math.
- When I am driving I like to read the billboards and signs, and I notice them more than the scenery along the road.
- I often refer to things I have read or heard in conversations.
- People often ask me the meaning of words.
- I have written something recently that I was proud of or that was published or otherwise recognized.

- Total Linguistic boxes checked

LOGICAL

- I can quickly and easily compute numbers in my head (example: double or triple a cooking recipe or carpentry measurement without having to write it on paper).
- I enjoy math and science in school.
- I like solving brainteasers, logical games and other strategy games such as chess and checkers.
- I like to set up "what if" experiments (example: "What if I fertilized my plants twice as often?").
- I look for structure, patterns, sequences and other logical order.
- I wonder about how some things work and keep up-to-date on new scientific developments and discoveries.
- I believe that there is a rational explanation for almost everything.
- I can think in abstract, clear, imageless concepts.
- I can find logical flows in things people say and do at work and home.
- I feel more comfortable when things have been quantified, measured, categorized or analyzed in some way.

- Total Logical boxes checked

SPATIAL

- _____ When I close my eyes, I can see clear visual images.
- _____ I respond to color.
- _____ I often use a camcorder or camera to record my surroundings.
- _____ I enjoy visual puzzles such as mazes and jigsaw puzzles, and 3-D images.
- _____ I have vivid dreams at night.
- _____ I navigate well in unfamiliar places.
- _____ I often draw or doodle.
- _____ Geometry is easier than algebra.
- _____ I can imagine what something would look like from a bird's eye view.
- _____ I prefer reading publications that have many illustrations.

_____ Total Spatial boxes checked

BODILY-KINESTHETIC

- _____ I take part in at least one sport or physical activity regularly.
- _____ I find it difficult to sit still for long periods of time.
- _____ I like working with my hands (for example, sewing, weaving, carving, carpentry, model building).
- _____ I frequently get insights or ideas when I am involved in physical activities, such as walking, swimming or jogging.
- _____ I enjoy spending my free time outside.
- _____ I tend to use gestures and other body language when engaged in conversations.
- _____ I need to touch or hold objects to learn more about them.
- _____ I enjoy daredevil activities such as parachuting, bungee jumping and thrilling amusement rides.
- _____ I am well coordinated.
- _____ To learn new skills, I need to practice them rather than simply read about them or watch them being performed.

_____ Total Bodily-Kinesthetic boxes checked

MUSICAL

- _____ I have a nice singing voice.
- _____ I know when musical notes are off-key.
- _____ I often listen to music in a variety of formats -- radio, records, tapes, CD and so on.
- _____ I play an instrument.
- _____ My life would be less dynamic without music.
- _____ I often have a tune running through my mind during the day.
- _____ I can keep time to a piece of music.
- _____ I know the melodies of many songs or musical pieces.
- _____ If I hear musical piece once or twice, I can easily repeat it.
- _____ I often tap, whistle, hum or sing when engaged in a task.

_____ Total Musical boxes checked

INTERPERSONAL

- People often come to me to seek advice or counsel.
- I prefer team and group sports to individual sports.
- When I have problems, I prefer to seek help from other people rather than work it out alone.
- I have at least three close friends.
- I enjoy social pastimes like board games and charades more than individual pastimes such as video games and solitaire.
- I like the challenge of teaching other people what I know how to do.
- I have been called a leader and consider myself one.
- I am comfortable in a crowd of people.
- I am involved in local school, neighborhood, church and community activities
- I would rather spend a Saturday night at a party than spend it at home alone

Total Interpersonal boxes checked

INTRAPERSONAL

- I regularly spend time reflecting, meditating or thinking about important life questions.
- I have attended classes, seminars and workshops to gain insight about myself and experience personal growth.
- My opinions and views distinguish me from others.
- I have a hobby, pastime or special activity that I do alone.
- I have specific goals in life that I think about regularly.
- I have a realistic view of my own strengths and weaknesses backed up by accurate feedback from others.
- I would rather spend a weekend in a cabin or some other hideaway than at a large resort with lots of people.
- I am independent-minded and -willed.
- I keep a journal or diary to record the events of my inner life.
- I am self-employed or have seriously considered starting my own business.

Total Intrapersonal boxes checked

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MULTIPLE INTELLIGENCES PALETTE

This is the array of competencies found in each intelligence. Place your totals for each on the line provided. (downloaded from <http://uw.kqed.org/edresources/plan>)

Verbal/Linguistic_____

Reading
Vocabulary
Formal Speech
Journal/Diary Keeping
Creative Writing
Poetry
Verbal Debate
Impromptu Speaking
Storytelling

Bodily/Kinesthetic_____

Folk/Creative Dance
Role Playing
Physical Gestures
Drama; Martial Arts
Body Language
Physical Exercise
Mime; Inventing
Sports Games

Musical/Rhythmic_____

Rhythmic Patterns
Vocal Sounds/Tones
Music Composition/Creation
Percussion Vibrations
Humming; Environmental Sounds
Instrumental Sounds
Singing
Tonal Patterns
Music Performance

Logical/Mathematical_____

Abstract Symbols/Formulas
Outlining; Graphic Organizers
Number Sequences
Calculation
Deciphering Codes
Forcing Relationships
Syllogisms
Problem Solving
Pattern Games

Visual/Spatial_____

Guided Imagery
Active Imagination
Color Schemes
Patterns/Designs
Painting
Drawing
Mind-Mapping
Pretending
Sculpture
Pictures

Interpersonal _____

Giving Feedback
Intuiting Others Feelings
Cooperative Learning Strategies
Person-to-Person Communication
Empathy Practices
Division of Labor
Collaborative Skills
Receiving Feedback
Sensing Others' Motives
Group Projects

Intrapersonal_____

Silent Reflection Methods
Metacognition Techniques
Thinking Strategies
Emotional Processing
"Know Thyself" Procedures
Mindfulness Practices
Focusing/Concentration Skills
Higher-Order Reasoning
Complex Guided Imagery
"Centering" Practices

Tips for Better Learning

(downloaded from <http://uw.kqed.org/edresources/plan.php?id=111>)

Visual Learners

Visual learners remember what they see, for example, colors, charts, words, pictures, demonstrations and film/television. Therefore, if you are a visual learner, you should try to find movies, CD ROM information, pictures and charts that relate to the topic at hand and turn your class notes into a visual guide: Color code them by topic using highlighters or different colors of notebook paper. Circle main ideas, draw arrows between ideas to show connections, draw pictures in your notes -- go all out. And above all, make flash cards.

Kinesthetic Learners

Kinesthetic learners retain information by doing something physical or active with it. If you are this type of learner, to stay focused in class, sit in front. When studying, walk around with book in hand. The best thing you can do is become physically involved with the class work. It is important for you to take notes. If you think of it, bring a small ball or toy to squeeze during long discussions. Become involved in role-playing activities in class. Be active in study groups -- you can speak about your understanding and try to figure out what will be on the test and how you will answer the questions. Record important information, then listen to it on a Walkman® while you exercise. And if you can find a way to apply what you learn, you will retain the information easier.

Intrapersonal Learners

You are a reflective thinker. So thinking things through is important to your understanding the material. Take the time after class to think about what was discussed and rewrite your notes in your own words. Study alone in a quiet place. Let your teacher know that you prefer to work alone and will get more out of learning if you are doing things in your own way. Taking tests with earplugs can help you.

Verbal/Linguistic Learners

You need to talk it out! When you are reading, read aloud. Summarize what you heard your teacher say into a tape recorder, then play it back and listen. Get into a study group where you can explain your ideas and hear other people talk about their ideas.

Musical/Rhythmic Learners

You probably find yourself singing, humming and whistling during the day. Do not stop. While studying at home, play music. Try to make rhymes to remember important information. Sing a song about the story you just read. In class, quietly snap or tap your fingers to the beat of a favorite song. Wear your Walkman, volume low, in the library. Essentially, fill your study time with music. Replay the same music right before you take a test to help jog your memory.

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Reading Week 1, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Culinary/Restaurant Management Goals and Skills - Reading

OBJECTIVES:

- Review classroom management proposals.
 - Identify multiple intelligences and apply them to their study habits.
-

MATERIALS:

For Activity #1:

- Classroom resource: Flip chart.
 - Handouts: Students should have brought their own copies (attached to Week 1, Lesson 3).
Learning Styles Explained
Multiple Intelligences Teacher
Multiple Intelligences Palette
Tips for Better Learning
-

ACTIVITY #1: Review Classroom Management Proposals - 60 minutes

- Put students into groups based on the category they were assigned yesterday for homework: punctuality, attendance, homework completion, teamwork.
 - Tell them they are to use their classroom Competency Model skills (from Week 1, Lesson 2, Activity #4) for this exercise.
 - Tell groups to:
 - Share their lists of standards with each other. They should go round robin in the group to present their list.
 - The group should come to consensus on a single set of standards that they all agree on and write them on a flip chart paper.
 - Share their descriptions of the supports the classroom can offer to help students troubleshoot their issues and get back on track.
 - Come to consensus about the recommendations they want to make to the class and put them on flip chart paper.
 - Make a plan to have everyone take a part in giving their presentation to the class.
 - Have each group give their presentations.
 - After the presentations ask:
 - What are the similarities and differences between these proposals?
 - Any themes?
 - Any recommendations we should move forward with?
 - Which ones and how should we implement these ideas?
-

ACTIVITY #2: Explicate Homework Readings- 40 minutes

- Have students take out their completed Multiple Intelligences checklist.

- Ask:
 - Who had a very strong high score? In what area?
 - Which statements in that area describe you best?
 - Who has strengths in a number of areas? Name your top two.
- Write the following seven words on the board: Linguistic, Logical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal.
- Ask:
 - What do the words interpersonal and intrapersonal mean?
 - What do you think the “intra” means?
 - What do you think “inter” means?
- Go around the room and ask students to state their strongest intelligence and write their name under that category on the board.
- Put students into groups based on their highest score or strongest type of intelligence. In groups, they should:
 - Talk about why this category is so strong for them.
 - Give a strong example from their lives that show how they demonstrate this learning intelligence.
 - State ways students in the group are all similar.
- Have the different groups report to the class the ways in which the group is similar.
- Repeat this exercise by putting students into groups for their second strongest intelligence.
- Ask:
 - How does your specific kind of intelligence impact the way you learn?
 - How does this kind of intelligence impact the kind of job you want in the future?
- Write the following questions on the board:
 - What are your second and third strongest intelligences?
 - What kind of person does that make you?
 - What are the study habits that will make you most successful?
- Go round robin and each student this set of questions.

ACTIVITY #3: Identify the Different Types of Places You Can Work in the Industry and in Chicago- 20 minutes

- Tell students that they will be writing four linked paragraphs for homework. Writing needs to be done in a place where they can listen to their own mind, put together their thoughts, and write what makes sense to them. Ask:
 - When are you planning to complete this writing assignment?
 - What environment do you need to do good work?
 - Where do you think you will do your writing?
 - How many of you will be writing your drafts on a computer?
- Go around the room to get students’ writing plans for the weekend.
- Tell students:
 - Make sure they read their draft out loud, to themselves or one another, to make sure it makes sense.
 - Make sure everything is in their own words. Copying is plagiarism. There can be no copying and no one can help them write their assignment.
 - Do not worry about spelling or grammar just yet. Stay tuned!
 - Enjoy the process!

HOMEWORK:

WRITE: Have students write four linked-paragraphs. The four paragraphs should:

- In their own words, tell the reader that the Culinary/Restaurant Management industry is an exciting industry and that there are lots of reasons they will be successful in it.
- Reason #1: They have the right experience! Have them describe the importance of food/serving in their life now and how that relates to their career goal.
- Reason #2: They have the right skills! Have them describe their skills and how they will help them be successful in the Culinary/Restaurant Management industry.
- Reason #3: They have the right study habits! Have them describe their multiple intelligences and the study skills they will be using to get the education they need to be successful in the Culinary/Restaurant Management industry.

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Writing Week 2, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Introduce Yourself to the Culinary/Restaurant Management Industry - Writing

OBJECTIVES:

- Set criteria for evaluating writing assignments.
 - Evaluate others' writing assignments according to the criteria.
 - Select top grammar concerns.
-

MATERIALS:

- Student work: Students bring hard copies of their homework assignments. Teachers may wish to bring hard copies of assignments that have been e-mailed prior to class.
 - Handout (attached): Make one copy for each student.
GED Essay Scoring Rubric
 - Handout: Make one copy for each student. Note that the teacher may need to make copies of three grammar assignments that the class chooses in Activity #3 to assign for homework.
The "Table of Contents" from the grammar text chosen for this course.
-

ACTIVITY #1: Setting Criteria for Good Multi-Paragraph Writing - 40 minutes

- Ask:
 - How did your essay writing go?
 - What went well? What was difficult?
 - How did you overcome your difficulties?
 - Who found new ideas through the process of writing? What are they?
 - To prompt students to think about what makes a good multi-paragraph piece of writing, ask:
 - What would make a reader pleased to be reading your essay?
 - What does a reader need at the beginning of the essay?
 - Why does a reader need topic sentences for each paragraph?
 - What is a reader going to get out of reading your essay?
 - Pass out the GED Essay Scoring Rubric. Tell students this rubric is used to judge GED essays. Tell students they are only going to work with two of the requirements today: "Organization" and "Development and Details." As students get closer to the GED, they will need to pay attention to more aspects of the rubric.
 - Have students read the different descriptions of "Organization" and "Development and Details" aloud.
 - Put students in pairs and assign them one of these categories from the rubric: "Effective," "Adequate," "Marginal," and "Inadequate." Ask them to describe "Organization" and "Development and Details" for that particular level and relate their descriptions to the criteria written on the board.
 - Go around the room to the different pairs starting with "Effective" for the "Organization" topic. Then go to the "Adequate," "Marginal," and "Inadequate" pairs to give their descriptions.
 - Repeat for "Development and Details."
-

ACTIVITY #2: Evaluating the Writing Assignments - 50 minutes

- Tell students they will assist other students by giving constructive feedback. All their feedback must include answers to the following questions (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.
 - Have students take out their homework essays.
 - Put students into groups of three. Have them each get out two blank sheets of paper.
 - Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and use the criteria to write comments that answer the three questions on the board.
 - After students have evaluated the first essay, they pass the essay they have worked on to their left and evaluate a new essay.
 - After students have evaluated two essays, they should give their evaluations to the authors, and the authors should read the comments.
 - Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that give you ideas for how to make your essay better?
 - Did your evaluators confuse you? Ask for clarification when back in your group.
 - Put students back in their groups to talk through differences and to get clarification. Groups should also select two to three interesting and well-developed paragraphs to read to the class and explain why they were selected.
 - Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
 - Tell students that you will also evaluate their essays so they will each have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
-

ACTIVITY #3: Select Top Grammar Concerns - 30 minutes

- Ask: What are some of the major grammar issues you have or that you saw in other students’ writing? Write their answers on the board.
 - Ask: Which area is the class having the most difficulty with:
 - Punctuation?
 - Sentence Structure?
 - Spelling?
 - Pass out a copy of the “Table of Contents” of the grammar text you have selected for this course and check off those grammar issues in the “Table of Contents” that the class has identified as needing work.
 - Ask:
 - What do you think is the best strategy for improving this class’s grammar?
 - What would you recommend?
 - Go around the room to get ideas from all students.
 - Based on student answers, assign three grammar exercises for homework.
 - Tell students that there will be grammar homework assignments for each day of each Writing week.
-

HOMEWORK:

COMPLETE: Have students complete the three grammar assignments from the course's grammar text that the class chose in Activity #3.

TEACHER PREPARATION #1: Evaluate student essays so they can be handed back to students during Week 2, Lesson 3. These evaluations need to answer the same three questions the students answered and should be written on a separate piece of paper. Those three questions are:

- What worked well in the essay?
- What are some suggestions for improvement?
- What "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.

TEACHER PREPARATION #2: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are experiencing. Type up these paragraphs with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

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GED Essay Scoring Rubric

This tool is designed to help readers score an essay. Two readers read the GED essay, each giving a score between 1 and 4. The average of the two is the final score for the essay portion of the test. The score must be at least 2 to pass the test. Remember that an essay off of the given topic receives no score.

	Effective 4	Adequate 3	Marginal 2	Inadequate 1
Response to prompt	Presents a clearly focused main idea that addresses the prompt	Uses the writing prompt to establish a main idea	Addresses the prompt, though the focus may shift	Attempts to address prompt but with little or no success in establishing a focus
Organization	Establishes a clear and logical organization	Uses an identifiable organizational plan	Shows some evidence of an organizational plan	Fails to organize ideas
Development and Details	Achieves coherent development with specific and relevant details and examples	Has focused but occasionally uneven development; incorporates some specific detail	Has some development but lacks specific details; may be limited to a listing, repetitions, or generalizations	Demonstrates little or no development, usually lacks details or examples or presents irrelevant information
Conventions of EAE (Edited American English)	Consistently controls sentence structure and the conventions of EAE	Generally controls sentence structure and the conventions of EAE	Demonstrates inconsistent control of sentence structure and the conventions of EAE	Exhibits minimal or no control of sentence structure and the conventions of EAE
Word Choice	Exhibits varied and precise word choice.	Exhibits appropriate word choice	Exhibits a narrow range of word choice, often including inappropriate selection	Exhibits weak and/or inappropriate words

From: <http://www.unm.edu/~tinan/writing/rubric.htm>

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Writing Week 2, Lesson 2

Culinary/Hospitality Bridge Semester1: High Intermediate Adult Basic Education (ABE)

THEME: Introduce Yourself to the Culinary/Restaurant Management Industry - Writing

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Edit student writing.
-

MATERIALS:

- Teacher resource (attached): *Activities for Teaching Writing Skills*
 - Student work: Make one set of copies for each student.
Choose two paragraphs of student writing that demonstrate the kinds of grammar and spelling challenges most students are having. Type up these paragraphs with the mistakes intact and print them as a two-sided handout.
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from the *Activities for Teacher Writing Skills* (attached) that clearly addresses a significant class grammar challenge.
-

ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
 - Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
 - Put students into three or four teams and have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
 - Choose a member from one team to come up to the board, underline a problem, and correct it.
 - Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
 - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
 - Go around to all the teams and have a different student come to the board and repeat the process.
 - Keep team scores on the board.
-

ACTIVITY #3: Editing Game #2 - 40 minutes

- Have students form new teams.
 - Repeat the Editing Game described above with a different paragraph of student writing.
-

HOMEWORK:

COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

ACTIVITIES FOR TEACHING WRITING SKILLS

Adapted From The *Intensive GED Curriculum*

Written by Stephanie Sommers

Published by Women Employed

The purpose of these activities is to help students learn to:

- Clearly define a sentence.
- Learn the rules of punctuation.
- Recognize noun/verb agreement.
- Be able to edit paragraphs with multiple problems.
- Be able to analyze questions and answers on a GED Writing Skills Practice Test.

This excerpt is organized so that teachers can use any individual exercise to teach or reinforce students understanding and application of the rules of grammar, punctuation, and the conventions of Standard English.

Teachers should use supplementary texts to back these lessons with materials that support student weaknesses. Contemporary's GED Test 1: Writing Skills is recommended, but there are a variety of other GED grammar texts that can be useful. Supplement class work and GED preparation with homework that targets specific student needs.

Competencies

Through the use of these activities, students should learn to:

1. Identify nouns, verbs, and adjectives.
2. Recognize and capitalize proper nouns.
3. Identify subjects and predicates, and differentiate between whole sentences and sentence fragments.
4. Use the six comma rules correctly.
5. Use semicolons and colons correctly.
6. Correlate nouns and verbs for agreement.
7. Use both the active and passive voice.
8. Use possessive nouns and pronouns correctly.
9. Improve spelling.
10. Take GED Writing Skills Practice Tests.

1. Identify nouns, verbs, and adjectives.

Materials. Find or create:

- A list of increasingly complex sentences with multiple nouns, verbs, and adjectives.
- Two short readings.

Activity Description.

- To get students limbered up, use the following surprise exercise:
 - Ask: What is a noun?
 - Have students call them out all at once or go around and have each student say one at a time - but fast. Challenge students by saying, "Name 5,000 nouns. Go!"
 - Repeat procedures as above.
 - Ask: What is a verb? "Name 5,000 verbs. Go!"
 - Ask: What is an adjective? "Name 5,000 adjectives. Go!"
- Pass out a short reading.
- Have students quickly underline all the nouns. Give them only a few minutes and make them stop when the time is up. Again, challenge them by saying, "On your mark, get set, go!"
- Go around the room and have each student tell you the number of nouns in the reading; mark these numbers on the board.
- Repeat the procedure for verbs and adjectives; mark down the numbers.
- Go through the reading and identify first the nouns, then the verbs, and then the adjectives to verify the counts.
- Write one of the prepared sentences from the materials list on the board.
- Write one of the multi-noun/verb/adjective sentences on the board.
- Write each student's name on the board in a place where you can keep score.
- Ask: How many nouns are in this sentence?
- Go around the room for each student's number; write number next to student name.
- Ask: How many verbs are in this sentence?
- Mark students' numbers down again.
- Repeat for adjectives.
- Go back to nouns; say, "The correct number is _____."
- Go around the room to have the students pick out one noun at a time; underline them as you go.
- Repeat the same procedures for verbs and adjectives, but circle verbs and put a box around adjectives.
- Repeat these procedures for all the sentences.

- Give a short reading for homework; have students underline nouns, circle verbs, put quotes around adjectives. Students should also count the number of nouns, verbs, and adjectives.

2. Recognize and capitalize proper nouns.

Materials. Find or create a reading with proper nouns that are not capitalized.

Activity Description.

- Have students line up at the board; have them each write a proper noun and pass the chalk.
- Ask:
 - What is the rule for proper nouns?
 - Were all of these proper nouns written correctly?
- Give out a reading which has proper nouns that are not capitalized; have students correct the reading; have them go fast.
- Ask:
 - How many errors are in the first sentence?
 - Ask one or more students to answer. Then ask others: Is that correct?
 - What are the errors?
- Put students into pairs to write a short paragraph with at least 10 un-capitalized proper nouns; have them each give their paragraph to another pair to correct; then have the authors correct their corrected paragraphs.

3. Identify subjects and predicates; differentiate between whole sentences and sentence fragments.

Materials. Find or create:

- A list of mixed full sentences and sentence fragments.
- Blank index cards.

Activity Description.

- Pass out the list of mixed full sentences and sentence fragments; have students check off the full sentences.
- Ask:
 - What is a sentence?
 - What is a subject? (The noun the sentence is about the subject.)
 - What is a predicate? (The rest of a simple sentence; it comes after the subject.)
 - What is always in the predicate? (A verb.)
 - What are the two requirements to be a sentence? (A noun and a verb.)

- Go over these questions again and have students repeat the answers loudly together.
- Ask a student for a full sentence from the list; write the sentence on the board; have students identify the subject, predicate, and verb in the sentence; write the skeleton sentence.
- Continue with these procedures to identify all the full sentences in the list.
- Have students find a partner and give each pair a set of six blank index cards; have them write three full sentences and three fragments on the cards.
- Have a representative from a pair choose a card from those written by the pair on their left; write the contents of the card on the board.
- Ask the student: Is this a sentence? How do you know?
- Give a point for each correct answer.
- Ask the class to reply in unison:
 - What are the two requirements to be a sentence?
 - Does it have a noun for a subject?
 - Does it have a verb in the predicate?
- Repeat these procedures until it is clear that students grasp the concept.

4. Follow the six comma rules.

- Explain that commas separate phrases that add information from the main sentence. If students can distinguish main sentences from additional information, they will be good at commas.
- Write “she fell asleep” on the board.
- Ask for phrases that add information to the front of the sentence; list them on the board; show where the commas go for each one.
- Put another simple sentence on the board.
- Ask for phrases that add information to the end of the sentence; list them on the board; show where the commas go for each one.
- Repeat this procedure and have students put phrases that add information in the middle of the sentence; show where the comma goes for each one.

- Put a different sentence on the board; put students into pairs.
- Have pairs write phrases that could add information in the front, middle, or end of the sentence.
- Have a representative from each group come to the board and add a phrase; give a point to each group that punctuates the sentence correctly with a new phrase.
- Continue until it is clear that all students understand how to use commas in this context.

- Introduce the first 3 comma rules:
 1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.
 2. Commas go around a prepositional or verb phrase that is in the middle of sentence.
 3. Commas go before a prepositional phrase that is at the end of a sentence.

Comma Rule #1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.

Materials. Find or create a list of sentences with introductory phrases, but no commas.

Activity Description.

- Pass out list of sentences; do one as a class to model the exercise; have students insert the commas after the introductory phrase.
- Go around the room and ask each student the following list of questions:
 - What is the main sentence?
 - What is the introductory phrase?
 - Where does the comma go?

Comma Rules #2. Commas go around a prepositional or verb phrase that is in the middle of sentence.

Materials. Find or create:

- A list of sentences with phrases in the middle, but no commas.
- A list of sentences with phrases at the end, but no commas.

Activity Description.

- Pass out the list of sentences; punctuate one as a class to model the exercise.
- For each student, ask:
 - What part of the sentence is added?
 - Where do the commas go?
- Divide students into two teams.
- Have one student from the first team come up and write a sentence on the board.
- Have a student from the second team add a prepositional phrase in the middle of the sentence.
- Reverse team tasks until everyone has been to the board to either put up a sentence or add a prepositional phrase.

- Review what is on the board and ask students for corrections; note any additional corrections.
- Repeat these procedures for **Comma Rule #3: Commas go before a prepositional phrase that is at the end of a sentence.**

Comma Rule #4. Place commas between all items in a list of 3 or more.

Materials. Find or create:

- Index cards with questions whose answers will elicit sentences with lists in them.
- A list of sentences with lists in them, but no commas.

Activity Description.

- Present Comma Rule #4:
 - Lists must be of like objects or actions.
 - The last item in a list has the word “and” or “or” before it.
 - Example: She liked apples, bananas, and cherries.
- Ask students to make a clicking noise with their tongues.
- Ask students to make “pppputttt” sound with their lips.
- Explain that the clicking noise is a comma and a “pppputt” sound is a period.
- Deal out one index cards to each student that will elicit a list as an answer.
- Have each student read their card and give an answer, putting the appropriate sounds in the appropriate places.
- Pass out the list of sentences; have students correct the sentences and then read them aloud, one at a time, using their punctuation sounds.
- For each question, ask:
 - How many items are in the list?
 - Do you need to use a comma?
 - Read me the sentence with the correct punctuation.
- Inform students that Oxford commas won’t appear in some of the sources they read (newspaper articles), but the students should still use them.

Comma Rule #5. Put a comma before the words “and,” “but,” “yet,” “or,” “nor,” “for,” and “so” when combining two full sentences into a single compound sentence.

Materials. Find or create:

- A list of paired sentences that could be joined with a comma and one of the words highlighted in comma rule #5. Mix into this list other pairs where one is a fragment and one is a sentence.
- Index cards with the linking words (and, but, yet, or, nor, for, so) written on separate cards.
- Blank index cards.

Activity Description.

- Present Comma Rule #5.
- Pass out the list of sentences; have students put checks by the pairs of sentences and Xs by the fragment and sentence pairs.
- Identify these differences as a class.
- Have students find a partner and pass out the blank index cards; assign sets of paired sentences; have the partners write each individual sentence on a separate card.
- Write the linking words on separate cards as well.
- Take all the sentences, mix them up, and lay them face-up on the table; lay out the linking words at the top.
- Put students on two teams.
- Ask first one student from one team then another student from another team to combine two sentences and a linking word into a single sentence; have blank cards available if students want to write their own sentences to link up with the prewritten ones.
- Ask each student:
 - Where does the comma go?
 - Why?
- Ask the class:
 - Is that correct?
- Give one point to the team for each correct answer.

Comma Rule #6 and Semicolon Rule #1. Place a semicolon before and a comma after the following words when used to connect two sentences: “moreover”, “furthermore”, “in addition”, “however”, “nevertheless”, “therefore”, “consequently”, “otherwise”, “for instance”, “for example”, and “then”.

Materials. Find or create:

- Index cards with the linking words for Comma Rule #6 written on them. Each word(s) should be written on a separate card.
- Blank index cards.

Activity Description.

- Present Comma Rule #6. Tell students that while practicing comma rule #6, they will also be learning semicolon rule #1.
- Put students into pairs and deal out the cards; have each pair write three compound sentences using their given word.
- Have each group write a compound sentence on the board.
- Ask the class what the linking word means and check with them to see if the punctuation is indeed correct.
- Give each team two blank index cards; have them write pairs of sentences on each card WITHOUT linking words.
- Make sure the linking words are on the board.
- Put the cards in a deck; have pairs pick cards; have them come to the board and link the sentences with correct linking words and punctuation.
- Ask:
 - Is the first part a sentence?
 - Is the second part a sentence?
 - Is this a good linking word for these two sentences?
 - Is it punctuated correctly?

Comma Rule Practice:

Materials. Find text from a book with lots of commas.

Activity Description.

- Pass out a copy of some text from a book (your choice) with lots of commas in it.
- Ask students to circle all the commas in the text.
- Have them write the number of the relevant comma rule next to each.
- Divide students into pairs to review and correct each other's work.
- Read each sentence aloud and go around the room to have different students tell you the comma rules applied in each.
- For each comma, ask:
 - What comma rule does this use?
 - Is that answer correct?
 - Does anyone have a different answer?
 - Which is the correct answer?
 - Why?
- Repeat this exercise as necessary.

5. Use semicolons and colons correctly.

Activity Description.

Semicolon Rule #2.

- Remember that semicolon rule #1 is combined with comma rule #6.
- For semicolon rule #2, ask:
 - What is a semicolon?
 - When do you use semicolons?
- Tell students that semicolons mean: I know a period goes here (point to the “period” in the semicolon), but these two sentences are so related that I want you to read it as if it were only a comma (point to the “comma” in the semicolon).
- Repeat this definition with the pointing many times.
- Give some examples on the board.
- Show how this logic was already used in Semicolon Rule #1.
- Have students all make a clicking noise together. This noise will represent a semicolon.
- Tell students to choose a partner, and have partners write five pairs of closely related sentences.
- Have them switch sentences with another group and correctly punctuate the new set of sentences.
- Have them read their sentences aloud using the correct noise for semi-colons.

Colon Rule: Use colons after a complete sentence that presents a list.

- Present the Colon Rule.
- Tell students that colons mean, “I know a period goes here (point to one of the periods), but here comes a list. Emphasize that colons can only be used after a sentence.”
- Put a variety of examples on the board.
- Put students in pairs to make up six full sentences that prepare for a list.
- Have a student put a sentence on the board and a student from another pair QUICKLY come to the board to write a list with the correct punctuation.
- Ask for each:
 - Is the first part a sentence?
 - Is the colon in the right place?
- Are the commas in the right places? Are any commas missing?

6. Correlate nouns and verbs for agreement.

Materials. Find or create:

- Index cards with singular and plural verbs from the following tenses. Each card should contain a single verb conjugated in all these tenses:
 - Present (play, plays).
 - Present continuous (is/are playing).
 - Past continuous (was/were playing).
 - Present perfect (has/have played).
 - Past perfect (had played).
 - Future (will play).
 - Future perfect (will have played).
- List of time-specific sentences.

Activity Description.

- Put students in pairs; deal out cards.
- Put the names of the tenses on the board.
- Have students give examples of sentences in each tense.
- Have each pair “play” a card by: 1) putting the verb on the card in a sentence, 2) identifying the verb tense, and 3) identifying other words in the sentence that identify the tense, if there are any.
- Give a point for each “right” answer after asking:
 - What is the sentence?
 - What tense is the sentence in? How do you know?
 - What words in your sentence tell you that this is the correct tense?
- Record words that identify each tense on the board as they come up.
- Put a sentence on the board; put students into pairs; assign each pair a tense; go around the room and have the different pairs say the sentence in their tense.
- Rotate tenses among the pairs; put another sentence on the board.
- Rotate until all groups have worked with all the tenses.
- Put a time-specific sentence on the board; have the student pair assigned to that tense say the correct sentence.
- Do a series of sentences in this way.
- Put students on teams to create 10 time-specific sentences; have a representative from a team put the sentence on the board leaving out the verb; have a representative from the other team fill in the sentence; give points for correct answers.

7. Practice Using an Active Voice.

Materials. Find or create:

- A list of sentences in the passive voice.
- A hat and scissors.
- A paragraph with a variety of voice problems.

Activity Description.

- Write a sentence in the passive voice on the board.
- Ask:
 - Which noun is the doer in this sentence?
 - Which noun is just letting things happen to it?
 - How would you rewrite this sentence to make sure the noun that is the doer takes responsibility for its actions?
- Write an active voice sentence on the board; ask students to rewrite it in the passive voice.
- Divide students into teams and have each team write five active voice sentences and five passive; encourage the sentences to be wild.
- Have students cut the sentences into separate strips and put them in a hat.
- Have each student choose a sentence from the hat.
- Have each student read the sentence and then “translate” it into the opposite voice.
- Give a point to each team that does it correctly.

- Pass out the paragraph.
- Have students underline and correct words in the wrong voice.
- Put students in pairs to check each other’s answers.
- Go over the answers as a class.

8. Use possessive nouns and pronouns correctly.

Materials. Find or create:

- A list of mixed sentences using its/it's, whose/who's, your/you're, their/there/they're.
- A set of index cards with each of the words above written on them.
- Blank index cards.

Activity Description.

- Write on the board: its/it's, whose/who's, your/you're, their/there/they're.
- Read sentences from the list aloud; have different students pick the right word and explain their answers.

9. Improve spelling.

Materials. Find or create:

- A list of spelling words on p. 285-289 in Contemporary's Test 1.
- Blank index cards.

Activity Description.

- Pass out the list of spelling words.
- Put students into two teams; give them each 15 cards; have each team pick 15 words they think are the hardest for the other team to spell and put them on the cards. Also have students study the words to prepare for the spelling bee.
- Have each team gather their cards together; have a representative of one team pick THEIR OWN card; have them read it aloud; have a representative of the other team spell the word; if it is incorrect, go back and forth between the teams until someone gets it correct.
- Give five points if the first student asked gets it right, four if the second, etc.
- Have a representative from the second team pick a card from THEIR OWN deck and continue as above.

10. Take GED Writing Skills Practice Tests.

Materials. Find a series of single readings with questions from GED Writing Skills Practice Tests.

Activity Description.

- Pass out a reading and questions from a GED Writing Skills Practice Test.
- Write “Punctuation, Noun/Verb Agreement, Spelling” on the board.
- Use the following procedure to “take” this portion of the test:
 - Have students:
 - Read the passage carefully and underline those words or phrases where they think something is wrong.
 - Read the question and make the correction if they can BEFORE they read the possible answers.
 - If they know they are right, circle the answer.
 - If they aren’t sure, cross out answers they know are wrong and circle their answer.
 - Write “Punctuation,” “Noun/Verb Agreement,” OR “Spelling” next to each question to designate the kind of problem being tested.
- Go over the tests.
 - Ask: How many underlines did you make in the reading?
 - Go around the room and have each student give their numbers.
 - Ask:
 - Who could correct the problem before reading the answers?
 - Who used the process of elimination?
 - What is the answer?
 - Is that the correct answer?
 - How do you know?
 - What was the problem: punctuation, noun/verb agreement, or spelling?
 - After going over all the questions , ask:
 - How many of the places you underlined in the reading turned out to be questions asked in the test?
 - What area (punctuation, noun/verb agreement, or spelling) are you strongest in?
 - What area are you weakest in?
 - Give homework assignments based on expressed weaknesses.
 - Repeat these procedures for subsequent readings and questions from GED Writing Skills Practices Tests.

Source: Adapted from The *Intensive GED Curriculum, 2002* written by Stephanie Sommers for Women Employed.

Writing Week 2, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Introduce Yourself to the Culinary/Restaurant Management Industry - Writing

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Create a rewriting plan.
-

MATERIALS:

- Teacher resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
-

ACTIVITY #2: Coming Up with a Rewriting Plan - 40 minutes

- Hand back student essays on the skills, habits, and experiences that make culinary/restaurant management the right career field for them with your comments as well as the evaluations from the two students who read their essay.
 - Have students read through all the comments.
 - Ask:
 - What is your response to all the feedback?
 - What kinds of rewriting ideas do you have? Write their rewrite ideas on the board.
 - Write the following questions on the board:
 - What is your rewriting plan?
 - What strategies are you going to use to get your reader interested in your topic?
 - Have students get into their original evaluation groups to pass around their essays and evaluations to the left as before. Students should read for how the teacher's comments compare and contrast with classmates' comments.
 - Have students talk through their rewriting plans as a group.
 - As a class, have students talk through some of their writing plans and strategies while you write some of these approaches and strategies on the board.
 - Tell students to write down their rewriting plans in note form.
-

ACTIVITY #3: Writing with a Partner Audience - 40 minutes

- Tell students to get out their notebooks and prepare to do some writing.
- Write the following questions on the board:

- What is your plan to improve the opening of your essay? How can you get your reader's attention?
 - What is your plan to improve your 3 paragraphs on reasons (skills, habits, and experiences)?
 - What is your plan to improve the grammar and spelling in your essay?
 - Put students into pairs.
 - Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner.
 - The partner must read the answer and write down any questions they have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
 - Penmanship.
 - Spelling.
 - Grammar.
 - Have students repeat this process until all three questions on the board have been answered.
-

HOMEWORK:

WRITE: Have students develop an initial rewrite of the four-paragraph essay.

COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

Writing Week 2, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Introduce Yourself to the Culinary/Restaurant Management Industry - - Writing

Class to be held in the Technology Lab



OBJECTIVES:

- Learn to describe the writing process.
 - Begin the rewriting process on the computer.
-

MATERIALS:

- Student work: Students should bring hard copies of their homework writing assignments.

For Homework:

- Handout: Make one copy for each student.
Working Your Way Up in the Culinary Industry.
<https://goo.gl/SUfQlf>
-

ACTIVITY #1: Describe the Writing Process - 30 minutes

- Write the following questions on the board and then have an open discussion with students, asking:
 - Is this writing process different than other writing processes you have been through in the past?
 - What have you learned about your writing from this first writing assignment?
 - What skills do you think have improved?
 - What skills do you need to work on?
 - Have students pair up for a writing conversation. Students should write their answer to the first question from Activity #1 at the top of their paper and then hand their paper to their partner. Partners should ask for clarification if needed and then write their own answer to the second question. Students should continue this process of writing one answer and switching papers until all questions have been answered.
 - When students have generated material in response to all the questions, they should write a paragraph that includes answers to all the questions, a topic sentence, and a description of what that topic sentence means. The questions themselves should not be repeated in the body of the paragraph.
 - Go around the room and have all students read their paragraphs aloud.
-

ACTIVITY #2: Begin the Rewriting Process on the Computer - 90 minutes

- Have students get out their rewriting plans, their essays, and their evaluations.
 - Give students class time to begin rewriting.
 - Encourage students to focus on one paragraph at a time.
 - Tell students they will be able to finish their rewrites for homework.
-

HOMEWORK:

READ: Have students read *Working Your Way Up in the Culinary Industry* and answer the following questions:

<http://voices.yahoo.com/working-way-culinary-industry-10201693.html>

- What is the career path that is described in the article?
- What on-the-job work is required to move up the culinary career ladder?
- Why is the author against going to culinary school?
- What are some ways that the culinary school would give you an edge?

Reading Week 3, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Career Paths in the Culinary and Restaurant Management Industries - Reading



Class to be held in the Technology Lab

OBJECTIVES:

- Identify the Culinary/Restaurant Management Career Cluster.
 - Identify the CCC programs and the jobs that result from the programs.
 - Predict and review different career paths for different types of places in the Culinary/Restaurant Management industry.
 - Research Chicago specific examples for each place type.
-

MATERIALS:

For Activity #1:

- Handout (attached): Make one copy for each student.
Culinary/Restaurant Management as Part of a Whole System of Pathways: "Paths, Clusters & Pathways"
- Handout: Make one copy for each student.
Illinois Career Cluster (graphic)
<http://64.107.108.147/programsofstudy/images/ClusterModel.jpg>
- Handout: Make one copy for each student.
Illinois Career Cluster Model
<https://goo.gl/3KnJOe>

For Activity #2:

- Handout (attached): Make one copy for each student.
City Colleges of Chicago Culinary/Hospitality Career Path

For Activity #3:

- Classroom resource: Flip chart paper.

For Homework:

- Handout: Make one copy for each student.
Career Paths and Crosswalks: Hotel, Retail, and Restaurant - Pages 30 and 32 only.
<http://www.workforceboardsmetrochicago.org/Portals/0/Uploads/Pathwayreport.pdf>
 - Handout: *Chipotle Careers*
<https://goo.gl/PW44qH>
-

ACTIVITY #1: Identify the Culinary/Restaurant Management Career Cluster- 40 minutes

- Tell students that the week is focused on understanding culinary and restaurant management career opportunities with emphasis on those that they can prepare for in City Colleges of Chicago (CCC) programs.
 - Put two columns on the board: Culinary and Restaurant Management.
 - Put student in pairs to make a list of all the jobs they can think of in the two industry groupings.
 - Go round robin from pair to pair asking each to give you a different job and the right category for the job. Write all the jobs on the board in the right category.
 - Pass out or project the “Paths, Clusters & Pathways” visual.
 - Ask:
 - According to this visual, what are a Career Path, Career Cluster, and Career Pathway? Can you give some examples of each?
 - What are all the different Career Paths that a person can take according to this system?
 - What are the “Foundation, Knowledge & Skills” needed for all the paths? Ask someone to read these out loud.
 - Why would someone choose one Career Path over the other?
 - What do you think the “creative”, business, nature, helping, building and fixing, health” paths are? How might you know which kind of path you belong to?
 - Look closely at the “Hospitality and Tourism” Career Cluster. Ask: What is the Career Path name for this Career Cluster? What are the Career Pathways in this Career Cluster?
 - Ask someone to read the categories under the Hospitality and Tourism Career Cluster.
 - Assign a new pair to each of the four categories in the Hospitality and Tourism Career Cluster. Give them each a different symbol (check, star, asterisk, happy face). Ask them to go to the board and put their symbol next to the listed jobs that they think go in that category. It’s okay for some jobs to be in multiple categories.
 - Ask the class: What do they notice about the relationship between the culinary and restaurant management jobs and all the career pathways?
 - Handout the Illinois Career Pathway Graphic. Tell students that these are pathways that are available through community colleges in the state of Illinois.
 - Ask students to take a minute to compare and contrast the two documents in two ways. Ask:
 - What are some general differences between them?
 - Are there any differences between the “Hospitality and Tourism” Career Pathways?
 - Handout the Illinois Career Cluster Models (Fan). Tell students that this graphic makes it clear what programs are offered through community colleges in the state of Illinois.
 - Ask the following question series:
 - What is the Career Cluster?
 - What are the Career Pathways?
 - What jobs can you prepare for in each of the Career Pathways? Give students a chance to list the jobs that it is clear they can prepare for. Then have them report out on each of the Career Pathways:
 - Restaurants and Food and Beverage?
 - Lodging?
 - Travel and Tourism
 - Recreation, Amusements, and Attractions?
-

ACTIVITY #2: Identify CCC Culinary/Restaurant Management Service Programs and Jobs- 40 minutes

- Pass out color copies of the CCC *Culinary/Hospitality Career Pathways* chart. Explain that this graphic shows the programs and resulting job opportunities that CCC offers in the Career Cluster now.
 - Call on various students to answer each question regarding CCC programs. Ask:
 - What color is for existing CCC programs?
 - What are the four different types of programs on this chart?
 - Which programs are in the Adult Education department? Which programs are offered for college credit?
 - What program needs to be completed before you can enter the Basic Certificate Program? Are there any other requirements?
 - What program options do you have after you complete the Basic Certificate Program?
 - Do you need an Advanced Certificate and an Associates' Degree? (Answer: No.)
 - What are the advantages of having an Advanced Certificate? Of having an AAS degree?
 - Why would you choose one over the other?
 - Call on various student to answer each question regarding time:
 - How long is the bridge program?
 - How long will it take to complete:
 - A basic certificate program?
 - An advanced certificate program?
 - An associate's degree?
 - Call on various students to answer a different question regarding jobs:
 - What color is the culinary pathway? The restaurant management pathway?
 - For Culinary:
 - What jobs can you get while you are in the Bridge?
 - After you finish your Basic Certificate?
 - Advanced Certificate? Associates Degree?
 - What must be combined with education to reach the top of the industry? (Answer: Experience.)
 - Teachers should emphasize that extensive experience is required for movement up the career ladder in either the culinary or restaurant management pathways. Educational credentials make it possible to obtain higher-level jobs as long as candidates also have the requisite hands-on experience. Thus, entry-level jobs on the CCC *Career Pathways* chart are the same after the Bridge and the Basic Certificate, for example, as both industries put such a strong emphasis on bottom-up experience.
 - Include: Why are the jobs having to do with banquets in a different color than the other jobs?
 - Ask:
 - From reading this chart, are there any programs/job types that you might be interested in?
 - Why do you have interest in these programs/jobs? Get a broad selection of responses.
-

ACTIVITY #3: Predict and Review Different Career Pathways for Different Place Types – 40 minutes

- Put students into new pairs. Ask them to list the different types of places that they could get a job in the Culinary/Restaurant Management industry. (Answers could include: small restaurant, upscale restaurant, hotels, cafeterias, hospitals, etc.) They need to list examples they can think of for each of the place types. They need to think of the neighborhood places they know, downtown places, and those kinds of places that would be in the hospitality/tourism industry.

- Go round robin to have student read aloud the different place types for the Culinary/Restaurant Management industry. List these as column headings on the board. Prompt them for other places people eat if they do not have a comprehensive listing.
 - Then, go round robin to ask students for specific examples they can think of for each place type. Fill out one category on the board before going to the next. Go round robin for each place type until students have no more examples to offer.
 - Next, assign student pairs a place type and have them conduct a treasure hunt:
 - Go on the internet to find: 5 from their neighborhood, 5 from another neighborhood, and 5 from downtown. All of these should be examples that are not listed on the board.
 - Ask the class: What are some good search strategies for finding out this information? List these on the board.
 - When students are finished they are to add their findings on the board or on flip chart paper and present them to the class.
-

HOMEWORK:

READ and WRITE: Have students review pages 30 and 32 of the *Career Paths and Crosswalks: Hotel, Retail, and Restaurant* to see the career pathways in different kinds of establishments. Compare and contrast the career pathways by:

- Marking those parts of the pathways that are different from one another.
- Putting the career pathways in order from ones with the fewest management positions to one with the most management positions. Include: Hotel, Institutional, Quick Service, and Full Service.
- Write a summary of the career pathway that seems like it has the most opportunity and explain why.

Culinary/Restaurant Management as Part of a Whole System of Pathways: “Paths, Clusters & Pathways”

Paths, Clusters & Pathways

Career Paths

Missouri has identified six Career Paths as a way to help students become aware of and explore careers in a logical and meaningful way.

Career Clusters

Missouri uses 16 Career Clusters as a way of organizing occupations and careers to assist educators in tailoring rigorous coursework and related activities for all students. The Career Clusters include all occupations, even those not usually found in career and technical education. Career Clusters may be used beginning in grades 7, 8 or 9, and can continue as a framework for educational planning through postsecondary education.

Career Pathways

Occupations within a Career Cluster are further grouped according to shared commonalities such as skill sets or common roles. This grouping is called a Career Pathway. Each cluster contains two to seven Career Pathways. Career Pathways assist educators in the development of a coordinated and non-duplicative sequence of courses that identifies both secondary and postsecondary education elements; includes challenging academic and career and technical education content; and culminates in one or more of the following: technical skill proficiency, a credential, a certificate, or a degree at the secondary or postsecondary level.

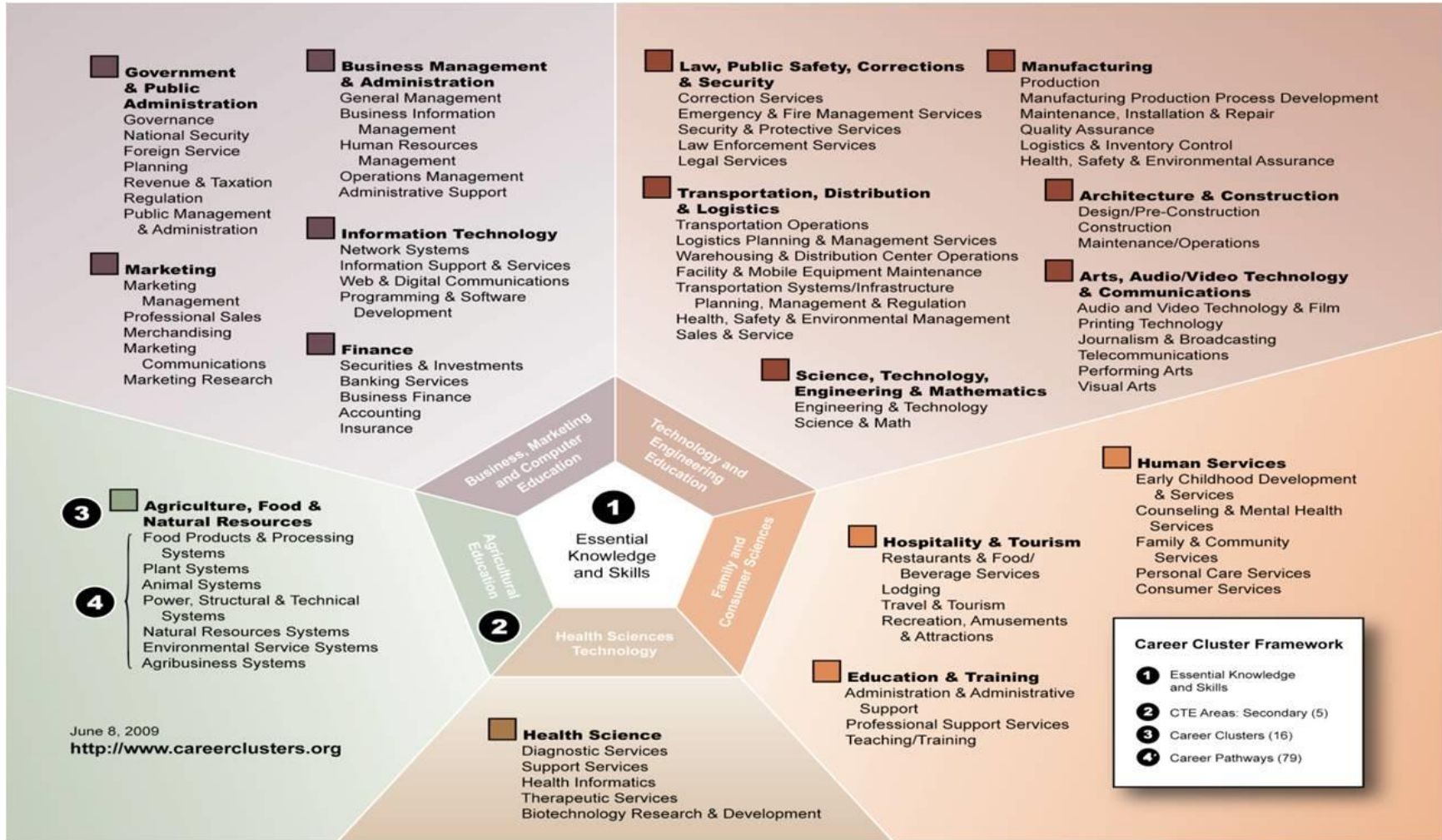
Knowledge & Skill Statements

Knowledge and skill statements represent the skills and knowledge, both academic and technical, that all students should achieve for a given career area.



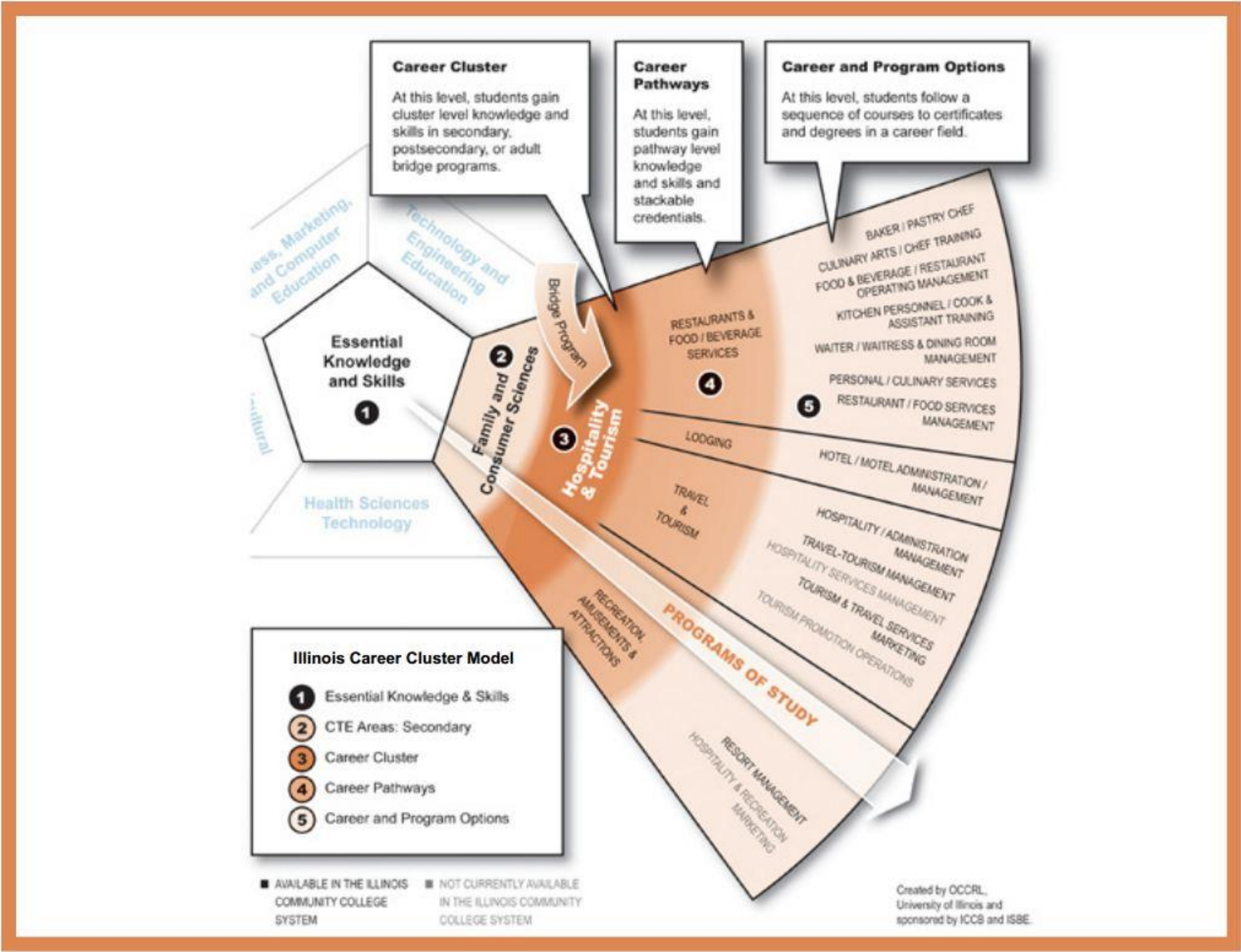
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Illinois Career Pathways Graphic



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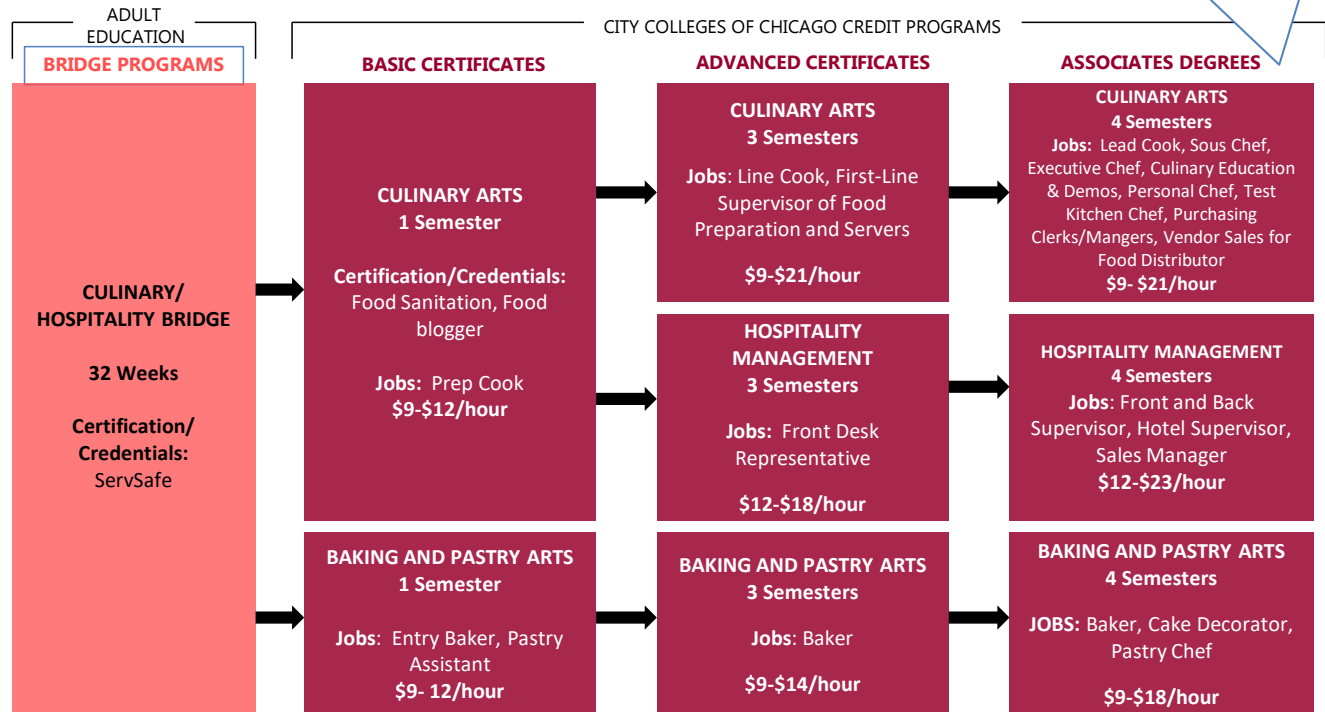
Illinois Career Cluster Model



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Fall 2016 City Colleges of Chicago: Culinary/Hospitality Pathway

Hands-on work at Sikia Restaurant helps students become fully job ready.



All Programs eligible for financial aid with a high school diploma or high school equivalency.

CERTIFICATIONS/CREDENTIALS signify exams or industry credentials that students should be able to earn after completing the required City Colleges course work.

JOBS listed are a sampling of the types of jobs students can get in the salary range after completing a certificate or degree. Data source for **SALARY** ranges: Economic Modeling Specialists International Quarter 4 Data Set: February 2016.

Estimated number of **SEMESTERS** for each program assumes students take 12 or more credit hours per semester. Additional entrance and completion requirements for Individual programs are listed in the City Colleges of Chicago Academic Catalog.

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Reading Week 3, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Career Paths in the Culinary and Restaurant Management Industries - Reading

OBJECTIVES:

- Review homework career pathways and student summaries and present in small groups.
- Watch videos on culinary occupations, take notes, and rank interest/match skills.

MATERIALS:

For Activity #1:

- Handout (attached): Make one copy for each student.
Four types of Restaurant Organizational Charts

For Activity #2: YouTube Videos

- Handout (attached): Make one copy for each student.
Question Grid for YouTube Videos: Culinary Industry (videos 1-4)
- Handout (attached): Make one copy for each student.
Question Grid for YouTube Videos: Culinary Industry (videos 5-8)
- Video: *Become a Food Preparation worker*
http://www.youtube.com/watch?v=pb_09maW8UI (running time: 1:16)
- Video: *Careers in Tourism - Line Cook – by ChooseTourism.ca*
http://www.youtube.com/watch?v=fp_NoNuQzaU (running time: 3:53)
- Video: *Chefs and Head Cooks Job Description*
<http://www.youtube.com/watch?v=wVz0YZPVSvw> (running time: 1:38)
- Video: *Cook*
<http://www.careertrekbc.ca/episode/cook> (running time 6:12)
- Video: *Starwood HI - Executive Sous Chef Position: Colin Hazama*
<http://www.youtube.com/watch?v=glZxT--FJp4> (running time 2:26)
- Video: *Sous Chef for a Day: La Merenda, Milwaukee*
<http://www.youtube.com/watch?v=Z-8EUZAa3aQ> (running time 4:13)
- Video: *Harrah's Ak-Chin Casino – Sous Chef Profile*
<http://www.youtube.com/watch?v=BVzO3s72Ho> (running time 1:45)
- Video: *How to Become a Chef*
<http://www.youtube.com/watch?v=j201iGhLack> (running time 4:16)

For Homework:

- Handout: Make one copy for each student
What is Plagiarism?
<https://goo.gl/40SjUH>
- Handout: Make one copy for each student
From Behind the Stove: Advice to Young Line Cooks
http://thecookshouse.typepad.com/from_behind_the_stove/2010/10/advice-to-young-line-cooks.html

- Handout: Make one copy for each student
Line Cook- a day in the life
http://linecook415.blogspot.com/2008/05/day-in-life_13.html
- Handout: Make one copy for each student
A day in the life of the chef
http://auburnpub.com/lifestyles/a-day-in-the-life-of-the-chef/article_75feac1a-2e6e-11e0-b172-001cc4c002e0.html
- Handout: Make one copy for each student
A day in the life of a chef
<https://goo.gl/kjPm7M>

ACTIVITY #1: Review Homework Career Pathways and Student Summaries – 40 minutes

- Put students in new pairs.
- Pass out the four Restaurant Organizational Charts: one group of charts for each pair.
- Write the following instructions on the board:
 1. Categorize each of these organizational charts into: hotel, full service, quick service, or institutional and be able to explain why you categorized them this way.
 2. Circle those jobs that are unique to that chart.
 3. List the reasons that you think the staffing arrangements are different for each chart. What might that restaurant be like?
- For instruction #1: Ask one pair to give their answer and explain why. Ask the other pairs if they have different answers and why? Ask the class to come to consensus on how to categorize these charts.
- For instruction #2: Go round robin from pair to pair to have them name the unique jobs.
- For instruction #3: Ask:
 - For each of the organizational charts ask a different pair: How would you describe this restaurant type? Why is the staffing this way?
 - After each of the descriptions, ask the rest of the class if they want to add to the descriptions.
- Ask the entire class: What do these organizational charts tell us about the variability of jobs in the restaurant industry?
- Ask students to get out the homework career pathways and their summaries.
- Project page 30 of Career Paths and Crosswalks: Hotel, Retail, and Restaurant and ask:
 - What are the culinary career pathways in a hotel? Ask a different student to walk you through each that is relevant.
 - What are the other career pathways in a hotel? Ask a different student to walk you through each of these career pathways.
 - What do the different shades of blue represent in these pathways?
 - What do workers with similar shades of blue have in common across pathways?
 - What are the percentages of people in the hotel industry that are entry-level, semi-skilled, skilled, and managerial? What does this tell you about the hotel industry?
- Project page 32 of Career Paths and Crosswalks: Hotel, Retail, and Restaurant and ask different students to name and walk you through each of the 3 career pathways on this page.
- Ask:
 - What are the significant differences between these career paths?
 - What do the different shades of brown mean across the different pathways?
 - What are some examples of Chicago businesses that match these different categories?

- What are the percentages of people in the restaurant industry that are entry-level, semi-skilled, skilled, and managerial? What does this tell you about the restaurant industry? How does this compare with the hotel industry?
 - Which of these career pathways have the most management opportunities? Second most? Third most? Fourth most?
 - Ask students:
 - Which career pathway did you select as offering the most opportunity? Why?
 - Did anyone select a different career pathway? Why?
 - Go round robin to hear each student's selection.
 - Put students with similar selections into groups and ask each group to:
 - Discuss the reasons they stated in their summaries.
 - List the full set of the group's reasons on flip chart paper.
 - Present these flip chart sheets to the class.
-

ACTIVITY #2: Culinary YouTube Marathon– 80 minutes

- Tell students the class will be doing a YouTube marathon of eight videos focusing on jobs that students can get in the culinary field.
 - Pass out “Question Grid for YouTube Videos: Culinary Industry” (attached).
 - Write the following on the board: What is your interest level in this job?
 - 1 – very high interest.
 - 2 – high interest.
 - 3 – not sure.
 - 4 – not interested.
 - Go over the questions and show how to use the interest level rating on the board for the last question.
 - Ask that all students take notes while they are listening to the video.
 - Create five columns on the board with the following headings: food preparation worker, line cook, cook, sous chef, chef.
 - Watch the videos one at a time as a class and use the following process for each video.
 - Question #1 & 2: Ask the question and get a variety of student responses. For each student response, ask: How do you know?
 - Question #3: Go round robin to ask each student for a skill the person talked about. List these on the board in the appropriate column.
 - Question #4: Go round robin to have each student state their interest rating and why.
 - Homework preparation:
 - Pass out the definition of plagiarism.
 - Review elements of the definition and make sure the summary they write is in their own words.
-

HOMEWORK:

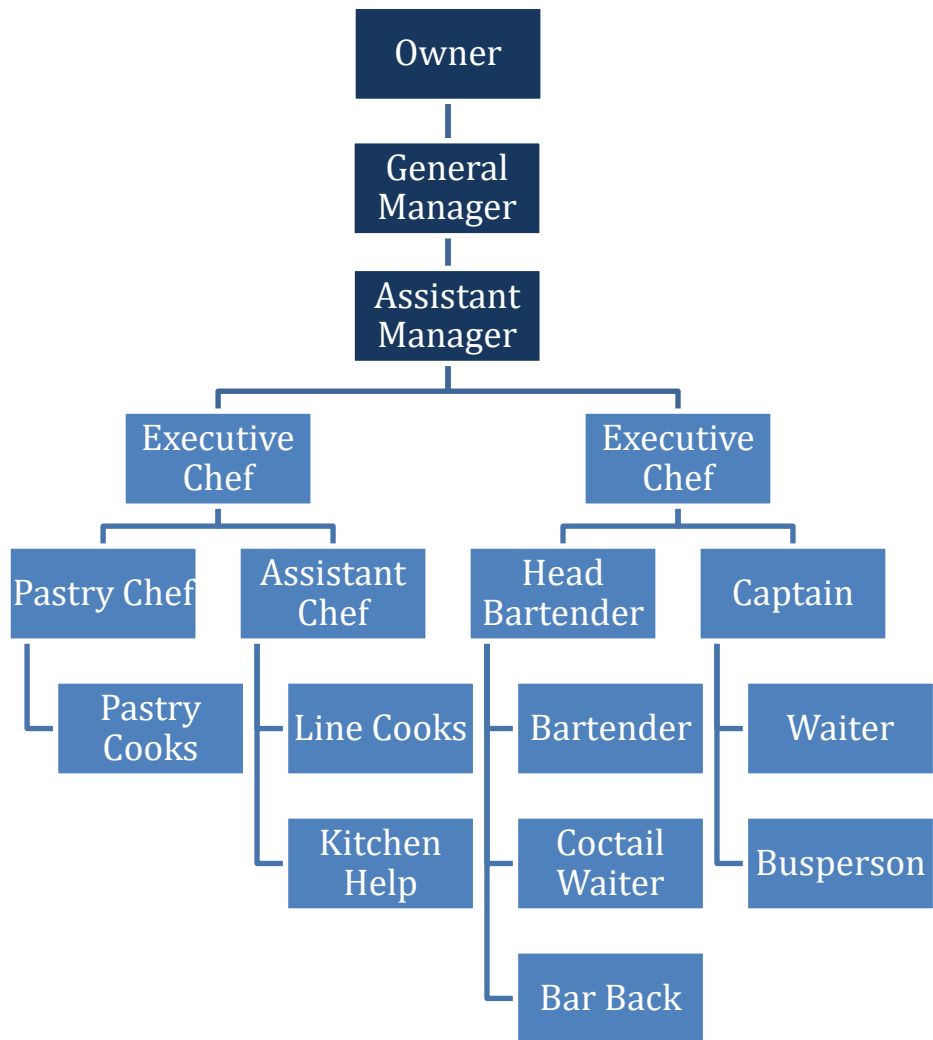
READ: Have students read each of the four articles below and have them:

- Underline all the tasks and skills described in each of these articles.
- Make two lists of skills and tasks, one for line cooks and one for chefs.
- Circle words that they don't understand.
- *From Behind the Stove: Advice to Young Line Cooks*
http://thecookshouse.typepad.com/from_behind_the_stove/2010/10/advice-to-young-line-cooks.html

- *Line Cook- a day in the life*
http://linecook415.blogspot.com/2008/05/day-in-life_13.html
- *A day in the life of a chef*
http://auburnpub.com/lifestyles/a-day-in-the-life-of-the-chef/article_75feac1a-2e6e-11e0-b172-001cc4c002e0.html
- *A day in the life of a chef*
<http://richardfoss.com/adayinthelife.html>

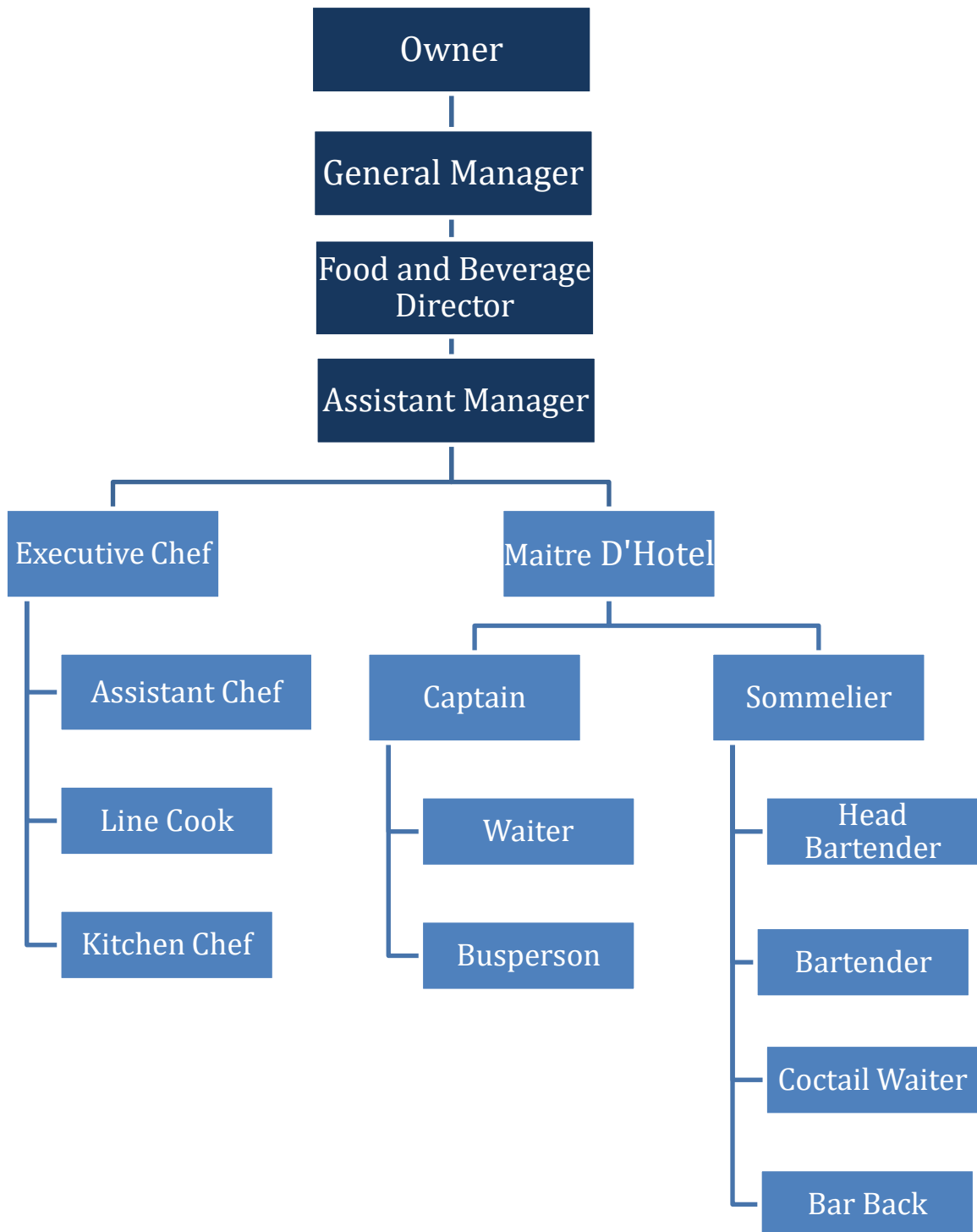
WRITE: For the first reading ONLY, “From Behind the Stove: Advice to Young Line Cooks”, write a summary of the advice that the author gives to line cooks. Be sure to write this summary in their own words.

Restaurant Organization Chart #1



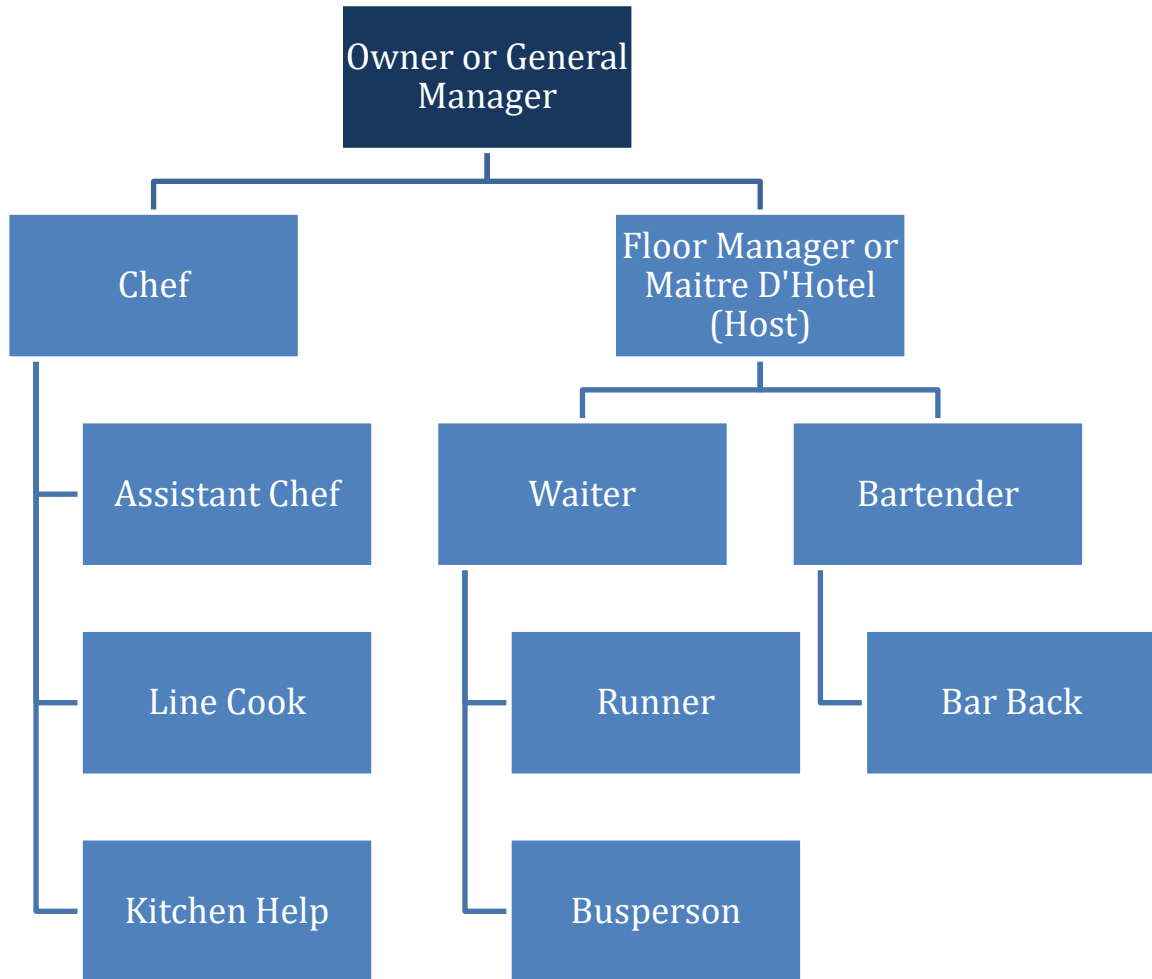
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Restaurant Organization Chart #2



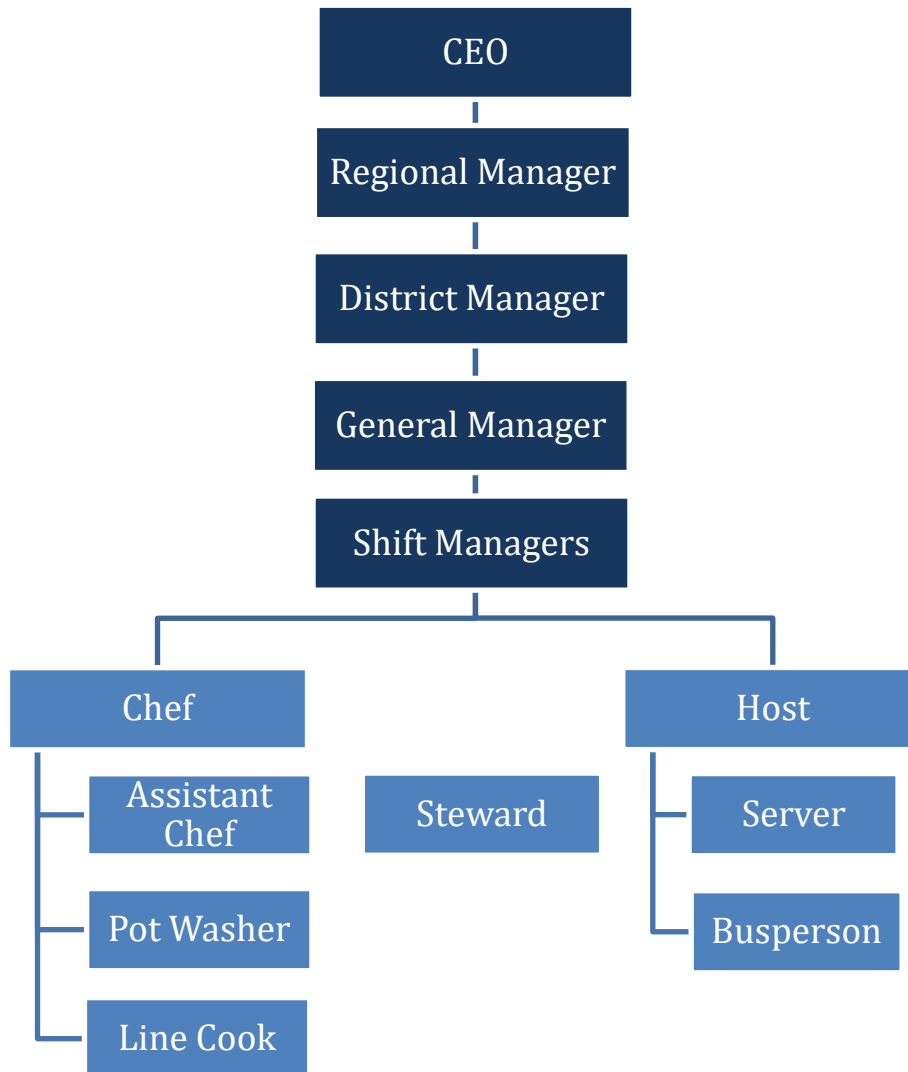
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Restaurant Organization Chart #3



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Restaurant Organization Chart #4



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QUESTION GRID FOR YOUTUBE VIDEOS: CULINARY INDUSTRY

	Video #1	#2	#3	#4
Where does this person work? How do you know?				
What type of career pathway is this person on: hotel, full service, quick service, or institutional?				
What skills does this person say you have to have to do the job?				
Interest Rating:				

QUESTION GRID FOR YOUTUBE VIDEOS: CULINARY INDUSTRY

	Video #5	#6	#7	#8
Where does this person work? How do you know?				
What type of career pathway is this person on: hotel, full service, quick service, or institutional?				
What skills does this person say you have to have to do the job?				
Interest Rating:				

Reading Week 3, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Career Paths in the Culinary and Restaurant Management Industries – Reading



Class to be held in the Technology Lab

OBJECTIVES:

- Review homework summary.
- Watch videos on restaurant management occupations, take notes, and rank interest/match skills.

MATERIALS:

For Activity #2:

- Handout (attached): Make one copy for each student
Question Grid for YouTube Videos: Restaurant Management Industry (videos 1-4)
- Handout (attached): Make one copy for each student
Question Grid for YouTube Videos: Restaurant Management Industry (videos 5-6)
- Video: Food and Beverage Server
<http://www.careertrekbc.ca/episode/food-and-beverage-server> (running time: 5:26)
- Video: First Line Supervisors/Managers of Food Preparation and Se
<http://www.youtube.com/watch?v=BdNO-TEVSZs> (running time: 1:28)
- Video: Food Service Management Career Overview
<http://www.youtube.com/watch?v=nGUFXweEBrw> (running time 1:55)
- Video: Restaurant General Manager, Career Video from drkit.org
<https://www.youtube.com/watch?v=WlJkVmbYqY8> (running time: 10:29)
- Video: Restaurant Manager (Episode 30) (Time 5:38)
https://www.youtube.com/watch?time_continue=2&v=CPSEPQbThXA (running time: 5:38)
- Video: Food and Beverage Manager/Working in Canada
<https://www.youtube.com/watch?v=hODOIF4mAJg> (running time: 2:16)

ACTIVITY #1: Review Homework Exercise - 40 minutes

- Ask students for the definition of “mis-en-place”. Take notes on their answers on the board.
- Ask students to read aloud sentences with this word in it. Check to see which answers on the board make the most sense.
- Put students into new pairs and ask that they:
 - Review each other’s summaries. Students are to be on the lookout for plagiarism. If they find any element of plagiarism in the summaries they read, they must underline those sections.
 - Give the summaries back and have partners re-write those elements that are too much like the original text into their own words.
 - Ask: Who did not need to do any re-writing?
 - Have students who raise their hands read their summaries aloud.
 - Applaud students for putting their summaries in their own words.
- Ask students which summary they thought captured what the author was trying to say? Why?
- Ask: What makes a good summary? Take notes on their answers on the board.

- Put students into new pairs and ask that they:
 - Compare lists of skills and tasks for both the line cooks and chefs and make a comprehensive list.
 - Be prepared to describe what each does in the morning, afternoon, and evening. Review the readings and list out notes about activities for each of the time periods.
 - Put two columns on the board: Line Cooks and Chefs.
 - Go round robin from student to student to get all the skills of the line cooks and repeat for chefs. Put these skills on the board.
 - Put three columns on the board: morning, afternoon, evening.
 - Starting with Line Cook, ask the first pair what line cooks do in the morning.
 - When they are finished, asked other groups to add to the descriptions.
 - Repeat for afternoon and evening.
 - Ask:
 - What do you think of being a line cook?
 - Repeat this process for the chef readings.
-

ACTIVITY #2: Restaurant Management YouTube Marathon - 80 minute

- Tell students the class will be doing a YouTube Marathon of six videos focusing on jobs that students can get in the culinary field.
 - Pass out “Question Grid for YouTube Videos: Restaurant Management Industry”.
 - Write the following on the board: What is your interest level in this job?
 - 1 – very high interest.
 - 2 – high interest.
 - 3 – not sure.
 - 4 – not interested.
 - Go over the questions and show how to use the interest level rating on the board for the last question.
 - Ask that all students take notes while they are listening to the video.
 - Create five columns on the board with the following headings: food and beverage server, first line supervisor, food service manager, restaurant manager, food and beverage manager.
 - Watch the videos one at a time as a class and use the following process for each video.
 - Question #1 & 2: Ask the question and get a variety of student responses. For each student response, ask: How do you know?
 - Question #3: Go round robin to ask each student for a skill the person talked about. List these on the board in the appropriate column.
 - Question #4: Go round robin to have each student state their interest rating and why.
 - Ask students to total up their interest ratings on their culinary sheets and on their restaurant management sheets.
 - Ask: Which industry did they rate as being of higher interest? Go round robin to have students say which industry they are most interested in and why.
 - Give students the homework based on their interest levels?
-

HOMEWORK:

WRITE: Have students write about what career pathway they are most interested in and why. Make sure their piece of writing:

- Clearly states which industry of the two they are choosing: culinary or restaurant management.

- Clearly explains each of the reasons they have chosen that industry. Give details and examples for each. Include their skills and talents that will be used in their chosen career pathway.

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QUESTION GRID FOR YOUTUBE VIDEOS: RESTAURANT MANAGEMENT INDUSTRY

	Video #1	#2	#3	#4
Where does this person work? How do you know?				
What type of career pathway is this person on: hotel, full service, quick service, or institutional?				
What skills does this person say you have to have to do the job?				
Interest Rating:				

QUESTION GRID FOR YOUTUBE VIDEOS: RESTAURANT MANAGEMENT INDUSTRY

	Video #5	#6		
Where does this person work? How do you know?				
What type of career pathway is this person on: hotel, full service, quick service, or institutional?				
What skills does this person say you have to have to do the job?				
Interest Rating:				

Reading Week 3, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education

THEME: Career Paths in the Culinary and Restaurant Management Industries - Reading



Class to be held in the Technology Lab

OBJECTIVES:

- Review homework writing and have a writing conversation.
- Conduct “Treasure Hunt” research on CCC career path jobs on O*NET.
- Present findings

MATERIALS:

For Activity #2:

- Online resource: O*NET OnLine- Food Service:
<http://www.onetonline.org/find/quick?s=Food+Service>

For Activity #3:

- Handout (attached): Make one copy for each student.
Treasure Hunt in the Culinary and Restaurant Management Jobs
- Classroom resource: Flip chart.

ACTIVITY #1: Review Homework Writing- 40 minutes

- Put two columns on the board: Culinary and Restaurant Management.
- Ask students: Which career pathway did you write about? Which one are you most interested in?
- Go round robin for each student to state either culinary or restaurant management. Write their names on the board in the category they chose.
- Pair students with others who have chosen the same career pathway. Ask pairs to:
 - Read each other’s homework writing.
 - Make a list of the reasons that have been discussed in the two writings.
 - Extend the list based on a discussion of why the pathway they have chosen fits them so well.
- Write the following question on the board: Why have you chosen the restaurant management career pathway?
- Go round robin to restaurant management groups only, asking each to give a different reason for choosing the pathway. Note these reasons on the board. Go to these pairs until all their reasons have been explained.
- Repeat this process for the culinary group.
- Ask pairs to do a writing conversation. They should:
 - Reread their partner’s work.
 - Ask a question to gather more information and understanding of what their partner is trying to say.
 - Have the student hand the writings back to the author to answer the questions.

- Repeat until partners have asked and authors have answered 3 questions.
-

ACTIVITY #2: Conduct Treasure Hunt on O*NET – 40 minutes

- Make sure the restaurant management and culinary pairs are all sitting near each other.
 - Write the link for O*NET on the board and ask students to all get on the same website.
 - Put two columns on the board: Restaurant Management and Culinary.
 - Go round robin within the restaurant management group to read out those jobs in the job listing that comes up that they think are part of a restaurant management pathway. Repeat for the culinary group. Make sure they skip those that do not apply. Write the names of the jobs in the categories on the board.
 - For both industries, ask if there are any other key jobs missing. Put these on the board and tell students that they will need to do a search for these jobs on O*NET.
 - Assign each pair a different job from the list on the board.
 - Pass out the Treasure Hunt for Culinary and Restaurant Management Job, and give each pair a piece of flip chart paper.
 - Go over the questions and tell pairs they will need to:
 - Answer the questions on the Handout.
 - Transfer answers from 1-5, beautifully, onto the flip chart paper.
 - Prepare to present all the answers, with each partner taking half the responsibility.
-

ACTIVITY #3: Present Findings- 40 minutes

- When students have completed their research, have the large restaurant management and culinary groups meet to decide which order the jobs should be presented in. The order should:
 - Begin with the most entry-level jobs and progress to the highest level managerial jobs.
 - Ask students to put their flip charts next to one another so that it is easy to see how the career pathway progresses.
 - After each of the career paths has been presented, ask the class:
 - What do you notice about this career pathway?
 - What is the wage and responsibility progression like?
 - What are your conclusions about what working up a career pathway is like in the restaurant management or culinary industries?
-

HOMEWORK:

WRITE: Using the writing completed in class this week, have students write a four-paragraph essay that responds to the following outline:

- Paragraph 1: Tell the audience which career pathway they have chosen and why.
- Paragraph 2: Describe the job that they ultimately want to have in the career pathway. Include details about the specific tasks and activities that are most attractive to them.
- Paragraph 3: Describe where they want to work in the industry: hotel, full service, quick service, institutional. Explain their reasons for wanting to work in this section of the industry.
- Paragraph 4: Conclude by telling the audience how reaching their goals in this career pathway will improve their life.

TREASURE HUNT IN THE CULINARY AND RESTAURANT MANAGEMENT JOBS

Find the following information on the O*Net site for your assigned job title:

1. Job Title
2. Education Requirements
3. Wages
4. Projected Growth
5. Primary tasks and work activities.
6. List Pros and Cons of the job:

Pros	Cons

7. Prepare to present:
 - What kind of person would NOT be a good fit for this job?

 - What kind of person would be a good fit for this job?

 - What “Work Styles needed for the job are also needed for this class?

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Writing Week 4, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Presenting the Career Path You Want to Pursue - Writing

OBJECTIVES:

- Expand criteria for evaluating writing assignments.
 - Evaluate others' writing assignments according to the criteria.
 - Identify top grammar concerns.
-

MATERIALS:

- Student work: Students bring hard copies of their homework assignments. Teachers may wish to bring hard copies of assignments (without teacher comments) that have been e-mailed prior to class.
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
GED Essay Scoring Rubric (attached to Week 2, Lesson 1)
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The Writer/Audience Situation (attached to Week 1, Lesson 2)
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. Note that the teacher may need to make copies of three grammar assignments that the class chooses in Activity #3 to assign for homework.
The "Table of Contents" from the grammar text you have chosen for this course (handout provided during Week 2, Lesson 1)
-

ACTIVITY #1: Expanding Criteria for Good Multi-Paragraph Writing - 40 minutes

- Write the following questions on the board and ask the class:
 - How did your essay writing go?
 - What went well? What was difficult?
 - How did you overcome difficulties?
 - Who came up with new ideas through the process of writing?
- Have students get out their notebooks, write the first question in their notebooks and write their answer.
- Tell student to get a partner and switch notebooks. Students should read their partner's answer and write down a question to get their partner to explain more. Explain to students to make sure that the question they ask makes their partner tell more specifically what their writing process was really like. They can use the questions on the board if they want to get their partner to tell them more.
- When students have finished talking with their partners, go around the room and have each student tell the class how their partner's writing process went over the weekend.
- Tell students to take out their *Writer/Audience Situation* handout from Week 1, Lesson 2.
- Ask:
 - What does the writing conversation you just completed have to do with the *Writer/Audience Situation*?
- Put columns for introduction, body paragraphs, and conclusion paragraphs on the board.

- Ask students for the criteria for each from Week 2, Lesson 1. Have students help you recreate this set of criteria on the board.
 - Ask: Are there additional criteria that you would like to add? Make sure the full set of criteria on the board includes:
 - Introduction:
 - Opening statements get the reader interested in your topic.
 - The audience knows why the topic matters.
 - The reason for your essay is clear.
 - Body Paragraphs:
 - There is a topic sentence for each paragraph which clearly says what the paragraph is about.
 - The paragraph includes examples and/or details so that the audience really knows what you are talking about.
 - Conclusion:
 - You apply the themes of your essay to a broader context.
 - The paragraph has a topic sentence.
 - The paragraph has examples and/or details too.
 - Have students get out their *GED Essay Scoring Rubric* (from Week 2, Lesson 1). Tell students that they are going to work with “Organization” and “Development and Details” again, but this time the class will use the “Response to Prompt” category as well.
 - Ask:
 - What are the prompts for this essay?
 - What were you told to write the essay on?
 - Have students read out loud the descriptions for all three GED Rubric categories: “Response to Prompt,” “Organization,” and “Development and Details.”
-

ACTIVITY #2: Evaluating the Writing Assignments - 50 minutes

- Tell students they will assist other students by giving constructive feedback. All their feedback must include answers to the following questions (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Organization,” “Development and Details,” and “Response to Prompt” scores do you give this rough draft? Explain why for each one.
- Hand back student essays.
- Put students into groups of three. Have them get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the essay and write comments based on the rubric criteria and answer the three questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- After students have evaluated two essays, they should give evaluations to the authors and the authors should read the comments.
- Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that give you ideas for how to make your essay better?
 - Did your evaluators confuse you? Please ask for clarification when back in your group.

- Put students back in their groups to talk through differences and to get clarification. Groups should also select two to three interesting and well-developed paragraphs to read to the class and explain why they were selected.
 - Go around the room and have students from the groups read aloud the selected paragraphs and explain why they were selected.
 - Tell students that you will also evaluate their essay so they will have three different reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
-

ACTIVITY #3: Select Top Grammar Concerns - 30 minutes

- Ask: What are some of the major grammar issues you have or that you saw in other students' writing? Write their answers on the board.
 - Ask: Which area is the class having the most difficulty with:
 - Punctuation?
 - Sentence structure?
 - Spelling?
 - Have students take out their copy of the "Table of Contents" of the grammar text passed out in Week 2, Lesson 1, and check off those grammar issues in the "Table of Contents" that the class has identified as needing work.
 - Ask:
 - What do you think is the best strategy for improving this class' grammar?
 - What would you recommend?
 - Go around the room to get students' ideas.
 - Based on student answers, assign three grammar exercises for homework.
 - Remind students that there will be grammar homework assignments for each day of each Writing week.
-

HOMEWORK:

COMPLETE: Have students complete three grammar assignments from the course's grammar text that the class chose in Activity #3.

TEACHER PREPARATION #1: Evaluate student essays to hand back Week 4, Lesson 3. Your evaluation should answer the same three questions the students answered and be written on a separate piece of paper. The three questions are:

- What worked well in the essay?
- What are some suggestions for improvement?
- What "Organization," "Development and Details," and "Response to Prompt" scores do you give this rough draft? Explain why for each one.

TEACHER PREPARATION #2: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are having. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games exercise in the next lesson (Week 4, Lesson 2).

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Writing Week 4, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Presenting the Career Path You Want to Pursue - Writing

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Correct the grammar in a student writing assignment using the Editing Game.
-

MATERIALS:

- Teacher resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2)
 - Student Work: Make one set of copies for each student.
Choose two paragraphs of student writings that demonstrate the kinds of grammar and spelling challenges most students are having. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts.
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
-

ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of two paragraphs of student writing that you have chosen before the class with all the grammar and spelling mistakes intact.
 - Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
 - Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
 - Choose a member from one team to come up to the board, underline a problem, and correct it.
 - Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
 - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
 - Go around to all the teams to ask a different student to come to the board and go through the same process as above.
 - Keep team scores on the board.
-

ACTIVITY #3: Editing Game #2 - 40 minutes

- Have students form new teams.
 - Repeat the Editing Game described above with a different paragraph of student writing.
-

HOMEWORK

COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

Writing Week 4, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Presenting the Career Path You Want to Pursue - Writing

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Create a rewriting plan.
-

MATERIALS:

- Student Work: Students' writing assignments with student and teacher comments will be handed back to students
 - Teacher Resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2)
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
-

Activity #2: Coming Up with a Rewriting Plan - 40 minutes

- Hand back student essays with your comments as well as the evaluations from the other two students who read their essay.
 - Have the students read through all the comments.
 - Ask:
 - What is your response to the feedback?
 - What kinds of rewriting ideas do you have? Write their ideas on the board.
 - Write the following questions on the board:
 - What is your rewriting plan?
 - What strategies are you going to use to get your reader interested in your topic?
 - Have students get into their original evaluation groupings and pass around their essays and evaluations to the left as before. Students should compare and contrast the teacher's comments with comments received from their classmates.
 - Tell students to talk through their rewriting plans as a group.
 - As a class, ask students to talk through some of their rewriting plans and strategies. Write some of these approaches and strategies on the board.
 - Tell students to write down their rewriting plans in note form.
-

Activity #3: Writing with a Partner Audience - 40 minutes

- Have students take out their notebooks to do some writing.
- Write the following questions on the board:
 - What is your plan to improve the opening of your essay? How can you get your reader's attention?

- What is your plan to improve the facts and recommendations paragraphs?
 - Does your paragraph about your additional questions engage the reader in wanting to know more?
 - Put students into pairs.
 - Have students write the first question in their notebooks and answer it.
 - When students have finished their first answer, they should pass their notebook to their partner. The partner must read the answer and write down any questions they may have for clarification. Stress that this writing is a draft and everyone expects drafts to have mistakes. They may NOT make comments on:
 - Penmanship.
 - Spelling.
 - Grammar.
 - Have students repeat this process with the other questions on the board.
-

HOMEWORK:

COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

Writing Week 4, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Presenting the Career Path You Want to Pursue - Writing



Class to be held in the Technology Lab

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Begin the rewriting process on the computer.
 - Prepare for the homework assignment.
-

MATERIALS:

- Teacher resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2)
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
-

ACTIVITY #2: Begin the Rewriting Process on the Computer - 60 minutes

- Have students get out their rewriting plans, their essays, and their evaluations.
 - Give students class time to begin rewriting.
 - Encourage students to focus on one paragraph at a time.
 - Tell students they will be able to finish their rewrites for homework.
-

ACTIVITY #3: Homework Preparation - 20 minutes

- Tell students this activity will help them to prepare for next week's class work.
 - Ask: What or who motivates you?
 - Ask about the strategies they use to solve problems in their lives:
 - When you are feeling sad or you encounter a serious problem, what do you do to cope?
 - When have these strategies or processes been successful?
 - List some of these strategies and ask for some they know other people use. Write these strategies on the board. Examples may come from:
 - Different religious beliefs.
 - Recovery programs.
 - Counseling.
 - Family or cultural beliefs.
 - Influential people in their lives.
 - Books.
-

HOMEWORK:

COMPLETE: Have students complete a treasure hunt, by finding a short motivational saying or reading that summarizes some of the principles they have used successfully to keep themselves motivated. They may have these in their house or they can look on the Internet.

WRITE: Have students finish rewriting their essay.

TEACHER PREPARATION: Complete your own treasure hunt. Find your own motivational reading and prepare a short presentation that:

- Briefly summarizes the reading.
- Cites one or two elements in the reading that are most motivational to you.
- Presents an example in your life where you have applied the motivational ideas in the reading and they have been effective.

Reading Week 5, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Creating A Realistic Career Timeline - Reading

OBJECTIVES:

- Present chosen motivational saying or article and personal story.
 - Compare and contrast different problem-solving strategies.
 - Formulate a personal theory.
 - Solve test situations using that theory
-

MATERIAL:

- Student Work: Students should bring in their sayings, articles, and homework paragraphs.
 - Classroom resource: Dictionaries.
 - Handout (attached): Make one copy for each student.
Abraham Maslow
-

ACTIVITY #1: Present Your Motivational Saying/Reading/Story - 40 minutes

- Have students help you recreate the list they put together last class of ideas they use to solve problems in their lives. Write this list on the board.
 - Ask: What motivates you to overcome obstacles? List their answers on the board.
 - Ask students about their treasure hunt: Who found something online or in his or her home that really states the ways that you motivate yourself?
 - Write the following on the board:
 - What is the motivational reading about?
 - What statements in the reading do you find particularly motivating?
 - What is one example where you have applied this motivation to your life and it has been effective?
 - Tell students you will do the first presentation. Pass out your brief motivational reading and make your presentation as a sample of what students will be doing.
 - Have students get out their motivational saying or reading, review it, and summarize or underline the items that are most motivational to them.
 - Tell students to get out a piece of paper and free-write answers to the questions on the board.
 - Put students into pairs and have them:
 - Read their partner's answers.
 - Write a single question to ask for more details or clarification.
 - Give the writing back to their partner to respond in writing.
 - Repeat two to three times as writers respond to questions and partners ask for further clarification.
 - Have students write one paragraph that answers the three questions for presentation to the class using the best parts of what they have written.
 - Go around the room so that students can read their paragraphs to the class. After each paragraph ask students to help you list their strategies on the board.
-

ACTIVITY #2: Formulate Your Group's Theory – 40 minutes

- Ask: Which of you have similar strategies for motivating yourselves?
 - Put students into groups of no more than three who have similar strategies.
 - Ask: What does the word “theory” mean? Write student answers on the board.
 - Have a student look up the word and read the definition out loud.
 - Ask:
 - So, what is a theory?
 - What is your theory about why your motivational strategies work?
 - Tell students to work on trying to state a common theory for their group about why their motivational strategies work. They should prepare to give a few examples from the group's experiences that demonstrate their theory.
 - Have groups present their basic theories and examples to the class.
-

ACTIVITY #3: Solve Problems Using Your Theory - 30 minutes

- Have students identify issues in their lives that still need to be solved now and in the future. List these on the board.
 - Choose two to three of these issues and ask each group to come up with solutions according to their theory. What does the group recommend that a person do to solve this issue?
 - Have groups present their solutions on the chosen issues.
-

ACTIVITY #4: Compare and Contrast Different Positions - 10 minutes

- Based on the presentations, ask: How are theories the same and how are they different?
 - Take notes on the board based on student comments.
-

HOMEWORK:

READ: Have students read the *Abraham Maslow* handout (attached). Have them circle all words that are new to them and highlight those explanations that help them to understand:

- Maslow's life.
- His basic theory.
- The meaning of self-actualization.

TEACHER PREPARATION: For the next class, you will need a set of 10 index cards. Each card should have one of the 10 bolded questions from Week 5, Lesson 2, Activity #1 written on it. In total, you will have 10 index cards each containing one question.

1. What significant features of Maslow's life did you pick out? What kind of person does he seem like?
2. What are physiological needs? Give examples.
3. What are safety and security needs? Give examples.
4. What are love and belonging needs? Give examples.
5. What are esteem needs? Give examples.
6. What does self-actualization mean? Give examples.
7. What does it mean to be reality-centered? What does it mean to be problem-centered?
8. What does it mean to put means before the ends?
9. What does it mean to be neurotic?
10. What are meta-needs and meta-pathologies?

ABRAHAM MASLOW

1908-1970

Dr. C. George Boeree

Biography

Abraham Harold Maslow was born April 1, 1908 in Brooklyn, New York. He was the first of seven children born to his parents, who themselves were uneducated Jewish immigrants from Russia. His parents, hoping for the best for their children in the new world, pushed him hard for academic success. Not surprisingly, he became very lonely as a boy, and found his refuge in books.

To satisfy his parents, he first studied law at the City College of New York (CCNY). After three semesters, he transferred to Cornell, and then back to CCNY. He married Bertha Goodman, his first cousin, against his parents' wishes. Abe and Bertha went on to have two daughters.

He and Bertha moved to Wisconsin so that he could attend the University of Wisconsin. Here, he became interested in psychology, and his school work began to improve dramatically. He spent time there working with Harry Harlow, who is famous for his experiments with baby rhesus monkeys and attachment behavior.

He received his BA in 1930, his MA in 1931, and his PhD in 1934, all in psychology, all from the University of Wisconsin. A year after graduation, he returned to New York to work with E. L. Thorndike at Columbia, where Maslow became interested in research on human sexuality.

He began teaching full time at Brooklyn College. During this period of his life, he came into contact with the many European intellectuals that were immigrating to the US, and Brooklyn in particular, at that time -- people like Adler, Fromm, Horney, as well as several Gestalt and Freudian psychologists.

Maslow served as the chair of the psychology department at Brandeis from 1951 to 1969. While there he met Kurt Goldstein, who had originated the idea of self-actualization in his famous book, *The Organism* (1934). It was also here that he began his crusade for a humanistic psychology -- something ultimately much more important to him than his own theorizing.

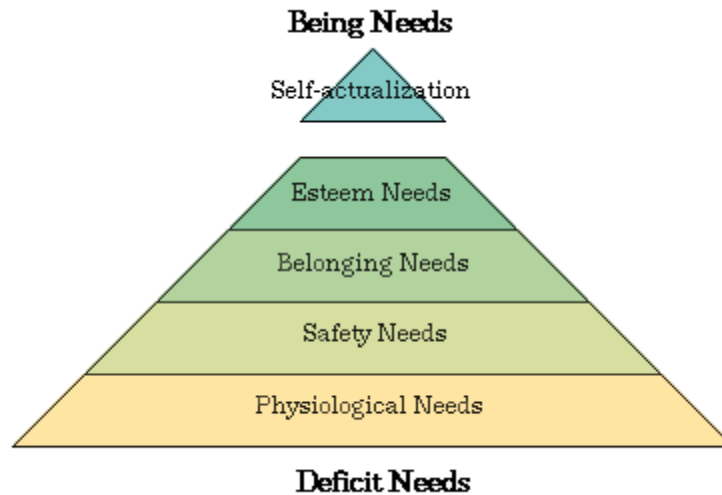
He spend his final years in semi-retirement in California, until, on June 8 1970, he died of a heart attack after years of ill health.



Theory

One of the many interesting things Maslow noticed while he worked with monkeys early in his career was that some needs take precedence over others. For example, if you are hungry and thirsty, you will tend to try to take care of the thirst first. After all, you can do without food for weeks, but you can only do without water for a couple of days! Thirst is a "stronger" need than hunger. Likewise, if you are very, very thirsty, but someone has put a choke hold on you and you

can't breathe, which is more important? The need to breathe, of course. On the other hand, sex is less powerful than any of these. Let's face it; you won't die if you don't get it!



Maslow took this idea and created his now famous **hierarchy of needs**. Beyond the details of air, water, food, and sex, he laid out five broader layers: the physiological needs, the needs for safety and security, the needs for love and belonging, the needs for esteem, and the need to actualize the self, in that order.

1. **The physiological needs.** These include the needs we have for oxygen, water, protein, salt, sugar, calcium, and other minerals and vitamins. They also include the need to maintain a pH balance (getting too acidic or base will kill you) and temperature (98.6 or near to it). Also, there are the needs to be active, to rest, to sleep, to get rid of wastes (CO₂, sweat, urine, and feces), to avoid pain, and to have sex. Quite a collection!

Maslow believed, and research supports him, that these are, in fact, individual needs, and that a lack of, say, vitamin C will lead to a very specific hunger for things which have in the past provided that vitamin C -- e.g. orange juice. I guess the cravings that some pregnant women have, and the way in which babies eat the most foul tasting baby food, support the idea anecdotally.

2. **The safety and security needs.** When the physiological needs are largely taken care of, this second layer of needs comes into play. You will become increasingly interested in finding safe circumstances, stability, protection. You might develop a need for structure, for order, some limits.

Looking at it negatively, you become concerned, not with needs like hunger and thirst, but with your fears and anxieties. In the ordinary American adult, this set of needs manifest themselves in the form of our urges to have a home in a safe neighborhood, a little job security and a nest egg, a good retirement plan and a bit of insurance, and so on.

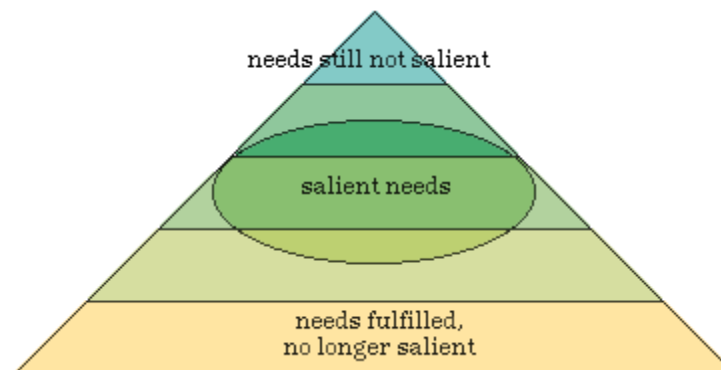
3. **The love and belonging needs.** When physiological needs and safety needs are, by and large, taken care of, a third layer starts to show up. You begin to feel the need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community. Looked at it negatively, you become increasing susceptible to loneliness and social anxieties.

In our day-to-day life, we exhibit these needs in our desires to marry, have a family, be a part of a community, a member of a church, a brother in the fraternity, a part of a gang or a bowling club. It is also a part of what we look for in a career.

4. **The esteem needs.** Next, we begin to look for a little self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, fame, glory, recognition, attention, reputation, appreciation, dignity, even dominance. The higher form involves the need for self-respect, including such feelings as confidence, competence, achievement, mastery, independence, and freedom. Note that this is the “higher” form because, unlike the respect of others, once you have self-respect, it’s a lot harder to lose!

The negative version of these needs is low self-esteem and inferiority complexes. Maslow felt that Adler was really onto something when he proposed that these were at the roots of many, if not most, of our psychological problems. In modern countries, most of us have what we need in regard to our physiological and safety needs. We, more often than not, have quite a bit of love and belonging, too. It’s a little respect that often seems so very hard to get!

All of the preceding four levels he calls **deficit needs**, or **D-needs**. If you don’t have enough of something -- i.e. you have a deficit -- you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. As the old blues song goes, “You don’t miss your water till your well runs dry!”



He also talks about these levels in terms of **homeostasis**. Homeostasis is the principle by which your furnace thermostat operates: When it gets too cold, it switches the heat on; when it gets too hot, it switches the heat off. In the same way, your body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends the homeostatic principle to needs, such as safety, belonging, and esteem that we don’t ordinarily think of in these terms.

Maslow sees all these needs as essentially survival needs. Even love and esteem are needed for the maintenance of health. He says we all have these needs built into us genetically, like instincts. In fact, he calls them **instinctoid** -- instinct-like -- needs.

In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the physiological. Soon, we begin to recognize that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years!

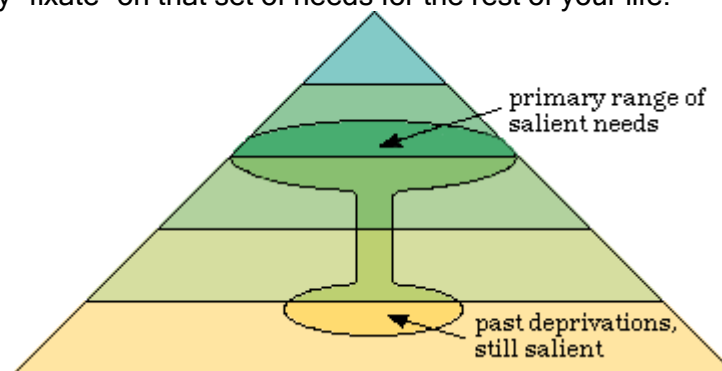
Under stressful conditions, or when survival is threatened, we can “regress” to a lower need level. When your great career falls flat, you might seek out a little attention. When your family ups and leaves you, it seems that love is again all you ever wanted. When you face chapter eleven after a long and happy life, you suddenly can’t think of anything except money.

These things can occur on a society-wide basis as well. When society suddenly flounders, people start clamoring for a strong leader to take over and make things right.

When the bombs start falling, they look for safety. When the food stops coming into the stores, their needs become even more basic.

Maslow suggested that we can ask people for their “**philosophy of the future**” -- what would their ideal life or world be like -- and get significant information as to what needs they do or do not have covered.

If you have significant problems along your development -- a period of extreme insecurity or hunger as a child, or the loss of a family member through death or divorce, or significant neglect or abuse -- you may “fixate” on that set of needs for the rest of your life.



This is Maslow’s understanding of neurosis. Perhaps you went through a war as a kid. Now you have everything your heart needs -- yet you still find yourself obsessing over having enough money and keeping the pantry well-stocked. Or perhaps your parents divorced when you were young. Now you have a wonderful spouse -- yet you get insanely jealous or worry constantly that they are going to leave you because you are not “good enough” for them. You get the picture.

Self-actualization

The last level is a bit different. Maslow has used a variety of terms to refer to this level: He has called it **growth motivation** (in contrast to deficit motivation), **being needs** (or **B-needs**, in contrast to D-needs), and **self-actualization**.

These are needs that do not involve balance or homeostasis. Once engaged, they continue to be felt. In fact, they are likely to become stronger as we “feed” them! They involve the continuous desire to fulfill potentials, to “be all that you can be.” They are a matter of becoming the most complete, the fullest, “you” -- hence the term, self-actualization.

Now, in keeping with his theory up to this point, if you want to be truly self-actualizing, you need to have your lower needs taken care of, at least to a considerable extent. This makes sense. If you are hungry, you are scrambling to get food; if you are unsafe, you have to be continuously on guard; if you are isolated and unloved, you have to satisfy that need; if you have a low sense

of self-esteem, you have to be defensive or compensate. When lower needs are unmet, you can't fully devote yourself to fulfilling your potentials.

It isn't surprising, then, the world being as difficult as it is, that only a small percentage of the world's population is truly, predominantly, self-actualizing. Maslow at one point suggested only about two percent!

The question becomes, of course, what exactly does Maslow mean by self-actualization. To answer that, we need to look at the kind of people he called self-actualizers.

Fortunately, he did this for us using a qualitative method called **biographical analysis**. He began by picking out a group of people, some historical figures, some people he knew, whom he felt clearly met the standard of self-actualization. Included in this august group were Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Aldous Huxley, plus 12 unnamed people who were alive at the time Maslow did his research. He then looked at their biographies, writings, the acts and words of those he knew personally, and so on. From these sources, he developed a list of qualities that seemed characteristic of these people, as opposed to the great mass of us.

These people were **reality-centered**, which means they could differentiate what is fake and dishonest from what is real and genuine. They were **problem-centered**, meaning they treated life's difficulties as problems demanding solutions, not as personal troubles to be railed at or surrendered to. And they had a **different perception of means and ends**. They felt that the ends don't necessarily justify the means, that the means could be ends themselves, and that the means -- the journey -- was often more important than the ends.

The self-actualizers also had a different way of relating to others. First, they enjoyed **solitude**, and were comfortable being alone. And they enjoyed deeper **personal relations** with a few close friends and family members, rather than more shallow relationships with many people.

They enjoyed **autonomy**, a relative independence from physical and social needs. And they **resisted enculturation**; that is, they were not susceptible to social pressure to be "well adjusted" or to "fit in" -- they were, in fact, nonconformists in the best sense.

They had an **unhostile sense of humor** -- preferring to joke at their own expense, or at the human condition, and never directing their humor at others. They had a quality he called **acceptance of self and others**, by which he meant that these people would be more likely to take you as you are than try to change you into what they thought you should be. This same acceptance applied to their attitudes towards themselves. If some quality of theirs wasn't harmful, they let it be, even enjoying it as a personal quirk. On the other hand, they were often strongly motivated to change negative qualities in themselves that could be changed. Along with this comes **spontaneity and simplicity**. They preferred being themselves rather than being pretentious or artificial. In fact, for all their nonconformity, he found that they tended to be conventional on the surface, just where less self-actualizing nonconformists tend to be the most dramatic.

Further, they had a sense of **humility and respect** towards others -- something Maslow also called democratic values -- meaning that they were open to ethnic and individual variety, even treasuring it. They had a quality Maslow called **human kinship** or *Gemeinschaftsgefühl* -- social interest, compassion, humanity. And this was accompanied by **strong ethics**, which were spiritual but seldom conventionally religious in nature.

And these people had a certain **freshness of appreciation**, an ability to see things, even ordinary things, with wonder. Along with this comes their ability to be **creative**, inventive, and original. And, finally, these people tended to have more **peak experiences** than the average person. A peak experience is one that takes you out of yourself, that makes you feel very tiny, or very large, to some extent one with life or nature or God. It gives you a feeling of being a part of the infinite and the eternal. These experiences tend to leave their mark on a person, change them for the better, and many people actively seek them out. They are also called mystical experiences, and are an important part of many religious and philosophical traditions.

Maslow doesn't think that self-actualizers are perfect, of course. There were several flaws or **imperfections** he discovered along the way as well. First, they often suffered considerable anxiety and guilt -- but realistic anxiety and guilt, rather than misplaced or neurotic versions. Some of them were absentminded and overly kind. And finally, some of them had unexpected moments of ruthlessness, surgical coldness, and loss of humor.

Metaneeds and metapathologies

Another way in which Maslow approached the problem of what self-actualization is was to talk about the special, driving needs (B-needs, of course) of the self-actualizers. They need the following in their lives in order to be happy:

Truth, rather than dishonesty.

Goodness, rather than evil.

Beauty, not ugliness or vulgarity.

Unity, wholeness, and transcendence of opposites, not arbitrariness or forced choices.

Aliveness, not deadness or the mechanization of life.

Uniqueness, not bland uniformity.

Perfection and necessity, not sloppiness, inconsistency, or accident.

Completion, rather than incompleteness.

Justice and order, not injustice and lawlessness.

Simplicity, not unnecessary complexity.

Richness, not environmental impoverishment.

Effortlessness, not strain.

Playfulness, not grim, humorless, drudgery.

Self-sufficiency, not dependency.

Meaningfulness, rather than senselessness.

At first glance, you might think that everyone obviously needs these. But think; if you are living through an economic depression or a war, or are living in a ghetto or in rural poverty, do you worry about these issues, or do you worry about getting enough to eat and a roof over your head? In fact, Maslow believes that much of the what is wrong with the world comes down to the fact that very few people really are interested in these values -- not because they are bad people, but because they haven't even had their basic needs taken care of!

When a self-actualizer doesn't get these needs fulfilled, they respond with **metapathologies** -- a list of problems as long as the list of metaneeds! Let me summarize it by saying that, when forced to live without these values, the self-actualizer develops depression, despair, disgust, alienation, and a degree of cynicism.

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Reading Week 5, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Creating A Realistic Career Timeline - Reading

OBJECTIVES:

- Analyze the reading in three parts.
- Understand vocabulary in context.
- Apply Maslow's theory to students' own lives.
- Have students compare Maslow's theory to their own theories.
- Evaluate Maslow's theory.

MATERIALS:

- Handout: Index cards with bolded questions from Activity #1 written on them (Teachers will have a set of 10 index cards; each card will have one of the 10 bolded questions in Activity #1 written on it).
- Handout (attached): Make one copy for each student.
Maslow's Pyramid
http://upload.wikimedia.org/wikipedia/commons/6/60/Maslow%27s_Hierarchy_of_Needs.svg

ACTIVITY #1: Analyze the Reading - 60 minutes

- Have students take out their homework reading on Maslow.
- Put students in pairs and have them pick a random question from the index cards.
 - Pairs should prepare to answer their index card question.
 - Ask the questions below, calling on pairs to answer the questions that are on their index card as the question comes up. The questions that students are to answer are bolded.
 - After each pair answers a question, ask the class to add further information or ideas if they have any.
- Review the section on Maslow's life. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
- Ask:
 - What are the significant features of Maslow's life that you picked out?
 - What kind of person does he seem to be?
 - What words did you circle? Put them on the board.
 - What words could you figure out from the context?
 - What words do you still not know?
- Have students look those words up and read the definitions. Put these definitions on the board.
- Make sure students fill out their vocabulary lists in their notebooks with the words and the definitions for study later.
- Review the section on Maslow's theory. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
- Ask:
 - What are physiological needs? Give examples.
 - What are safety and security needs? Give examples.
 - What are love and belonging needs? Give examples.
 - What are esteem needs? Give examples.
 - How does the theory work when you are a child? When you are an adult?

- Why are the needs placed in a pyramid shape?
 - Pass out *Maslow's Pyramid* (attached)
 - Repeat the questions above about vocabulary for this section of the article
 - Review the section on self-actualization. Tell students they should look at what they highlighted to see if it helps them answer the following questions.
 - Ask:
 - What does self-actualization mean? Give examples.
 - What does it mean to be reality-centered? What does it mean to be problem-centered? What does it mean to put means before the ends?
 - What does it mean to be neurotic?
 - Have students list other descriptors and put them on the board.
 - Ask:
 - What are meta-needs and meta-pathologies?
 - What does the list of meta-needs tell us about those who are self-actualized? What are these kinds of people like? Do you know any?
 - Repeat the questions above about vocabulary for this section of the article and have students add new words to the vocabulary list in their notebooks.
-

ACTIVITY #2: Apply Maslow's Theory - 30 minutes

- Look at *Maslow's Pyramid* on the overhead and ask different students to read the different levels aloud.
 - After each level is read, ask:
 - Why is each of these examples on the list?
 - What kinds of adult problems would fit under each category? Write these on the board and prompt students to get a healthy list for each level.
 - Tell students to take out a piece of paper and list all the issues they are struggling with right now or that they worry about having to struggle with in the future.
 - Have students take out the handout of *Maslow's Pyramid* and write the issues they are struggling with next to the appropriate level of the pyramid.
 - Ask about the results:
 - Are most of your issues in one area or are they spread around?
 - Do you think a great deal about these issues? Is that where most of your worry and anxieties go?
 - Do you think that when you solve these issues that you will move up the hierarchy?
 - Tell students to bring their list of issues to the next class for more consideration.
 - Ask:
 - What does Maslow teach us about how to be realistic about our goals?
 - Can we just work on whatever goal we want?
 - How is it useful to know what to focus on and in what order?
 - According to Maslow, can you work on your creative side when you do not have housing?
 - According to Maslow, is it a good time to get a serious life partner when you do not have a job?
 - According to Maslow, is it hard to feel strong and confident when you do not have a strong sense of belonging?
 - According to Maslow, is it hard to accept the facts of your life if you have poor self-esteem?
-

ACTIVITY #3: Evaluate Maslow's Theory - 30 minutes

- Write the following questions on the board and ask:
 - Do you think Maslow is right? What does his theory describe accurately? Give some examples.
 - Do his ideas describe issues in your life? If yes, how? If no, why not? What's missing here?
 - Is this theory useful? What does it help you to understand?
 - Have students take a few minutes to answer these questions in note form in their notebooks.
 - For the first question, go around the room to find out the range of student opinions on Maslow's theory.
 - For the second question, let the class express their opinions and provide specifics for their opinions.
 - For the third question, go around the room to find out student answers.
 - Write the following two questions on the board. Put students back into their groups based on similar motivational theories from the previous lesson. Groups should talk about their answers to these questions:
 - How does Maslow's theory compare to your group's theory?
 - Does your group see strengths and/or weaknesses in Maslow's theory?
 - Have groups report back. List strengths and weaknesses of Maslow's theory on the board.
-

HOMEWORK:

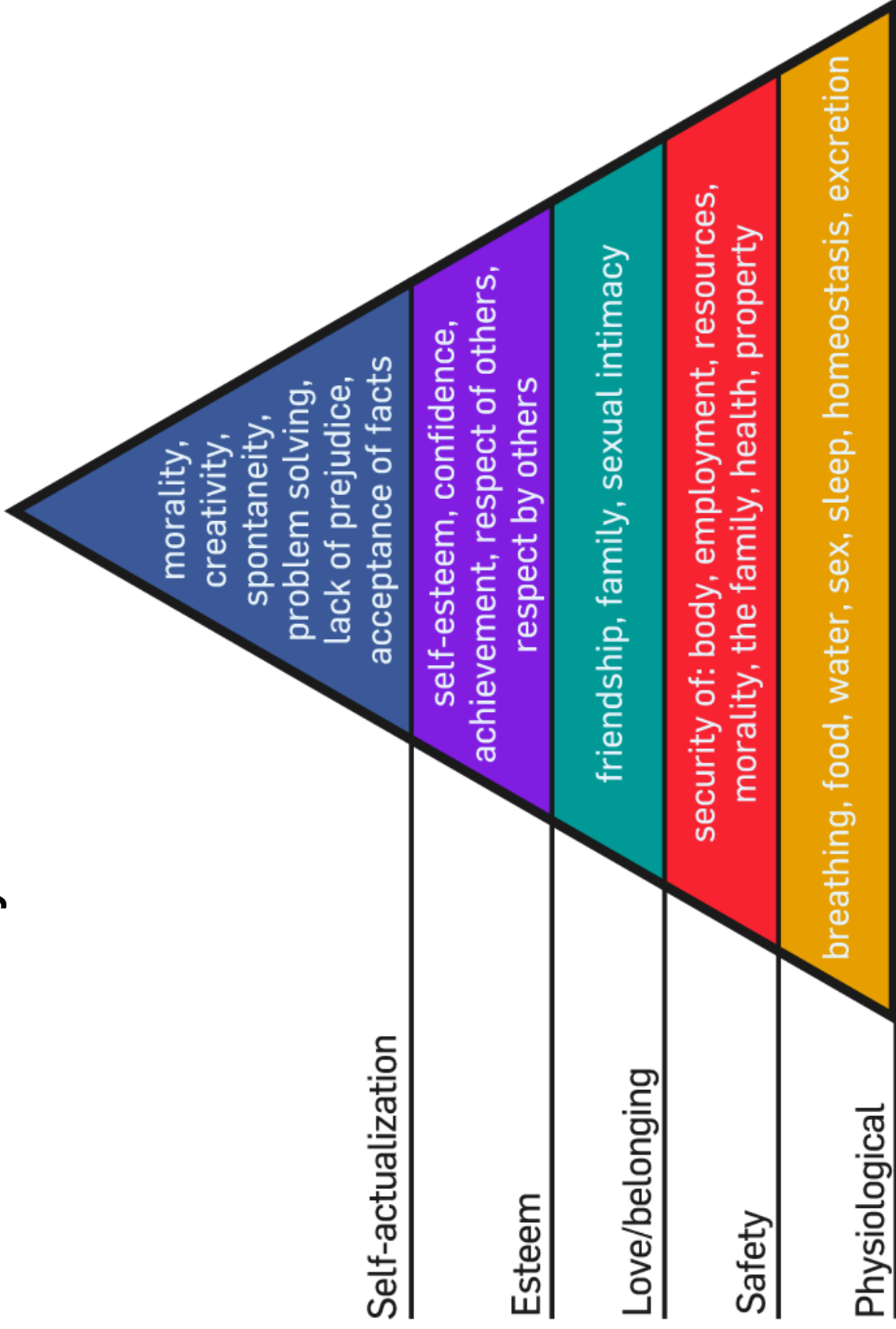
WRITE: Have students write a letter to Abraham Maslow and tell him what they think about his theory and why. Student letters should:

- Introduce themselves.
- Tell him what they are studying and that they have just read about his theory.
- Tell him how they think his theory applies to them.
- Tell him if they think his theory will be useful to them in the future and why or why not.

TEACHER PREPARATION: Preview the *Culinary/Restaurant Management Planning Timeline* featured in the next lesson. Imagine yourself as a student with a set of goals and fill out the timeline in a way that would help you to meet those goals. Project your personal goals, training, and work activities over the next four years (two sheets). Have this ready to display on the overhead projector in the next class as a sample of how this timeline is to be used.

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Maslow's Pyramid



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Reading Week 5, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Creating A Realistic Career Timeline - Reading

OBJECTIVES:

- Review the Maslow letters that were assigned as homework.
 - Create a visual career path.
 - Practice creating *unrealistic* timelines.
 - Complete a visual timeline for training, employment, and personal issues.
-

MATERIALS:

- Handout: Make one color copy for each student.
CCC Culinary/Hospitality Career Pathways (attached to Week 3, Lesson 1)
 - Handout (attached): Make two copies for each student.
Culinary/Restaurant Management Planning Timeline
 - Handout (attached): Make two copies for each student.
Career Pathway worksheet
 - Student work: Completed teacher homework.
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Maslow's Pyramid (attached to Week 5, Lesson 2)
-

ACTIVITY #1: Review Letters to Abraham Maslow - 10 minutes

- Have students get out their letters and select the paragraphs that explain how Maslow's theory pertains to them and how it will be useful to them in the future.
- Go around the room and have students read these sections of their essays aloud.
- Ask students:
 - Did you hear any powerful statements being made?
 - Which student positions seemed strong to you? Why?
- Tell students that Maslow's theory may be useful when planning their realistic career plans.
- Have students hand in their letters to Maslow.

NOTE TO TEACHER: These letters are not evaluated any further in the classroom. Thus, the teacher should provide a written evaluation by answering the following three questions on a separate piece of paper and hand it back to the student. Allow students to re-write these letters as necessary. The three questions are:

- What worked well in the essay?
 - What are some suggestions for improvement?
 - What "Organization," "Development and Details," and "Response to Prompt" scores do you give this rough draft? Explain why for each one.
-

ACTIVITY #2: Review CCC Culinary/Restaurant Management Career Pathways - 20 minutes

- Pass out color copies of the CCC *Culinary/Hospitality Career Pathways* chart.
 - Ask: Remember this?
 - Review the document by going through the questions that were asked in Week 3, Lesson 1, Activity #2 again. Go round robin asking one question per student.
 - Ask regarding programs:
 - What color is for existing CCC programs?
 - What are the four different types of programs on this chart?
 - Which programs are in the Adult Education department? Which programs are offered for college credit?
 - What program needs to be completed before you can enter the Basic Certificate Program? Are there any other requirements?
 - What program options do you have after you complete the Basic Certificate Program?
 - Do you need an Advanced Certificate and an Associates' Degree? (Answer: No.)
 - What are the advantages of having an Advanced Certificate? Of having an AAS degree?
 - Why would you choose one over the other?
 - Call on various student to answer each question regarding time:
 - How long is the bridge program?
 - How long will it take to complete:
 - A basic certificate program?
 - An advanced certificate program?
 - An associate's degree?
 - Call on various students to answer a different question regarding jobs:
 - What color is the culinary pathway? The restaurant management pathway?
 - For Culinary:
 - What jobs can you get while you are in the Bridge?
 - After you finish your Basic Certificate?
 - Advanced Certificate? Associates Degree?
 - What must be combined with education to reach the top of the industry? (Answer: Experience.)
 - Again, teachers should emphasize that extensive experience is required for movement up the career ladder in either the culinary or restaurant management pathways. Educational credentials make it possible to obtain higher-level jobs as long as candidates also have the requisite hands-on experience. Thus, entry-level jobs on the CCC *Career Pathways* chart are the same after the Bridge and the Basic Certificate, for example, as both industries put such a strong emphasis on bottom-up experience.
 - Repeat for Restaurant Management.
 - Include: Why are the jobs that have to do with banquets in a different color than the other jobs?
 - Go around the room to ask which program each student has chosen. Put students into groups who want to pursue similar job titles.
-

ACTIVITY #3: Fill Out a Blank Career Path - 20 minutes

- Pass out two copies of the blank *Career Pathway* worksheet (attached) to each student.
- Talk about each of the titles down the left side of the page: Jobs, Training, Personal Issues, and Strategies.

- Draw the career pathway on the board and begin to fill it out.
 - Choose and write in one culinary or restaurant management job title.
 - Include possible personal issues like child care and housing.
 - Ask students for strategies to address the personal issues.
 - Tell students to complete their own *Career Pathway* worksheets, using the following guidelines:
 - For those who are currently working, have them fill in the first “Jobs” box. Otherwise, they can leave it blank.
 - For the first “Training” box, they should put in “Bridge” for 24 weeks.
 - If they are not going to work while they are in training, they should leave the corresponding “Jobs” box blank.
 - They should use a second sheet if they need it to fit.
-

ACTIVITY #4: Create Unrealistic Timelines - 40 minutes

- Tell students they are going to make a realistic timeline that includes the training they plan to complete and the work they plan to do in their field, and will take into consideration the other personal issues that need attention.
 - Ask: What does it mean to be realistic? Unrealistic? List students’ answers on the board.
 - Ask students to take out *Maslow’s Pyramid* along with the listing of the issues they are struggling with that they put together in the previous lesson.
 - Have students review these lists and make any additions they wish. Then ask them to put a star next to those items that will take some real time and effort to solve.
 - Go around the room and have students name an issue they think will take some real time to solve. For each, write the issue on the board.
 - Ask:
 - How much time will it take to solve this issue?
 - How many hours a week for how long?
 - Is that realistic?
 - Ask the class (have them raise their hands):
 - How many students intend to finish the bridge program?
 - The basic certificate?
 - The advanced certificate?
 - The associate’s degree in culinary?
 - Ask the class: What do you notice about this class’ training intentions?
 - Ask how many students intend to:
 - Get a job right away?
 - Keep that job for a while?
 - Get a new job after specific certificates and degrees? Which ones?
 - Ask the class: What do you notice about this class’ work intentions?
 - Put students in pairs to talk through the following questions:
 - How hard is it to work and go to training at the same time?
 - What extra stresses does doing both at the same time cause you and your family?
 - Go around the room to have students report their findings.
 - Ask students to get back into pairs and make two or three totally unrealistic scenarios for themselves/their partner. What plans would NOT work? Why not?
 - Go around the room and have students report these scenarios.
 - Ask the class: What is unrealistic in terms of planning your careers?
-

ACTIVITY #5: Completing a Timeline - 30 minutes

- Tell students they are now to focus on creating a timeline that will work.
 - Show the *Culinary/Restaurant Management Planning Timeline* that you prepared as teacher homework on a projector overhead. Explain the following:
 - Your personal issues that will take real time to solve. Show how the months you plan to solve them are colored in.
 - Explain the things that you do to motivate yourself that you have found to be successful. Go to the list of self-motivation and self-care strategies that you actually use.
 - Show your training and work plan with the jobs you intend to work while you are going to school.
 - Ask:
 - Does this plan seem realistic?
 - Do you believe that I (the teacher) can complete all these activities at the same time?
 - What adjustments would you recommend to make the timeline more doable?
 - Pass out two copies of the *Culinary/Restaurant Management Planning Timeline* to each student. Ask them to lay out a four-year timeline. This is, of course, a draft.
-

HOMEWORK:

WRITE: Have students finalize the timelines they started in class.

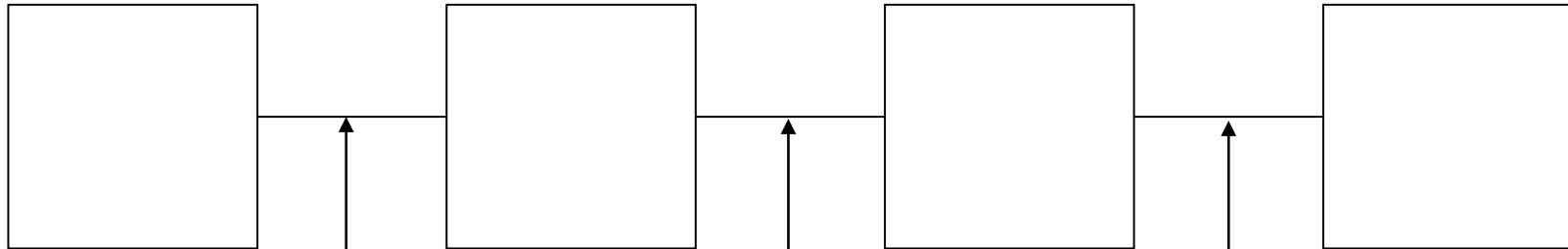
REMINDER: Tell students to bring all course materials related to careers to help them with the activities in the next lesson.

Career Pathway Worksheet
CAREER PATHWAY _____

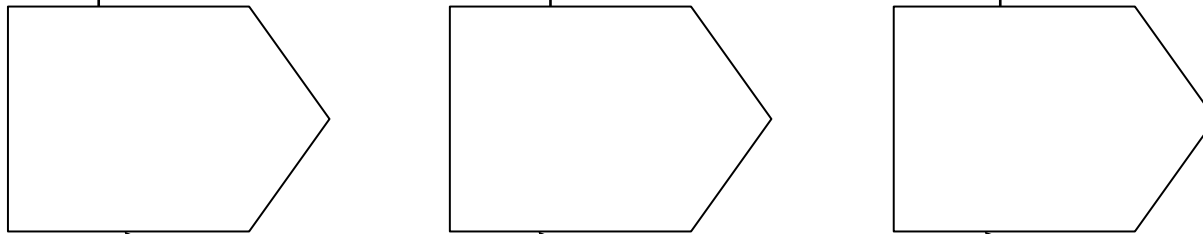
GOAL _____

BY WHEN _____

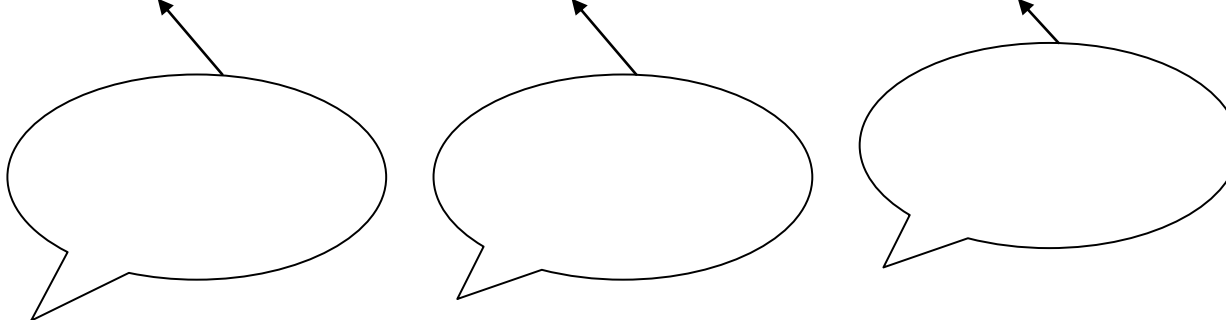
JOBS



TRAINING



PERSONAL ISSUES



STRATEGIES

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CULINARY/RESTAURANT MANAGEMENT PLANNING TIMELINE

Items to schedule	Year 20__												Year 20__											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
PERSONAL ISSUES: Only include those issues that take real time to solve.																								
Key Self-Motivation and Self-Care Strategies:																								

TRAINING: Only fill out for the trainings you plan to complete.

Year 20____ - 20____	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	
• Bridge & GED																									
• Training #1:																									
• Training #2:																									
• Training #3:																									
• Training #4:																									

WORK: Only fill out for the jobs you plan to pursue (write in these jobs at the appropriate level).

• Job #1:																									
• Job #2:																									
• Job #3																									

Reading Week 5, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Creating A Realistic Career Timeline - Reading

OBJECTIVES:

- Review student timelines.
 - Outline student writing assignment for Week 6 using prompts, developing topic sentences, and taking relevant notes from the course's materials.
 - Conduct oral interviews in pairs to develop and clarify how the paragraphs will be organized.
-

MATERIALS:

- Student work: Students should bring all course materials related to careers to date to class with them.
-

ACTIVITY #1: Reviewing Student Timelines - 40 minutes

- Tell students to find partners and take turns:
 - Explaining their timeline.
 - Giving each other feedback on how realistic it is.
 - Asking questions for further clarification.
 - Go around the room to ask each student how her/his partner's plans are progressing.
 - Ask: How does your partner's plan differ from your own?
-

ACTIVITY #2: Outlining the Next Writing Assignment - 40 minutes

- Write the assignment on the board: Write a five-paragraph essay - one paragraph for each of the following:
 - What are your career goals? Describe where you would like to be in two years.
 - What training will you need for which kinds of jobs and what jobs do you plan to have along the way?
 - What personal issues will you need to address while you are in school and/or at work?
 - How will you address these issues?
 - How will you keep yourself motivated to achieve your goals?
 - Tell students they must include topic sentences for each paragraph. Practice writing a variety of topic sentences for the different paragraphs. Write these on the board. Make sure to emphasize the real opportunities for variety here.
 - Have students take out all the work they have done so far for this class that has to do with careers.
 - Talk about how to create an outline and explain this is best done on a computer. Explain:
 - Put the topic for each paragraph with enough room for notes underneath.
 - Tell them to go through their materials and take notes on those ideas that will help them answer each question.
 - Come up with their own ideas for answering the questions.
 - Work to have a topic sentence for each paragraph.
-

ACTIVITY #3: Oral interview - 40 minutes

- Put students in pairs to interview each other. One student should ask each of the five questions from Activity #2 and the interviewee should respond first with their topic sentence and then continue with the “body” of their paragraph. The interviewer should ask for more clarification where needed.
 - When done, students should find another partner and interview them until each student has given two interviews and interviewed two other students.
-

HOMEWORK:

WRITE: Have students write a five-paragraph essay, one paragraph for each of the following:

- What are your career goals? Describe where you would like to be in two years.
- What training will you need to take for which kinds of jobs and what jobs do you plan to have along the way?
- What personal issues will you need to address while you are in school and/or at work?
- How will you address these issues?
- How will you keep yourself motivated to achieve your goals?

REMINDER: Tell students to bring the following handouts to use in the next class:

- *GED Essay Scoring Rubric* they received in Week 2, Lesson 1.
- *The Writer/Audience Situation* they received in Week 1, Lesson 2.
- The table of contents from the grammar text you have chosen for this course that they received as a handout in Week 2, Lesson 1.

Writing Week 6, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Presenting Your Career Path Timeline and How You Will Make It Real - Writing

OBJECTIVES:

- Expand the criteria for good multi-paragraph writing.
 - Evaluate others' writing assignments according to the criteria.
 - Select top grammar concerns.
-

MATERIALS:

- Student work: Students should bring hard copies of their homework assignments. Teachers may wish to bring hard copies of assignments that have been e-mailed prior to class. These should NOT be evaluated by the teacher yet.
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
GED Essay Scoring Rubric (attached to Week 2, Lesson 1)
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
The Writer/Audience Situation (attached to Week 1, Lesson 2)
 - Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand. Note that the teacher may need to make copies of three grammar assignments that the class chooses in Activity #3 to assign for homework.
The "Table of Contents" from the grammar text chosen for this course (handout provided during Week 2, Lesson 1)
-

ACTIVITY #1: Expanding Criteria for Good Multi-Paragraph Writing - 40 minutes

- Write the following questions on the board and ask the class:
 - How did your essay writing go?
 - What went well? What was difficult?
 - How did you overcome difficulties?
 - Who came up with new ideas through the process of writing?
- Have students get out their notebooks. Have them write the first question in their notebooks and write the answer.
- Tell students to get a partner and switch notebooks. Students should read their partner's answer and write down a question to get their partner to explain more. Tell students to make sure that the question leads their partner to telling more specifically what their writing process was like. Students can use the questions on the board or not.
- When students have finished, go around the room to tell the class how their partner's writing process went.
- Have students get out their *Writer/Audience Situation* handout.
- Ask:
 - What does the Writing Conversation you just completed have to do with the *Writer/Audience Situation*?

- Have students get out their notes on writing criteria (last used in Week 4, Lesson 1). Recreate these criteria on the board in 3 columns: introduction, body paragraphs, conclusion.
 - Ask students if they want to add additional criteria.
 - Tell students to get out their *GED Essay Scoring Rubric*. They will work with “Organization,” “Development and Details,” and “Response to Prompt” again.
 - Ask:
 - What was the prompt for this essay?
 - What were you told to write the essay on?
 - Have students read out loud the different descriptions for all three *GED Rubric* categories.
-

ACTIVITY #2: Evaluating the Writing Assignments - 60 minutes

- Tell students they will assist other students by giving constructive feedback. All their feedback must include the answers to the following questions (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Organization”, “Development and Details”, or “Response to Prompt” score would you give this rough draft? Explain why for each one.
 - Tell students to get out their essays and/or hand back student essays that have been e-mailed to you.
 - Put students into groups of three. Have them get out two blank sheets of paper.
 - Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria and answer the three questions on the board.
 - After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
 - After students have evaluated two essays, they should give their evaluations to the authors and the authors should read the comments.
 - Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators say things that give you ideas for how to make your essay better?
 - Did your evaluators confuse you? Ask for clarification when back in your group.
 - Put students back in their groups to talk through differences and to get clarification. Groups should also select two to three interesting and well-developed paragraphs to read to the class and explain why they were selected.
 - Go around the room and have students from the groups read aloud selected paragraphs and explain why they were selected
 - Tell students that you will also evaluate their essay so they will have three different reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
-

ACTIVITY #3: Select Top Grammar Concerns - 20 minutes

- Ask: What are some of the major grammar issues you have or that you saw in other students’ writing? Write their answers on the board.
- Ask: Which area is the class having the most difficulty with:
 - Punctuation?
 - Sentence structure?
 - Spelling?

- Have students take out their copy of the “Table of Contents” of the grammar text passed out in Week 2, Lesson 1, and check off those grammar issues in the “Table of Contents” that the class has identified as needing work.
 - Ask:
 - What do you think is the best strategy for improving this class’s grammar?
 - What would you recommend?
 - Go around the room to get students’ ideas.
 - Based on student answers, assign grammar homework.
 - Remind students that there will be grammar assignments for each day of each Writing week.
-

HOMWORK:

COMPLETE: Have students complete three grammar assignments from the course’s grammar text that the class chose in Activity #3.

TEACHER PREPARATION #1: Write evaluations for the essay assigned in Week 5, Lesson 4. The Teacher needs to answer the same three questions the students answered to write these comments on a separate piece of paper. The three questions are:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Organization,” “Development and Details,” and “Response to Prompt” scores do you give this rough draft? Explain why for each one.

TEACHER PREPARATION #2: Choose two paragraphs from student writings that demonstrate the kinds of grammar and spelling challenges most students are having. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts. You will need one copy per student for the Editing Games in the next lesson.

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Writing Week 6, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Getting Ready for Lifelong Learning and Earning - Writing

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Edit student work.
-

MATERIALS:

- Teacher resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).
 - Student work: Make one set of copies for each student
Choose two paragraphs of student writing that demonstrate the kinds of grammar and spelling issues most students are having. Type these paragraphs up with the mistakes intact and put them on separate pieces of paper to be printed as two-sided handouts.
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
-

ACTIVITY #2: Editing Game #1 - 40 minutes

- Pass out typewritten copies of a paragraph of student writing that you have chosen before class with all the grammar and spelling mistakes intact.
 - Have students read the paragraph and underline the grammar and spelling issues they find. While students are doing that, copy the paragraph on the board with all the mistakes intact.
 - Put students into three or four teams. Have them compare the issues they have identified and talk about what the problems are for each of the underlined items.
 - Choose a member from one team to come up to the board, underline a problem, and correct it.
 - Ask the student who made the correction: What is the grammar or spelling rule that you are applying?
 - Ask the class: Is the underline in the right place? Is this the right correction? If yes, give one point to the team that made the correction; give the team a second point if they correctly identified the grammar or spelling rule that they applied.
 - Go around to all the teams to ask a different student to come to the board and repeat the process
 - Keep team scores on the board.
-

ACTIVITY #3: Editing Game #2 - 40 minutes

- Have students form new teams.
 - Repeat the Editing Game described above with a different paragraph of student writing.
-

HOMEWORK:

COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

Writing Week 6, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Presenting Your Career Path Timeline and How You Will Make it Real - Writing

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Create and write up a rewriting plan
-

MATERIALS:

- Student work: Student writing assignments from Week 5, Lesson 4 with student and teacher comments.
 - Teacher resource: *Activities for Teaching Writing Skill* (attached to Week 2, Lesson 2).
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
-

ACTIVITY #2: Coming Up with a Rewriting Plan - 40 minutes

- Hand student essays back with your comments as well as the evaluations from the other two students who read their essay.
 - Have students read through all the comments.
 - Ask:
 - What is your response to all the feedback?
 - What kinds of rewriting ideas do you have? Write their suggestions on the board.
 - Write the following questions on the board:
 - What is your rewriting plan?
 - What strategies are you going to use to get your reader interested in your topic?
 - Have students get into their original evaluation groups to pass around their essays and evaluations to the left as before. Students should read for how the teacher's comments compare and contrast with classmates' comments.
 - Have students talk through their rewriting plans as a group.
 - As a class, ask students to talk through some of their writing plans and strategies. Write some of these approaches and strategies on the board.
 - Tell students to write down their writing plans in note form.
-

ACTIVITY #3: Writing with a Partner Audience - 40 minutes

- Have students take out their notebooks to do some writing.
- Write the following questions on the board:
 - What is your plan to improve the opening of your essay? How can you get your reader's attention?

- What is your plan to improve the different body paragraphs?
 - Put students into pairs.
 - Have students write the first question in their notebooks and answer it. When students have finished their first answer, they should give their writing to their partner. Stress that this writing is a draft and everyone expects drafts to have mistakes. The partner must read the answer and write down any questions they may have for clarification. They may NOT make comments on:
 - Penmanship.
 - Spelling.
 - Grammar.
 - Have students repeat this process with the other questions on the board.
 - When they are finished writing, ask the class: What are the new ideas you came up with as a result of this exercise?
-

HOMEWORK:

WRITE: Have students rewrite the writing assignment based on their rewriting plan.

COMPLETE: Have students complete grammar exercises that you choose, which will help to address a significant class grammar issue.

Writing Week 6, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Presenting Your Career Path Timeline and How You Will Make it Real - Writing

OBJECTIVES:

- Learn a critical grammar lesson chosen by the teacher.
 - Begin the rewriting process on the computer.
-

MATERIALS:

- Teacher Resource: *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2).
 - Classroom resource: Dictionaries.
-

ACTIVITY #1: Teacher Chosen Grammar Lesson - 40 minutes

- Choose and have students complete an activity from *Activities for Teaching Writing Skills* (attached to Week 2, Lesson 2) that clearly addresses a significant class grammar issue.
-

ACTIVITY #2: Coming Up with a Rewriting Plan and Beginning the Re-Writing Process on the Computer - 80 minutes

- Have students get out their rewriting plans, their essays, and their evaluations.
 - Tell students to focus on one paragraph at a time.
 - Tell students they will need to finish their rewrites before the next class.
-

HOMEWORK:

WRITE: Have students complete the final draft for the Week 6 writing assignment.

REMINDER: Tell students to bring the *Learning Styles Explained* handout that they received in Week 1, Lesson 3 along with their scores on the *Multiple Intelligences Teacher* and the *Multiple Intelligences Palette* to use in the next class.

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Reading Week 7, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Developing a Final Power Point Presentation

Cass to be held in the Technology Lab



OBJECTIVES:

- Present the assignment for the final project.
- Demonstrate how to do a PowerPoint presentation.
- Develop criteria for a good PowerPoint presentation.

MATERIALS:

- Equipment to demonstrate how to create a PowerPoint presentation.
- Handout: Make one copy for each student.
The Power Point Assignment: Your Culinary/Restaurant Management Career Plan (attached)
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.
Learning Styles Explained (attached to Week 1, Lesson 3)
Multiple Intelligences Teacher (attached to Week 1, Lesson 3)
Multiple Intelligences Palette (attached to Week 1, Lesson 3)

ACTIVITY #1: PowerPoint Assignment and Demonstration - 40 minutes

Activity #1, Part 1: The PowerPoint Assignment

- Tell the students they are going to do a PowerPoint presentation on their career path for their final project and will use all their writings from the course to put this together. Explain that the presentation should answer the following questions, with at least one slide per question. However, the questions themselves should not be included on the slides.
 1. What is your presentation about and why is it important?
 2. What are you going to do in your presentation?
 3. Who are you?
 - a. What are your learning styles?
 - b. What kinds of skills do you have?
 4. Why have you chosen the culinary or restaurant management field?
 - a. What does the field offer that fits your kind of intelligence and skills?
 - b. What else do you like about the field?
 5. Which specific job have you chosen as your career goal?
 - a. How is this job a good fit for you?
 6. Present a visual of your career plan.
 7. What training(s) will you need to reach your career goal?
 - a. How long is each of these trainings?
 8. Will you be working while you are training?
 - a. Which jobs? For how long?

9. What obstacles do you need to overcome to make this career plan work?
10. What resources and supports will you need?
11. What will you do to keep yourself motivated?

Other project requirements:

- Include a motivational quote that will be helpful to them.
- Include at least three visuals as part of the presentation.
- Tell students to consider:
 - Who are all the potential audiences for this PowerPoint? Other students? Family? Employers? Others?
 - Why would these audiences be interested in your career path presentation?
- After students understand the assignment, discuss who they want to invite to these presentations, if appropriate.

Activity #1, Part 2: Demonstration on How to Create a PowerPoint Presentation

- Demonstrate how to put a PowerPoint together. Show students how to choose slide types, fill them in, etc.
 - Start with question one: What is your presentation about and why is it important?
 - To type in the text for a presentation, ask:
 - What are some ways to translate the primary questions into titles? What are some suggestions? Fill in a suggestion for a title slide.
 - When you are giving details on primary question slides, do you have to write whole sentences? Make sure students understand that a PowerPoint contains clear notes that they can talk about, but not all the text they would put in a written paper.
 - How would you fill in your learning styles? What kinds of skills should you write down?
 - Continue the question/answer process to put together answers for the second question (What are you going to do in your presentation?) and the supporting slides.
-

ACTIVITY #2: Criteria for Good Presentations - 40 minutes

- Have students take out their criteria for evaluating writing assignments, last expanded in Week 6, Lesson 1.
 - Ask:
 - How do the criteria for a good presentation differ from the criteria for a good writing assignment?
 - How are presentations and writing assignments different? List differences on the board.
 - Have the class describe a great presentation.
 - Put students in pairs to come up with listings of criteria for their presentations.
 - Go around the room to have the pairs name different criteria items and place them on the board.
 - Finalize the criteria as a class. Have students write these criteria in their notebooks. Teachers should also write down these criteria to be used in Week 8.
-

ACTIVITY #3: Using Visuals in Your PowerPoint Treasure Hunt - 40 minutes

- Tell students to think about the visuals they could use in their PowerPoint.
 - Have students call out the kinds of visuals they could use. Write them on the board.
 - Have students list possible search terms they could use to find materials. Write them on the board.
 - Tell students to find three visuals to include in the PowerPoint presentation.
-

HOMEWORK:

WRITE: Have students outline questions 1-3 for their PowerPoint presentation. This outline should determine what will go on each slide to answer these questions.

1. What is your presentation about and why is it important?
2. What are you going to do in your presentation?
3. Who are you?
 - a. What are your learning styles?
 - b. What kinds of skills do you have?

E-mail this assignment to the teacher before the next class, if possible.

TEACHER PREPARATION: Type up the criteria for a good presentation created in Activity #2 in the form of a handout. These criteria will be provided to students as a handout in Week 8.

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THE POWERPOINT ASSIGNMENT: YOUR CULINARY/RESTAURANT MANAGEMENT CAREER PLAN

The PowerPoint presentation on your career path for the final project will utilize all your writings from the course. The presentation should answer these questions. Each answer should be on a separate slide, but these questions should not be included in the presentation.

1. What is your presentation about and why is it important?
2. What are you going to do in your presentation?
3. Who are you?
 - a. What are your learning styles?
 - b. What kinds of skills do you have?
4. Why have you chosen the culinary/restaurant management field?
 - a. What does the field offer that fits your kind of intelligence and skills?
 - b. What else do you like about the field?
5. Which specific job have you chosen as your career goal?
 - a. How is this job a good fit for you?
6. Present a visual of your career plan, if possible.
7. What training will you need to reach your career goal?
 - a. How long is each of these trainings?
8. Will you be working while you are training?
 - a. Which jobs? For how long?
9. What obstacles do you need to overcome to make this career plan work?
10. What resources and supports will you need?
11. What will you do to keep yourself motivated?
 - a. Include a motivational quote that will be helpful to you.

Additional Presentation Requirements:

- Include a motivational quote that will be helpful to you.
- Include at least three visuals as part of the presentation.

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Reading Week 7, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Developing a Final Power Point Presentation



Class to be held in the Technology Lab

OBJECTIVES:

- Review answers to questions 1-3.
- Complete the PowerPoint for questions 1-3.
- Begin the outlining process for questions 4-7.

MATERIALS:

- Student work: Students should bring their outlines of the answers to questions 1-3. Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.

ACTIVITY #1: Peer Review of Outline - 20 minutes

- Have students get into pairs to review the three questions they outlined and ask each other for clarification and more information, as necessary.

ACTIVITY #2: Build Out the PowerPoint - 60 minutes

- Put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.
- Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.

ACTIVITY #3: Compile Outline for Next Four Questions – 40 minutes

- For those students who have completed their first three questions, have them begin their outlines for questions 4-7.

HOMEWORK:

WRITE: Have students complete the outline for questions 4-7:

4. Why have you chosen the culinary/restaurant management field?
 - a. What does the field offer that fits your kind of intelligence and skills?
 - b. What else do you like about the field?

5. Which specific job have you chosen as your career goal?
 - a. How is this job a good fit for you?
6. Present a visual of your career plan, if possible.
7. What training will you need to reach your career goal?
 - a. How long is each of these trainings?

E-mail this assignment to the teacher before the next class, if possible.

Reading Week 7, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Developing a Final Power Point Presentation

OBJECTIVES:

- Review answers to questions 4-7.
 - Complete the PowerPoint presentation for questions 4-7.
-

MATERIALS:

- Student work: Students should bring their outlines of the answers to questions 4-7. Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.
-

ACTIVITY #1: Peer Review of Outline - 20 minutes

- Have students get into pairs to review the four questions they outlined and ask each other for clarification and more information, as necessary.
-

ACTIVITY #2: Build Out the PowerPoint - 60 minutes

- Put more confident students into pairs so they can ask questions as they put their PowerPoint presentations together.
 - Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.
-

ACTIVITY #3: Compile Outline for Next Four Questions – 40 minutes

- Have students who have completed all four questions begin their outlines for the last four questions.
-

HOMEWORK:

WRITE: Have students finish their outlines for questions 8-11:

8. Will you be working while you are training?
 - a. Which jobs? For how long?
9. What obstacles do you need to overcome to make this career plan work?
10. What resources and supports will you need?
11. What will you do to keep yourself motivated?
 - a. Include a motivational quote that will be helpful to them.

E-mail this assignment to the teacher before the next class, if possible.

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Reading Week 7, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Developing a Final Power Point Presentation

OBJECTIVES:

- Review answers to questions 8-11.
 - Complete the PowerPoint presentation for questions 8-11.
-

MATERIALS:

- Student work: Students should bring their outlines of the answers to questions 8-11 Teachers may wish to bring hard copies of outlines that have been e-mailed prior to class.
-

ACTIVITY #1: Peer Review of Outline - 20 minutes

- Have students get into pairs to review the four questions they outlined and ask each other for clarification and more information, as necessary.
-

ACTIVITY #2: Build Out the PowerPoint - 60 minutes

- Put more confident students into pairs so they can ask questions as they put their PowerPoint together.
 - Walk a group of less-confident students with fewer computer skills through the use of PowerPoint and the writing of their outlines. Have this group do things at the same time with your instruction. For example, have everyone go to the first slide, put in the statement for the first slide, etc.
-

ACTIVITY #3: Finalize Writing or Practice in Pairs – 40 minutes

- For those students who have completed all their questions, provide an opportunity to work on finalizing their writing or practicing their presentation in pairs.
-

HOMEWORK:

PREPARE: Have students prepare to give their PowerPoint presentations.

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Writing Week 8, Lessons 1 through 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Giving Your Power Point Presentation

OBJECTIVES

- Formally present PowerPoint presentations.
 - Evaluate presentations according to the criteria for a good presentation.
-

MATERIALS

- Classroom resource: Equipment needed for PowerPoint presentations.
 - Handout: Make one copy for each student.
Criteria for a Good PowerPoint Presentation (created in Week 7, Lesson 1)
-

ACTIVITIES #1 and #2: PowerPoint Presentations - 120 minutes

- Distribute a printed version of the student criteria for presentations from Week 7, Lesson 1.
 - Have listeners fill out the criteria after they have listened to each presentation.
 - After each presentation, conduct a discussion by asking:
 - What questions do you have for the presenter about his career?
 - What really worked in the presentation?
 - What needs further clarification?
-

ACTIVITIES #2 On Day 4: Celebration

- Go around the room to ask students what they have learned so far and what they hope to learn in the next eight weeks.
- Cheer for students after they speak.

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Week 9, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Course Goals and Industry Trends

OBJECTIVES:

- Identify skills learned and skills needed.
 - Introduce Hospitality/Culinary Bridge Semester 1 goals.
 - Compare course goals with student goals.
 - Identify bridge course success strategies learned and those that need to be strengthened.
-

MATERIALS:

For Activity #2:

- Handout (attached): Make one copy for each student.
Hospitality/Culinary Bridge Goals and Course Descriptors

For Activity #3:

- Teacher resource: Four index cards with one of the following titles written on each: Punctuality, good attendance, full homework completion, teamwork.
 - Classroom resource: Flip chart.
-

Activity #1: Ice Breaker – 40 minutes.

- If you have new students, welcome them to the Hospitality/Culinary Career Bridge Semester 1 course.
 - Introduce yourself to new students and tell students why you will be a strong and supportive teacher.
 - Ask students:
 - How did their first eight weeks of the Bridge go?
 - What are they looking forward to in the next eight weeks of this course?
 - Encourage students to call out their answers.
 - Tell students you will start this course with a brief look at the skills learned in Bridge Semester 1 weeks 1-8 and those they look forward to learning in the next eight weeks.
 - Put two categories on the board: skills that you learned in the first eight weeks of the Bridge and skills you look forward to learning in the next eight weeks.
 - Walk to a different portion of the board and ask:
 - What are the different categories of skills we covered in the first eight weeks of the Bridge?
 - Write student categories on the board. Answers could include: reading, writing, grammar, research, presentation, grammar, teamwork, etc.
 - What are examples of specific skills covered in each of these categories?
 - Write student examples on the board.
 - Put students into pairs to interview each other to get the information they need to introduce their partner with the answers to the following questions:
 - What are the skills you feel you mastered in the first eight weeks of this course?
 - What are the skills you feel you look forward to learning in the next eight weeks of this course?
 - Go round robin to have students introduce their partners by answer the two questions.
-

Activity #2: Compare Student and Course Goals – 40 minutes.

- Have students get different partners and find out their new partners' goals for the course. These should include academic, career, and personal goals. Each student should write down his/her goals for each category.
 - Put three new categories on the board: academic, career, and personal goals.
 - Go round robin to each pair of students for a different reason for taking this course for each category. List those reasons on the board.
 - Pass out *Hospitality/Culinary Bridge Semester 1 Academic and Career Goals and Additional Course Descriptors* (attached).
 - Go round robin to have each student read a goal out loud, compare it to what is already on the board, and check off items already listed. Add any new goals not already on the board.
 - Compare the goals in the handout with the students' goals on the board by asking:
 - How well does the course meet your goals?
 - How will these academic and career goals impact your personal goals?
-

ACTIVITY #3: Identifying Success Strategies– 40 minutes.

- Ask:
 - So how do we accomplish all these goals?
 - What are some success strategies you used in the first eight weeks of the Bridge?
 - Tell students that to answer this question: put students into four groups.
 - Give each group one of the index cards described in the “materials” section. Tell each person to look at the word they have been given and each write down:
 - What are the success strategies you need to achieve this outcome?
 - Be as specific as possible.
 - Have groups pass their cards to the left and repeat this individual listing process for each card.
 - Next, give each group a piece of flip chart paper and one of the cards. Instruct each group to:
 - List out a comprehensive list of success strategies for the outcome on their card.
 - Put this list on the flip chart and put it on the board.
 - Have groups read all the new lists and decide what they would like to add to each. A representative should then go to each list and add success strategies that have not yet been listed.
 - Ask each student to look at all four list of success strategies and:
 - Write down those that are their strongest.
 - Write down at least three that they need to work on.
 - Finally, ask students:
 - What are some general statements you could make about yourself and the success strategies you have written down?
 - Write some of students' examples on the board.
 - Tell students these kinds of general statements that cover the gist of what you have to say are thesis statements. They will need to choose one or create one that fits their notes on their own success strategies well.
-

HOMework:

MATERIALS: Tell students they will each need a notebook, multiple highlighters, and a place to keep all course assignments and papers. Students are responsible for keeping all their work with them for each class.

WRITE

- Have students write a three paragraph essay that answers the following three questions:
 - What are the primary strategies you used to create success in the first eight weeks of the Bridge?
 - What are the success strategies you need to work on?
 - What are some of the specifics of your plan to create success in the next eight weeks?
- Make sure this essay contains:
 - A clear thesis statement. This is the topic sentence for the first paragraph as well as the thesis statement: the topic sentence for the whole essay.
 - Clear topic sentences for each additional paragraph.
 - Be aware the audience for this essay are their classmates. They are telling them how they are going to be contributing to their individual success, which will support the success of the whole class. They will care about that.

Students should e-mail their essays to the teacher before the next class, if possible.

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Hospitality/Culinary Career Bridge Semester 1 Goals and Course Descriptors

Course Academic Goals:

- Improve your test scores in reading, writing, and language skills for the TABE, the 2014 GED, and, for those going on to college, the COMPASS test.
- Cover some Science and Social Studies GED skills in the context of issues that are relevant to the hospitality/culinary field.
- Become ready for college through challenging and thought-provoking reading and writing projects that teach strong research, vocabulary, lecture note-taking, and presentation skills.
- Use the Internet as a research tool to answer questions and find information that can strengthen your own points of view.
- Specific focuses for this course include:
 - Read, understand, and use primary and secondary sources in your own thinking and writing.
 - Become strong in persuasive writing. (If you took the prior first eight weeks of this course, you have practiced narrative, informative, and explanatory writing.)
 - This course will focus on the primary kind of writing you will need for the GED: persuasive writing. You will learn to back up your opinions with strong evidence and clear recommendations.
 - Quote sources and use statistics in your persuasive writing.
 - Read complex charts and graphs to get critical information for your writing projects.
 - Become a strong note-taker on class discussions, readings, and video presentations.
 - Identify the theses of different arguments and different authors, understand these differences in relation to each other, and develop your own theses.
 - Debate your ideas in the classroom.
 - Learn to outline your thesis, evidence, and recommendations quickly.
 - Practice the 45-minute essay.
 - Complete a final writing project based on class reading.

Course Career Goals:

- Explore topics that are directly relevant to hospitality/culinary careers and provide background knowledge and context for working in the field.
- Learn teamwork skills through class pairings and group work that are critical to good performance in the hospitality/culinary workplace.

Additional Course Descriptors:

- The theme for this course is:
 - Economic Impacts on the Local Hospitality/Culinary Industry
- There are five essay assignments and one final project for this class. These writing assignments are based on class readings and student opinions. Some of these assignments will be written in class and will need to be evaluated and rewritten.
- Three of the course essays must be re-written utilizing the evaluation materials from fellow students and the teacher. Due dates will be provided for these re-writes after each has been evaluated.
- All activities are tied to Illinois' ABE/ASE Standards and the 2014 GED standards.
- All activities are tied to your experience, questions, and research.
- Course boundaries: This course does not cover those GED skills required for literature and only some of the required subject areas in Reading, Writing, Language and selected topics required for Science and Social Studies.

All your brilliant ideas, insights, questions, and new answers are welcome! **This course requires a lot of reading and writing in class, and as homework!** A lot of practice is required to get comfortable with and be good at both reading and writing. Reading and writing can be enjoyable, informative, and provocative, particularly if they are done in a learning community that can explore topics that really matter.

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Week 9, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Course Goals and Industry Trends

OBJECTIVES:

- Evaluate homework essays.
 - Decide classroom standards and goals and create a self-assessment.
 - Decide student assistance process.
-

MATERIALS:

For Activity #1:

- Student work: Student must bring one copy of their essay.

For Activity #2:

- Classroom resource: Four index cards with one of the following titles written on each: punctual, good attendance, full homework completion, good teamwork.
- Classroom resource: Flip chart.

For Activity #3:

- Handout (attached): *Self-Assessment and Classroom Assessment Sheet*.
 - Handout (attached): *"I Believe" Statements on Providing Student Support*.
-

ACTIVITY #1: Student Evaluation Essays – 40 minutes.

- Ask students:
 - What were the class criteria for essays in the first eight weeks of the Bridge?
 - For introductions?
 - For supporting paragraphs?
 - For concluding paragraphs?
 - Make sure the criteria includes:
 - Introductions:
 - Includes a thesis.
 - Gets the audiences attention and interest.
 - Supporting paragraphs:
 - Includes a clear topic sentence.
 - Gives a clear explanation of the topic sentence that anyone reading the essay could understand.
 - Conclusion:
 - The essay applies ideas in the essay to a larger context by making recommendations or using ideas in the essay to reach important goals.
- Tell students they will assist other students by giving constructive feedback on their essays. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?

- Have students get out the essays that were due today.
- Put students into groups of three and instruct them to get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments that answer the two questions on the board based on the criteria. After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate a new essay.
- Next, students should give their evaluations to the authors and the authors should read the comments.

TEACHER NOTE: Review these essays AFTER the students have evaluated them. As the students have done, use a separate sheet of paper and write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?

When you hand back the essays, include the other evaluations as part of the package as well. Provide a due date for rewritten essays.

ACTIVITY #2: Set Classroom Standards – 40 minutes.

- Put students into four groups. Give each group an index card with one of the following written on it: punctual, good attendance, full homework completion, good teamwork.
- Direct each group to come up with a proposal that answers the following three questions (write these on the board):
 - What should the classroom success strategy be for this class?
 - Describe what it means to be punctual, have good attendance, have full homework completion or have good teamwork.
 - What would be an acceptable standard per week? Per course?
 - What should each student strive to achieve in the area being discussed?
 - Why do you think your proposal is fair?
- Give each group flip chart paper. Tell groups they should use the following process for answering these questions:
 - Think about their answers individually.
 - Go round robin so they can share their ideas.
 - Come to consensus on their proposal.
 - Outline their proposal on the flip chart paper.
 - Decide how they are going to present their proposal.
- Have groups to present their proposals. After each proposal, ask the class to:
 - Comment on the proposal.
 - Vote on whether they want to accept the proposal or not.
 - Come to a compromise decision as needed to create consensus.

ACTIVITY #3: Set Classroom Goals and Complete Self-Assessment – 40 minutes.

- Ask students to partner with someone from another group.
- Tell students, now that we have figured out what each of them need to do for the class, now we need to decide what the class needs to do for them.
- Write the following question on the board:

- What would make this class a worthwhile class for you? How does the class need to be or what does it need to offer to really motivate you to be successful?
- Instruct students to write this two-part question in their notebooks and answer it in writing. When they are finished answering the question they should:
 - Hand their notebook to their partner. The partner should then read the student's answer and write down questions for clarification or that ask the student for information as needed.
 - Students should pass the notebooks back and forth until they get a good sense of all the things that their partner thinks are needed to make the class worthwhile for them.
- Have students report out, go round robin asking each person to provide one thing that has to happen in the class to make it worthwhile for them.
 - Write these on the board.
 - Keep going around until you have captured all the different reasons.
- Have students choose the five goals that are most important for ensuring the class is worthwhile for everyone. Tell them that the five they choose will be the five they will use to evaluate the class. Have students:
 - Individually, choose the five on the board that are the most important to them.
 - Go through each of the elements on the board and ask students to raise their hands if they chose that element. Put the total number of those who voted on each element next to item on the board.
 - Finalize the five classroom goals.
- Pass out the Self-Assessment and Classroom Assessment Sheet. Ask students to fill in the five classroom goals. Tell students they are to keep track of all the self-assessment items and rate how well the class did on all five classroom goals according to the rating scale. The class will review this sheet weekly.
- Lastly, tell students that you want to get an idea about the best way to support students who may be struggling in the class.
- Tell students to get out a piece of paper and write numbers from 1 to 10. Then:
 - Tell students you will be reading different positions on the best way to support struggling students. You will read each statement twice. When they hear the statement they are to write one of the following next to the corresponding number a:
 - "+" if they agree strongly.
 - "-" if they strongly disagree.
 - Nothing if they are not sure.
- Pass out the "I Believe" statements, one to each student, and read them aloud again so students can double check their responses to each of the statements.
- Ask students to select the statement they agree with most.
- Encourage students to volunteer their choices and then explain the writing homework below.

Homework:

WRITE: Have students prepare for an outline for a 45-minute essay to be written in class tomorrow. This outline should:

- Feature one of the "I Believe" statements as the thesis.
 - Write down their thesis and take notes under the thesis on the importance of students getting support in the class when they need it.
- Provide three reasons for the position they are taking on this topic. Write a topic sentence for each.
 - Under each topic sentence write their notes that explain their topic sentence.
- Outline a conclusion that makes recommendation on how to implement student-supporting practices in this class.

- Make sure they remember that the audience is their classmates. They are to convince them that their position on how to best support struggling fellow students is important because it will work best. Tomorrow they will decide what process the class will adopt.

SELF-ASSESSMENT FOR HOSPITALITY/CULINARY BRIDGE SEMESTER 1

	WEEK 9					WEEK 10					WEEK 11					WEEK 12					WEEK 13					WEEK 14					WEEK 15					WEEK 16				
	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T
Punctuality																																								
Attendance																																								
Homework Completion																																								
Focused teamwork.																																								

CLASSROOM ASSESSMENT

Write in goal and provide per week rating:
 1 – poor, 2- satisfactory, 3- good, 4- excellent

	WEEK 9					WEEK 10					WEEK 11					WEEK 12					WEEK 13					WEEK 14					WEEK 15					WEEK 16				
Goal #1:																																								
Rating:																																								
Goal #2:																																								
Rating:																																								
Goal #3:																																								
Rating:																																								
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Goal #4:																																								
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"I BELIEVE" STATEMENTS ON PROVIDING STUDENT SUPPORT

1. I believe that the best way to keep the class on track is to let the teacher make the rules and enforce them.
2. I believe that students should be responsible for themselves and should solve whatever issues they have in the class on their own.
3. I believe that the best way to keep the class on track is to have the class take responsibility for creating the rules and following up with students who are having trouble with self-assessment issues.
4. I believe that teachers are most able to council students on how to improve on one of their self-assessment issues.
5. I believe that fellow-students know best how to solve other students' self-assessment issues because they have to deal with them everyday and will have good detailed suggestions.
6. I believe that students needing support will be most responsive if they talk to someone one-on-one.
7. I believe that students, with the teacher's assistance, can work with each other in a group situation to help students solve self-assessment issues.
8. I believe that the group assistance won't work unless there is a clear set of rules, so that everyone remains respectful.
9. I believe that the skills learned by working in a team to help others improve their performance will be important in college and on the job.
10. I believe we should just stay focused on the reading and writing required for this class only.

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Week 9, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Course Goals and Industry Trends

OBJECTIVES:

- Rehearse essay arguments out loud.
 - Write a 45-minute essay.
 - Present thesis statements and recommendations.
 - Vote on the classroom student support processes to be adopted.
-

MATERIALS:

For Activity #3:

- Classroom resource: One sheet of flip chart paper for each group.

For Homework:

Technology:

- Handout: Make one copy for each student.
Six Technology Trends Revolutionizing the Hospitality Industry
<http://www.hospitalitynet.org/news/4060662.html>
- Handout: Make one copy for each student.
How Luxury Hotels Mine Social Media in the Name of Comfort
<http://www.theglobeandmail.com/life/travel/luxury-hotels-snoop-in-the-name-of-comfort/article14855826/>

Going Green:

- Handout: Make one copy for each student.
Business Travelers Prefer to Go Green; Implementing 5 Easy & Low Cost Products in the Guest Room
http://www.hotel-online.com/press_releases/release/business-travelers-prefer-to-go-green-implementing-5-easy-low-cost-products
- Handout: Make one copy for each student.
Hotel Industry Embraces Green Revolution
<http://www.entrepreneur.com/article/201838>

General Trends:

- Handout: Make one copy for each student.
Eight Hospitality industry trends for 2013
<http://www.bizjournals.com/louisville/blog/2013/06/eight-hospitality-industry-trends-for.html?page=all>
 - Handout: Make one copy for each student.
Top 10 Hospitality Industry Trends for 2013
<http://hotelexecutive.com/newswire/43113/top-10-hospitality-industry-trends-for-2013>
-

ACTIVITY #1: Rehearse Essay Arguments - 15 minutes.

- Have students get their homework outlines out.

- Go round robin and have each student read his/her thesis statement aloud.
 - Ask: Are your classmates taking similar or different stances on the essay issue?
 - Put students into pairs to hear and respond to student plans for the 45-minute essay. Write the following questions on the board to structure their interaction.
 - What is your thesis?
 - Why did you choose this thesis?
 - What are your reasons? Can you explain each one of them to me?
 - What do you think the class should do to implement your ideas?
 - Tell pairs they are to take turns, assigning one person to be the questioner and one as the speaker. The questioner should use the questions on the board but they should also add questions that will help them understand what the person is trying to say better. When the first questioner is finished, then pairs should switch roles and repeat the process so both students can get heard.
 - Advise students to make any changes to their outline that will improve their essays.
-

ACTIVITY #2: Write a 45-Minute Essay - 45 minutes.

- Tell students that in an actual testing situation they will need to put together their outline and then write an essay in 45-minutes. So today, they will have “extra” time for writing. They are to take their times focusing on being as clear and persuasive as they can. They should write their ideas first and then leave some time to read their work over and make changes. (They have about seven minutes for each paragraph and 10 minutes to read over their work and make grammatical, spelling, and sentence changes to clarify their work further.)
-

ACTIVITY #3: Present Thesis Statement and Recommendations - 40 minutes.

- Put the following columns on the board:
 - Teacher-centered support.
 - Student-centered support.
 - One-on-one support.
 - Group support.
 - No support is required.
- Go round robin to have student read their thesis statements again.
 - Ask each student: Which category does your thesis statement belong in?
 - If students say they belong in more than one category, ask which is their primary category and which is their secondary. Put their name in their primary category and a check mark in any secondary category.
 - Ask the class: Is this the right category for this thesis statement?
- Put students into groups according to the category their names are in. Make sure groups are no larger than four. If there are many people in one group, break them into sub groups. Direct each group to:
 - Share their recommendations for implementing their ideas in the classroom.
 - Come to agreement on what they want to recommend to the class.
 - Provide a set of recommendations that they think the class should implement.
 - Write their recommendations on flip chart paper and display them. They should be as specific as possible.
 - Decide how they will present their recommendations.
- Have groups to present their recommendations. After each presentation, ask the class:
 - Do you have any questions for this group?
 - What do you think of the recommendations? What are their strengths and weaknesses?

ACTIVITY #4: Vote on the Classroom Process to be Adopted - 20 minutes.

- Ask students:
 - Which of these sets of recommendations would be most effective? Why or why not?
 - Are there any particular recommendations that would be effective and easy to implement?
 - What are the specifics for recommendations? How often? Who is involved?
 - Are there any changes to the recommendations the class wants to make to make them as simple as possible?
 - Once there are a set of clear choices to vote on, have students:
 - Vote on the options.
 - Clarify the specifics of what this will mean the class has to do during the course.
 - Tell the class to assign roles as needed.
-

HOMEWORK:

READ: Ask students which of the three topics they have the most interest in reading about as it relates to the hospitality/culinary industry: technology, going green, and general trends. Put students three roughly equal groups based on their interest. Instruct all groups to:

- Underline the significant trends.
- Underline the ways the hospitality industry is adjusting to the trends.
- Circle words they don't know.

Technology:

- *Six Technology Trends Revolutionizing the Hospitality Industry*
<http://www.hospitalitynet.org/news/4060662.html>
- *How Luxury Hotels Mine Social Media in the Name of Comfort*
<http://www.theglobeandmail.com/life/travel/luxury-hotels-snoop-in-the-name-of-comfort/article14855826/>

Going Green:

- *Business Travelers Prefer to Go Green*
http://www.hotel-online.com/press_releases/release/business-travelers-prefer-to-go-green-implementing-5-easy-low-cost-products
- *Hotel Industry Embraces Green Revolution*
<http://www.entrepreneur.com/article/201838>

General Trends:

- *Eight Hospitality industry trends for 2013*
<http://www.bizjournals.com/louisville/blog/2013/06/eight-hospitality-industry-trends-for.html?page=all>
- *Top 10 Hospitality Industry Trends for 2013*
<http://hotelexecutive.com/newswire/43113/top-10-hospitality-industry-trends-for-2013>

Week 9, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Course Goals and Industry Trends

OBJECTIVES:

- Evaluate the 45-minute essays.
 - Identify and define vocabulary words from the readings.
 - Report on homework readings.
 - Watch videos on additional hospitality industry trends.
-

MATERIALS:

For Activity #1:

- Online Resource: *GED Scoring Rubric*
<http://www.unm.edu/~tinan/writing/rubric.htm>

For Activity #3:

- Classroom Resource: Flip chart.

For Activity #4:

- Slide Show: *Current and Future Trends in Tourism and Hospitality*
<http://prezi.com/nit320-ykccqw/current-and-future-trends-in-tourism-and-hospitality/>
 - This is an interesting slide show. The video for this exercise is on the eighth slide entitled: "The Concept of Intelligent Hotel". Click on the video that is featured there.
- Video: *Hotel Guest App (HGA)*
http://www.youtube.com/watch?v=Ku_i_J-O08U (running time: 04:37)
- Video: *Future Trends*
<http://www.youtube.com/watch?v=9C5BTNY4Scs> (running time: 02: 50)

For Homework:

- Handout: Make one copy for each student.
Boomer Influx Shakes Up Restaurant Industry
<http://online.wsj.com/news/articles/SB10001424127887324073504578105364253232952>
 - Handout: Make one copy for each student.
Resistant to the inevitable: How technology is changing the restaurant industry
<http://thenextweb.com/insider/2012/09/22/how-technology-changing-restaurant-industry/>
 - Handout: Make one copy for each student.
The top US restaurant trends for 2013
<http://www.nbr.co.nz/article/top-us-restaurant-trends-2013-lf-131845>
-

ACTIVITY #1: Evaluate the 45-Minute Essay - 40 minutes.

- Ask students:
 - How did their essay writing go?
 - What went easily? What was difficult?

- How did they overcome their difficulties?
- How many found new ideas through the process of writing?
- Remind students to remember the essay criteria discussed before the last evaluation. Write these items on the board.
- Pass out the GED Essay Scoring Rubric. Tell students this is the rubric that is used to judge GED Essays. Tell student they are only going to work with two of the requirements today: “Organization” and “Development and Details”.
- Have students read the different descriptions of Organization and Development and Details out loud.
- Put students in pairs and assign them one of these categories from the Rubric: “Effective”, “Adequate”, “Marginal”, and “Inadequate”. Ask them to describe “Organization” and “Development and Details” for that particular level. Encourage them to relate their descriptions to their criteria written on the board.
- Go round robin to the different pairs starting with “Effective” for the Organization topic. Then go to the Adequate, Marginal, and Inadequate pairs to give their descriptions.
- Repeat for “Development and Details”.
- Tell students they will be providing assistance with other students’ writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.
- Put students into groups of three. Tell them to get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria and answering the two questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- Tell students that you will be providing them with evaluations on their essay too so they will have three sets of input to help them with their re-writes. Have students hand in their essays with the two sets of evaluations together

TEACHER NOTE: Review these essays AFTER the students have evaluated them. As the students have done, use a separate sheet of paper and write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Response to Prompt” “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.

When you hand back the papers, include the other evaluations as part of the package as well. Provide a due date for rewritten essays.

ACTIVITY #2: Identify and Define Vocabulary Words from the Readings - 20 minutes.

- Have students take out their three articles on India look at the words they circled in their readings.
- Go round robin asking each student for a word they circled that is not on the board until all words students had underlined in their homework have been recorded.
- Ask the class if anyone knows any of the definitions. Write these definitions on the board next to the words.
- Identify the words that students still do not understand.

- Have students read the sentence/paragraph where the word occurs.
 - Ask students to guess the meaning of the words from the context.
 - Put these definitions on the board.
 - Tell students to look up words they still don't know.
 - Assign students to look up words students still do not know.
 - Have students as a group to pick at least 10 words from the list on the board that they want to learn.
 - Ask students to write the words and definitions down in their notebooks with the words on one side and the definitions on one side. Tell them they will need to study these for upcoming quizzes.
-

ACTIVITY #3: Report on Homework Readings - 30 minutes.

- Put students into their groups: those who have been assigned the same readings. Groups are to:
 - Make a single list of hospitality trends and the examples of how the hospitality industry is adjusting to these trends.
 - Write these trends on flip chart paper.
 - Make a plan for their presentation so that everyone in the group plays a role.
 - Have each group to present the trends.
 - After all the presentations have been delivered, ask:
 - Are there any general statements you can make about the whole set of trends that are impacting the hospitality industry?
 - Are there any additional impacts that you see being the result of these trends?
 - TEACHER NOTE: Save the flip chart listings of trends for Activity #3 tomorrow.
-

ACTIVITY #4: Watch Short Videos on Additional Hospitality Trends - 30 minutes.

- Write the following question on the board: What are the new trends explored in the video?
 - Tell students they are to add to their list of trends by watching three videos and taking notes on the new trends they see. Two of the videos are demonstrations of the new trends and have no talking in them; the third has talking. The class will watch each video twice:
 - During the first viewing, students are to just watch the video. Afterwards, they are to write down their responses to the question on the board.
 - During the second viewing of the video, they are to take notes on the specifics of the new changes.
 - After each video ask:
 - What are the new trends being demonstrated or discussed?
 - What are the specific ways this/these trends change the hospitality industry?
 - What does this video add to our knowledge of hospitality trends?
 - Tell students that the homework will take a look at restaurant industry trends. They will be preparing for the question: how are the hospitality and restaurant industry trends similar and different?
-

HOMEWORK:

READ: Tell students to read the three articles below and to answer the questions following each reading.

- *Boomer Influx Shakes Up Restaurant Industry*
<http://online.wsj.com/news/articles/SB10001424127887324073504578105364253232952>

- Students need to first read the article carefully. Next, they need to think about the questions below and underline those things that help them answer the questions. Lastly, they need to answer the questions:
 - What do baby boomers like to eat?
 - How are baby boomers different than younger eaters?
 - What do younger males like to eat?
 - How are younger males different than baby boomers?
 - Which restaurants have improved their sales because of marketing to older eaters?
 - Which restaurants have seen their sales go down because of not marketing to older eaters?
 - What has been the impact of the economic downturn on the restaurant industry?

- *Resistant to the Inevitable: How technology is changing the restaurant industry*
<http://thenextweb.com/insider/2012/09/22/how-technology-changing-restaurant-industry/>
 - Again, read the article. Think about the questions. Read the article again and underline those parts of the article that will help them answer the questions, then, answer the questions:
 - What are the different technologies that are changing the restaurant industry?
 - What do these technologies improve the restaurant experience?
 - What are the difficulties these technologies create for some restaurants?

- *Restaurant Trends*
<http://nationalrestaurantconsultants.com/top-trends-for-2013-2/>
 - Use the same process as with the other two articles and answer the following questions:
 - What does this article say the trends are?
 - How do restaurants have to adjust to each of these trends

Week 10, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: The Hospitality/Culinary Customer

OBJECTIVES:

- Present restaurant trends from homework readings.
 - Watch videos and take notes on restaurant trends.
 - Compare and contrast lists from both industries.
 - Review plagiarism definition.
-

MATERIALS:

For Activity #1:

- Classroom Resource: Flip chart.

For Activity #2:

- Video: *What's Hot in 2013 Culinary Forecast*
<http://www.youtube.com/watch?v=Y7Ljd8UpbSU> (running time: 02: 55)
- Video: *2013 Restaurant Industry Forecast*
<http://www.youtube.com/watch?v=Nq7hf5QpcA&list=PL8E7A74F81743C875> (running time: 03:20)

For Activity #2:

- Handout (attached): Make one copy for each student.
What is Plagiarism?

For Homework:

- Handout: Print one copy for each student.
5 Hospitality Industry Trends in 2013 (Strong Opinions)
<http://www.hospitalitydaily.com/5-hospitality-industry-trends-in-2013-277/>
-

ACTIVITY #1: Present Restaurant Trends from Homework Readings – 40 minutes.

- Tell students to review the answers to the “Boomer” article while you write the following questions on the board:
 - What do baby boomers like to eat?
 - How are baby boomers different than younger eaters?
 - What do younger males like to eat?
 - How are younger males different than baby boomers?
 - Which restaurants have improved their sales because of marketing to older eaters?
 - Which restaurants have seen their sales go down because of not marketing to older eaters?
 - What has been the impact of the economic downturn on the restaurant industry?
- Go round robin to have different students answer a different question. After each student answers a question, ask the remaining students:
 - Does anyone want to add more information to this answer?

- Put students into seven groups, assign each group a different question, and give each group a piece of flip chart paper. Tell groups you want them to:
 - Go individually through the article and underline the facts that show support for your answer to the group's question.
 - Individuals then need to report to the group so there is one list of facts.
 - These facts should be written in short note form and in the group's own words.
 - The group needs to get this list of facts on flip chart paper with the question written at the top.
 - The group also needs to plan a presentation of their lists.
 - Tell students they need to preserve the facts their group came up with, as they will be writing a summary for homework tonight. Keep the flip chart paper up on the board.
 - Next, put students into two groups and assign them each one of the two remaining articles. Direct each group to:
 - Decide who is to answer which questions and how they will put the answers together to present their answers. Make flip chart paper available as needed.
 - Have groups give their presentations. Allow for a short Q&A session after each presentation.
-

ACTIVITY #2: Watch Videos and Take Notes on Restaurant Trends - 40 minutes.

- Tell students they are going to watch videos and take notes as part of a note taking game.
 - Put students into pairs and tell them whichever pair has the most accurate facts from the videos they watch will win the game. There will be two videos and, thus, two opportunities to win.
 - Tell students they will watch each video twice. The first video is one where there is only reading. The second combines talking and reading.
 - Give students a minute to talk through their note taking strategies. Are they each going to write down every fact they can or are they going to take turns writing down every other fact? These facts will come fast and furious, so how do they plan to deal with the new material?
 - Play the first video while students take notes. After the video let them talk about their strategies for watching it again. What did they get written down? How will they capture the rest?
 - Play the first video again.
 - Give each group a number and put these numbers on the board with a space for keeping score next to each number. Let groups get their lists together quickly while you put this on the board.
 - Go to group one and ask for one fact. As they give you a fact, put a point next to their group number. Go round robin, giving a point to each group that has a new fact from the video. When groups run out of facts, they drop out of the game. Keep going round robin until there are no groups with any more facts.
 - Repeat this process for the second video.
-

ACTIVITY #3: Compare and Contrast Trends Lists from Both Industries– 20 minutes.

- Put the flip chart lists of trends for the hospitality industry on the board in a group near the trends for the restaurant industry.
 - Ask: What are the similarities? Take notes on student answers on the board.
 - Ask: What are the differences? Take notes on student answers on the board.
 - Ask: What are some general statements you can make on the current trends in the hospitality and restaurant industries?
 - Ask: What do you think will be the impact of these trends?
-

ACTIVITY #4: Review Plagiarism Definition – 20 minutes.

- Ask: What does the word plagiarism mean?
 - Put their definition on the board.
 - Pass out the “What is Plagiarism” handout and have student read up to the “Types of Plagiarism” section.
 - Ask:
 - What is plagiarism?
 - Is it serious?
 - Why?
 - What are the different things considered plagiarism? Go round robin have these things read aloud.
 - Ask students how they can bring up facts and ideas from other authors without plagiarizing.
 - Introduce simple citing requirements:
 - “According to _____,” In this case “Janet Jargon in “Boomer Influx Shakes Up Restaurant Industry”.
 - How to use quotation marks.
 - Review the homework assignment.
-

HOMWORK:

READ: Tell students to read *5 Hospitality Industry Trends in 2013 (Strong Opinions)* and:
<http://www.hospitalitydaily.com/5-hospitality-industry-trends-in-2013-277/>

- Underlie the trends.
- Mark those with a “P” that the author thinks are positive trends.
- Mark those with “N” for those the author thinks are negative trends.

WRITE: Tell students to write a short summary that answers the question their group answered for Activity #1 for the “Boomer” article that includes at least three of the facts their group presented. This summary should be easy to understand and be in their own words. NO plagiarism.

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WHAT IS PLAGIARISM?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

ACCORDING TO THE MERRIAM-WEBSTER ONLINE DICTIONARY, TO "PLAGIARIZE" MEANS

- To steal and pass off (the ideas or words of another) as one's own.
- To use (another's production) without crediting the source.
- To commit literary theft.
- To present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

BUT CAN WORDS AND IDEAS REALLY BE STOLEN?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:

- Turning in someone else's work as your own.
- Copying words or ideas from someone else without giving credit.
- Failing to put a quotation in quotation marks.
- Giving incorrect information about the source of a quotation.
- Changing words but copying the sentence structure of a source without giving credit.
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules).

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly.

TYPES OF PLAGIARISM

Plagiarism is not always a black and white issue. The boundary between plagiarism and research is often unclear. Learning to recognize the various forms of plagiarism, especially the more ambiguous ones, is an important step towards effective prevention.

The Plagiarism Spectrum was developed as a way to define and distinguish the common ways in which plagiarism can take form. The Spectrum makes these forms memorable by tagging the types with “Digital 2.0” monikers, a gesture that both acknowledges the role that the internet plays in instances of content copying and makes the types more meaningful for a generation of writers who are “digital natives.”¹

As part of the Plagiarism Spectrum project, a May 2012 survey of nearly 900 secondary and higher education instructors was also conducted to assess the frequency with which these types appear as well as the degree to which each type is problematic for instructors.

Each of the 10 most common types of plagiarism are defined below. The types are ranked in order of severity of intent.

#1. CLONE

Submitting another’s work, word-for-word, as one’s own

#2. CTRL-C

Contains significant portions of text from a single source without alterations

#3. FIND - REPLACE

Changing key words and phrases but retaining the essential content of the source

#4. REMIX

Paraphrases from multiple sources, made to fit together

#5. RECYCLE

Borrows generously from the writer’s previous work without citation

#6. HYBRID

Combines perfectly cited sources with copied passages without citation

#7. MASHUP

Mixes copied material from multiple sources

#8. 404 ERROR

Includes citations to non-existent or inaccurate information about sources

#9. AGGREGATOR

Includes proper citation to sources but the paper contains almost no original work

#10. RE-TWEET

Includes proper citation, but relies too closely on the text's original wording and/or structure

In addition to being ranked by severity, each type is also accompanied by an example to illustrate how each type appears within the context of a paper.

For full study details and the full list of examples, please [download a copy of the white paper](#).

¹ <http://www.marcprensky.com/writing/prensky%20-%20digital%20natives,%20digital%20immigrants%20-%20part1.pdf>

GLOSSARY

ATTRIBUTION

The acknowledgement that something came from another source. The following sentence properly attributes an idea to its original author:

Jack Bauer, in his article "Twenty-Four Reasons not to Plagiarize," maintains that cases of plagiarists being expelled by academic institutions have risen dramatically in recent years due to an increasing awareness on the part of educators.

BIBLIOGRAPHY

A list of sources used in preparing a work.

CITATION

- A short, formal indication of the source of information or quoted material.
- The act of quoting material or the material quoted.
- See our section on [citation styles](#) for more information.

CITE

- To indicate a source of information or quoted material in a short, formal note.

- To quote.
- To ascribe something to a source.
- See our section on [citation styles](#) for more information.

COMMON KNOWLEDGE

Information that is readily available from a number of sources or so well-known that its sources do not have to be cited.

The fact that carrots are a source of Vitamin A is common knowledge, and you could include this information in your work without attributing it to a source. However, any information regarding the effects of Vitamin A on the human body is likely to be the product of original research and would have to be cited.

COPYRIGHT

A law protecting the intellectual property of individuals, giving them exclusive rights over the distribution and reproduction of that material.

ENDNOTES

Notes at the end of a paper acknowledging sources and providing additional references or information.

FACTS

Knowledge or information based on real, observable occurrences. Just because something is a fact does not mean it is not the result of original thought, analysis, or research. Facts can be considered intellectual property as well. If you discover a fact that is not widely known nor readily found in several other places, you should cite the source.

FAIR USE

The guidelines for deciding whether the use of a source is permissible or constitutes a copyright infringement. See our section [What is Fair Use?](#) for more information.

FOOTNOTES

Notes at the bottom of a paper acknowledging sources or providing additional references or information.

INTELLECTUAL PROPERTY

A product of the intellect, such as an expressed idea or concept, that has commercial value.

ORIGINAL

- Not derived from anything else, new and unique.
- Markedly departing from previous practice.
- The first, preceding all others in time.
- The source from which copies are made.

PARAPHRASE

A restatement of a text or passage in other words.

It is extremely important to note that changing a few words from an original source does NOT qualify as paraphrasing. A paraphrase must make significant changes in the style and voice of the original while retaining the essential ideas. If you change the ideas, then you are not paraphrasing -- you are misrepresenting the ideas of the original, which could lead to serious trouble.

PLAGIARISM

The reproduction or appropriation of someone else's work without proper attribution; passing off as one's own the work of someone else.

PUBLIC DOMAIN

The absence of copyright protection; belonging to the public so that anyone may copy or borrow from it. For more information, see our section on [What is public domain?](#)

QUOTATION

Using words from another source.

SELF-PLAGIARISM

Copying material you have previously produced and passing it off as a new production. This can potentially violate copyright protection if the work has been published and is banned by most academic policies.

PREVENTING PLAGIARISM WHEN WRITING

In a research paper, you have to come up with your own original ideas while at the same time making reference to work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to integrate sources in your paper? If you change some of what an author said, do you still have to cite that author?

Confusion about the answers to these questions often leads to plagiarism. If you have similar questions or are concerned about preventing plagiarism, we recommend using the checklist below.

PLANNING YOUR PAPER

CONSULT WITH YOUR INSTRUCTOR

Have questions about plagiarism? If you can't find the answers on our site or are unsure about something, you should ask your instructor. He or she will most likely be very happy to answer your questions. You can also check out the guidelines for citing sources properly. If you follow them and the rest of the advice on this page, you should have no problems with plagiarism.

PLAN YOUR PAPER

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan how you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline or coming up with a thesis statement in which you clearly formulate an argument about the information you find will help establish the boundaries between your ideas and those of your sources.

TAKE EFFECTIVE NOTES

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems-- including

improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away-- finding them again later when you are trying to finish your paper can be a nightmare!

WRITING YOUR PAPER

WHEN IN DOUBT, CITE SOURCES

Of course you want to get credit for your own ideas. And, you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you should always cite your source. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by:

- Showing that you are not just copying other ideas but are processing and adding to them.
- Lending outside support to the ideas that are completely yours.
- Highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere.
- Also see: [how to cite sources properly](#).

MAKE IT CLEAR WHO SAID WHAT

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish who said what, and give credit to the right person.

KNOW HOW TO PARAPHRASE

A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information. [Learn how to paraphrase properly.](#)

ANALYZE AND EVALUATE YOUR SOURCES

Not all sources on the web are worth citing-- in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using the "Web Page Evaluation Criteria" available through New Mexico State University's website.

Week 10, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: The Hospitality/Culinary Customer

OBJECTIVES:

- Define who they are as a hospitality/culinary customer.
 - Analyze homework reading.
 - Apply the impact of negative trends in the reading to them as a customer.
-

MATERIALS:

For Activity #2:

- Classroom Resource: Flip chart and markers.
-

ACTIVITY #1: Define Yourself as a Hospitality/Culinary Customer – 40 minutes.

- Tell students that the class has now established what the hospitality and restaurant industries are up to and that now the class will explore the ways hospitality customers are impacted by economic forces closer to home. But first, the class needs to find out the about the kind of consumer each of them are. This will make the realities of economic changes for different parts of the hospitality industry really clear.
- Ask: Who wants to take a quick survey about their interactions with the hospitality industry on a yearly basis?
- Ask a volunteer student to answer the following set of questions:
 - How often do you eat out?
 - What kinds of places do you eat?
 - How often do you take vacations?
 - What kinds of places do you go?
 - What kind of hotels do you stay in on vacation? What kinds of restaurants do you go to?
 - What is your dream vacation? Where would you go? Where would you stay? What would you eat?
 - What kinds of conditions do you need to become a consumer of more hospitality services?
- Ask: What were the key questions I asked to get a good outline of this student's involvement with the hospitality industry?
 - List the questions they remember and add any students think will get good information from their classmates on this topic.
- Put students into pairs and have them interview and take notes on each others answers.
- Go round robin to have students introduce their partners as hospitality customers.
- After everyone has been introduced, ask the class:
 - What kinds of hospitality customers are in this class?
 - Put two columns on the board: Increase use/Decrease use. Ask:

- What kind of economic changes impact how much your classmates utilize hospitality services? What kinds of conditions increase their use of these services?
 - What kind of conditions decreases their use?
 - List these answers on the board.
-

ACTIVITY #2: Analyze the Homework Reading – 40 minutes.

- Put students into groups of three and get their homework reading out.
 - Have each student to get out a blank piece of paper.
 - Instruct students to write one of the following headings on their paper so that each student has a different heading:
 - All Trends.
 - Positive Trends.
 - Negative Trends.
 - Tell students look at the paper they have in front of them, read the heading, and write one example from the reading in your own words. They are then to pass their papers to the left. They are to keep passing the papers until no one in the group can put any more examples on any of the papers.
 - The group then should:
 - Use the All Trends list and decide which ones are positive and which ones are negative. Like in the homework, they should mark the positive trends with a “P” and the negative trends with an “N”.
 - Groups should then transfer their final lists to flip chart paper and put them on the board.
 - Ask one group member to stand next to their flip chart with a marker. You stand next to your columns on the board. Have one member read one of their trends. Have other students put a check mark on their lists next to the one that is similar.
 - Ask if the item is positive or negative. Write that trend on the board on your list in the appropriate column.
 - Continue until your list is complete.
 - Ask:
 - With the big global trends in hospitality, who are the winners?
 - Who are the losers?
 - What global problems are going to a factor in our futures?
-

ACTIVITY #3: Apply the Impact of Negative Trends on You – 40 minutes.

- Tell students to go to a blank sheet of paper and make two columns: positive impact/negative impact.
 - Ask student to look at the comprehensive list on the board and ask themselves:
 - Which of these global trends impact them?
 - Which impact them positively? They should write these in the positive column.
 - Which negatively? They should write these in the negative column.
 - Which don't impact them at all? They should list these separately.
 - Ask the class:
 - What are changes in the global hospitality industry that will impact them positively? How?
 - What are the changes that will impact them negatively? How?
 - Which ones won't have an impact on them?
 - Will it be easier or harder in the future for you to take your dream vacation?
-

HOMework:

WRITE: Tell students to write an outline for a 45-minute essay they will write tomorrow:

- What kind of hospitality customer are you? What are your needs and wants?
 - Tell students to write a thesis that summarizes the kind of hospitality customer they are. Put their notes on the details that further describe themselves as a hospitality customer.
- What kinds of current economic conditions can drive you away from the industry?
 - Tell students to write a topic sentence for this paragraph and include notes on the different trends that will make it difficult for them to participate in the hospitality industry more.
- What are the current economic conditions that draw you in?
 - Write a topic sentence for this paragraph and include notes on the different trends that will make it easier for you to participate in the hospitality industry more.
- What are the other sources of support you will need to get to the place where you can take your dream vacation?
 - Write your topic sentence and your notes on the conditions you need to be in your life to take your dream vacation.

WARNING: No plagiarism!

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Week 10, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: The Hospitality/Culinary Customer

OBJECTIVES:

- Talk through their essay with a partner.
 - Write a 45-minute essay.
 - Evaluate student essays.
 - Teacher chosen grammar lesson.
-

MATERIALS:

- Student Work: Grammar resources: on-line or book form.
-

ACTIVITY #1: Talk Through Your Essay with a Partner – 15 minutes.

- Have students get their homework outlines out.
 - Ask: Are your classmates taking similar or different stances on the essay issue?
 - Put students into pairs to hear and respond to student plans for the 45-minute essay. Write the following questions on the board to structure their interaction.
 - What is your thesis? Why?
 - What kinds of current economic conditions can drive you away from the industry?
 - What are the current economic conditions that draw you in?
 - What are the other sources of support you will need to get to the place where you can take your dream vacation?
 - Tell pairs they are to take turns, assigning one person to be the questioner and one as the speaker. The questioner should use the questions on the board but they should also add questions that will help them understand what the person is trying to say better. When the first questioner is finished, then pairs should switch roles and repeat the process so both students can get heard.
 - Encourage students to make any changes to their outline that will improve their essays.
-

ACTIVITY #2: Write a 45-minute Essay – 45 minutes.

- Tell students that in an actual testing situation, that they will need to put together their outline and then write an essay in 45-minutes. So today, they will have “extra” time for writing. They are to take their times focusing on being as clear and persuasive as they can. They should write their ideas first and then leave some time to read their work over and make changes. (They have about seven minutes for each paragraph and 10 minutes to read over their work and make grammatical, spelling, and sentence changes to clarify their work further.)
-

ACTIVITY #3: Evaluate Student Essays - 40 minutes.

- Ask students:
 - How did their essay writing go?

- What went easily? What was difficult?
- How did they overcome their difficulties?
- How many found new ideas through the process of writing?
- Remind students to remember the essay criteria discussed before the last evaluation. Write these items on the board.
- Have students get out their GED Essay Rubric.
- Tell students they will be providing assistance with other students' writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.
- Put students into groups of three. Tell them to get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria and answering the two questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- Tell students that you will be providing them with evaluations on their essay too so they will have three sets of input to help them with their re-writes. Have students hand in their essays with the two sets of evaluations together.

TEACHER NOTE: Review these essays AFTER the students have evaluated them. As the students have done, use a separate sheet of paper and write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What "Response to Prompt" "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.

When you hand back the papers, include the other evaluations as part of the package as well. Provide a due date for rewritten essays.

ACTIVITY #4: Teacher Chosen Grammar Lesson- 20 minutes.

- Teacher provides quick grammar lesson and gives grammar homework.

HOMework:

COMPLETE:

- Assigned grammar homework.

Week 10, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: The Hospitality/Culinary Customer



Class to be held in the Technology Lab.

OBJECTIVES:

- Predict customer profiles for different local industry segments.
- Have groups meet to prepare presentations.
- Report preliminary research findings.

MATERIALS:

For Activity #1:

- Classroom Resource: Six index cards with a different industry types from the list below written on each:
 - International Hotel Chain.
 - Independent Chicago Hotel.
 - Downtown Chain/Fast Food Restaurant.
 - Downtown Fine Dining.
 - Neighborhood Chain/Fast Food Restaurant.
 - Neighborhood Independent Restaurant.
- Classroom Resource: Flip chart and markers.

For Activity #2:

This website will help the Neighborhood Independent Restaurant Group:

- Online resource: *Chicago Neighborhoods and Communities-Choose Chicago*
<http://www.choosechicago.com/neighborhoods-and-communities/>

ACTIVITY #1: Predict Customer Profiles for Different Local Hospitality/Culinary Industry Segments - 40 minutes.

- Tell students that they are going to look at different industry segments within Chicago to better understand how economic conditions impact different segments of the hospitality industry. For the next several weeks, students will learn to analyze a variety of Chicago economic conditions from one particular point of view and learn how different economic conditions impact different parts of Chicago differently.
- Have the class count off by six to form six groups. Go to each group with the cards face down and ask a group representative to pick one. Tell students that this is the point of view their group will be investigating in contrast to other points of view for several weeks.
- Invite the different groups to read their assigned industry segment aloud.
- Tell the groups you want them to meet to:
 - Make a list of all the Chicago businesses they can think of that fit their category. Students should write their list on the flip chart paper.

- Predict the kind of customers they think utilize this kind of business. Put the following issues on the board to help them develop a profile. Students should consider:
 - Where do the customers come from?
 - How often do they go out to eat? Utilize hotels?
 - How old are they?
 - What are their incomes like?
 - What are their particular needs? Interests?
 - Prepare a quick presentation to the class to present the list of Chicago businesses in the group's category and their prediction of the profile of their customers.
 - After each presentation, ask the class:
 - Can you think of other businesses that fit this category?
 - Does this customer profile seem plausible to you? Is there anything you would like to add to the prediction?
-

ACTIVITY #2: Conduct Research on Assigned Local Hospitality Segment – 60 minutes.

- Tell students they are to do some internet research on their industry segment to see if their predictions are on target and more.
 - Tell students that they are to do a Treasure Hunt to research and find the following:
 - Find the names of at least 10 more businesses that fit their industry segment.
 - Find information on the types of customers the industry segment serves.
 - Find and print out at least three articles on recent economic impacts on that segment of the industry, for better or for worse.
 - Find at least one graphic that shows how the economy is impacting the group's industry segment.
 - Create a list of all the websites where the group got information.
 - Decide on the visuals for their information: flip chart paper, power point, overhead, other.
 - Ask groups to meet to:
 - Devise a strategy for each Treasure Hunt item that includes:
 - The kinds of web-sites they are going to target. Be sure to select local newspapers as part of the search.
 - The kind of search headings they will use to find key materials.
 - Assignments for who is going to be responsible for which parts of the research.
 - Go from group to group to have them present their research strategies. Take notes on the board on the websites they are going to look at and the kind of search phrases they will use. Allow the class to make further suggestions.
 - Make sure students write down the name of the website and the link for each one they get information from.
-

ACTIVITY #3: Report Preliminary Research Findings – 20 minutes.

- Check-in with each group on what they accomplished and what they still need to accomplish.
-

HOMEWORK:

COMPLETE: Have students complete needed research and presentation preparation

Week 11, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Economics of Supply and Demand

OBJECTIVES:

- Prepare for industry segment presentations.
- Give and evaluate industry segment presentations.

MATERIALS:

- Classroom Resources: Flip chart and markers.
 - Handout (attached): Make five copies per student- one for each group.
Presentation Evaluation Rubric
-

ACTIVITY #1: Prepare for Industry Segment Presentations - 40 minutes.

- Ask students: What makes a good/great presentation?
 - List their answers on the board.
 - Handout the “Presentation Evaluation Rubric”- five per student.
 - Go round robin to have a student read an evaluation item and the four descriptors.
 - Ask students: Who is your audience?
 - The answer: each other. The class is going to need to understand the different industry segments in order to do the analysis and writing that lies ahead. Their group is to help the class better understand the hospitality industry in Chicago.
 - Tell students they are to fill out an evaluation for each group to hand in to that group after the discussion of each presentation.
 - Groups need to meet to compile, prepare, and practice their presentations.
-

ACTIVITY #2: Give and Evaluate Industry Segment Presentations - 80 minutes.

- Allow groups to give their presentations.
 - After each presentation have students fill out an evaluation form for the presenters and ask:
 - What really worked about this presentation?
 - What did you learn from this presentation?
 - What improvements would you suggest?
 - After all the presentations ask:
 - What are the general statements we can make about the hospitality industry segments?
-

HOMEWORK:

COMPLETE: Tell students to complete assigned grammar homework as appropriate.

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Name of Presentation _____ Date _____

Name of Evaluator _____

Presentation Evaluation Rubric

ORAL	1	2	3	4
<i>Content</i>	Did not discuss any of the assigned elements of the presentation.	Discussed a few of the assigned elements.	Discussed most of the assigned elements.	Discussed all of the assigned elements and provided information for new ideas.
<i>Eye Contact</i>	Gave no eye contact; entire presentation was read from notes.	Displayed minimal eye contact with audience and read mostly from notes.	Gave eye contact most of the time, but still returned to the notes.	Held the attention of entire audience with direct eye contact; seldom looked at notes.
<i>Delivery</i>	Was barely heard.	Spoke clearly and was heard most of the time.	Spoke clearly at a level that was heard by everyone, but not enthusiastically.	Spoke clearly and enthusiastically at a level that was heard by everyone.
VISUAL				
<i>Layout</i>	The layout was visually uninteresting and poorly organized.	The layout was standard and was organized in some areas.	The layout had visual interest and was organized to meet assignment expectations.	The layout was visually stimulating and very well organized.
<i>Visual</i>	The visual did not fit the assignment.	The visual did fit the assignment but did not add new information.	The visual fit the assignment and fit into the presentation well.	The visual was really interesting and provided valuable new ideas to the presentation.
<i>Teamwork</i>	The presentation team was disorganized and made the presentation hard to follow.	The presentation team was uneven in its delivery but got most of the important points across.	The presentation team was organized and did a good job of delivering all necessary material.	The presentation team was very organized and knowledgeable, providing new ways to think about the presentation material.

Oral Score/Grade _____

Visual Score/Grade _____

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Week 11, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Economics of Supply and Demand

OBJECTIVES:

- Review and apply principles of supply and demand graphic.
 - Watch and analyze two videos on supply and demand.
-

MATERIALS:

For Activity #1:

- Handout (attached): Make one copy for each student.
Supply and Demand (graphic)

For Activity #2:

- Video: *Supply and Demand: An Economics Lecture by Garrett Petersen-Basic concept*
<http://www.youtube.com/watch?v=8-yWKgZv9JY&feature=relmfu> (running time: 02:23)
- Video: *High demand, low supply raising food prices*
<http://www.cbsnews.com/video/watch/?id=7362063n> (running time: 02:20)

For Homework:

- Handout: Make one copy for each student.
Supply and Demand Curve: Understanding Price and Quantity in the Marketplace
http://www.mindtools.com/pages/article/newSTR_69.htm
-

ACTIVITY #1: Review and Apply Principles of Supply and Demand Graphic – 40 minutes.

- Write “Supply and Demand” on the board.
- Tell students this is a major economic concept in capitalism and that they will use it to understand what needs to happen to keep Chicago’s Hospitality/Culinary industry healthy.
- Ask: What do you think this concept means?
 - Write student answers on the board.
- Ask students to try to predict different scenarios:
 - When there is more of something, what happens?
 - When you have less of something, what happens?
- Ask: How do you think this concept relates to the hospitality industry in Chicago?
 - Write students’ answers on the board.
- Show the graphic overhead and ask the following series of questions:
 - What happens when demand falls?
 - What happens when supply rises?
 - What happens when demand rises?
 - What happens when supply falls?

- Put students in their industry segment groups to come up with two examples for each side of the teeter-totter. Student should consider economic trends and impacts of fluctuations in goods and services that impact the industry. These could include:
 - The Great Recession.
 - September 11.
 - The price of food.
 - The price of gas.
 - Etc.
 - Invite groups to report their examples to the class.
 - Write the word “capitalism” on the board. Ask:
 - What is the definition of this word?
 - What do they think the word capitalism has to do with the concept of supply and demand?
 - Tell them the class will return to the concept of capitalism and supply and demand later on in the week.
-

ACTIVITY #2: Watch and Analyze One Video on Supply and Demand – 40 minutes.

- Watch *Supply and Demand*. Students should take notes on three new concepts:
 - Market-clearing price.
 - Surplus.
 - Shortage.
 - After the video put students in pairs to answer these questions, ask:
 - What is a market-clearing price?
 - Under what conditions does a surplus occur?
 - Under what conditions does a shortage occur?
 - Pose to different groups one of these questions. After each answer, ask other groups:
 - Does anyone have anything to add to this answer?
 - What does the graph of this concept look like?
 - Have students come to the board to draw the graph of the concept.
 - Again, afterwards, ask students if they have anything to add to the graph or the explanation of the graph.
 - Tell students they will watch the video again, but this time they will watch it from different points of view.
 - Go round robin to have the students count off by three. Explain that the:
 - 1s are to take the point of view of manufacturers.
 - 2s the point of view of consumers.
 - 3s the point of view of retailers.
 - Watch the video again and ask students:
 - What are the best economic circumstances for manufacturers? Why?
 - Consumers? Why?
 - Retailers? Why?
 - Ask students to find a partner and answer this question:
 - What are some of the difficulties that can arise as the result of an economic system focused on supply and demand?
-

ACTIVITY #3: Watch and Analyze Second Video on Supply and Demand– 40 minutes.

- Write the following on the board:
 - Farmers.
 - Chinese middle class.
 - American shopper.
 - American food sellers.
 - Put students in new pairs and give them each one of the roles listed above. Students are to watch the video the first time and identify the point of view of their player in this situation. Pairs will also need to answer:
 - Is their player a winner or a loser?
 - What role does supply and demand play in the player's situation?
 - View *High Demand, Low Supply Changing Food Prices* and answer the questions above.
 - After the first viewing, put the following new question on the board:
 - What is the effect of the global economy on food prices?
 - View the video for the second time and answer the question above.
-

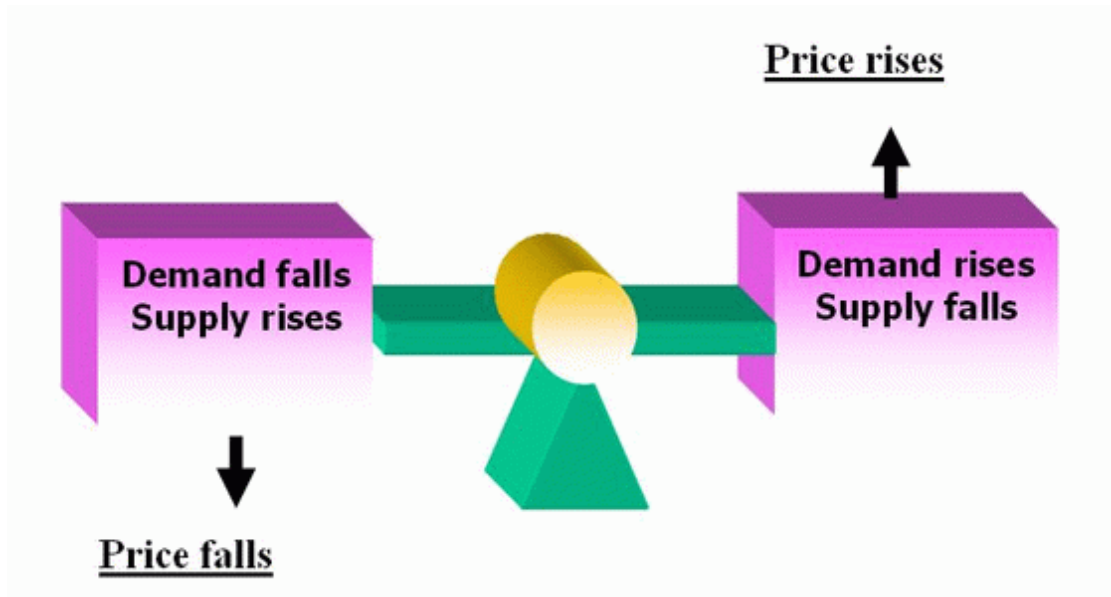
HOMEWORK:

READ: Have students read the homework article and underline those aspects of the article that will help them:

- Write a summary of how supply and demand plays an important role in the oil industry. Be sure to include the concepts of Equilibrium and Price Elasticity.
 - Be sure this summary is in their own words!

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Supply and Demand Graphic



Source: <http://www.english-online.at/economy/capitalism/capitalism-market-economy.htm>

Week 11, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Economics of Supply and Demand



Class to be held in the Technology Lab.

OBJECTIVES:

- Review student summaries on the homework article.
- Watch and analyze three Khan Academy Videos on Economics of a Cupcake Factory.

MATERIALS:

For Activity #2:

- Handout (attached): Make one copy for each student.
Khan Academy: Economics of a Cupcake Factory
- Video: *Khan Academy Economics of a Cupcake Factory*
<http://www.khanacademy.org/finance-economics/current-economics/v/economics-of-a-cupcake-factory> (running time: 11:13)
- *Khan Academy Cupcake Economics 2*
<https://www.khanacademy.org/economics-finance-domain/core-finance/inflation-tutorial/cap-util-inflation/v/cupcake-economics-2> (running time: 11:38)
- *Khan Academy Cupcake Economics 3*
<https://www.khanacademy.org/economics-finance-domain/core-finance/inflation-tutorial/cap-util-inflation/v/cupcake-economics-3> (running time: 11:13)

For Homework:

- Handout: Make one copy for each student
Pros and Cons of Capitalism
<http://www.economicshelp.org/blog/5002/economics/pros-and-cons-of-capitalism/>
- Handout: Make one copy for each student
The Pros and Cons of Capitalism
<http://www.philforhumanity.com/Capitalism.html>

ACTIVITY #1: Review Student Summaries on the Homework Article - 40 minutes.

- Have students get out their homework summaries.
- Ask students to anticipate what a good summary would sound like:
 - List their answers on the board.
 - Be sure the criteria includes:
 - That the audience can understand gist of the article.
 - That the summary is interesting for the audience to read.
 - That it is in the author's own words.
 - That it includes all the major features of the article.
- Put students into pairs and direct them to:

- Take turns reading their summary paragraphs to each other. Students should ask each other for clarification or more details. Rewriting is encouraged in response.
 - Go round robin to have each student read their summary paragraph aloud.
 - After each paragraph, ask:
 - Is this summary clear?
 - Is it interesting to listen to?
 - If you did not know anything about the subject, would you learn from listening to this paragraph?
 - Ask students: Based on their listening, what did they want to add to their criteria of a good summary?
 - Take notes on their answers on the board.
-

ACTIVITY #2: Watch and Analyze Three Khan Academy Videos on Economics - 80 minutes.

- Tell students they are to watch a series of Khan Academy Videos that will help them learn more about how manufacturers think about profit and competition. The class will apply new knowledge from these videos to better understand economic pressures on the different segments of the hospitality industry in Chicago.
 - Pass out the Khan Academy Vocabulary and Study Question Handout (attached).
 - Put students in pairs and have them watch the videos and take notes on new vocabulary.
 - After all the videos have been watched:
 - Instruct pairs to meet and finalize their definitions.
 - Go round robin from group to group to have pairs give their definitions to the different words. After a pair gives a definition, ask:
 - Is this correct?
 - Is there anything you want to add to this definition?
 - How did Sal Khan use this concept to explain how price setting and profits work?
 - Next have pairs discuss and write answers to the study questions.
 - Ask each of the questions and hold a discussion on each. At the end of the discussion ask:
 - What are your impressions of this inside look at competition?
 - How does competition work in the different hospitality industry segments?
-

HOMEWORK:

READ: Have students read the two articles on pros and cons and:

- Put a checkmark next to those items in the second article that are new to the list in the first article. Put them together in a comprehensive list.
- Choose which “side” of the article they would put themselves on.
- Choose the top three reasons for being on that “side”.
- Think of the hospitality industry segment and answer the following two questions:
 - Which “side” of the argument are the people in this industry segment side on?
 - Which are the industry segment’s top three reasons for being on that “side”?

**KHAN ACADEMY:
ECONOMICS OF A CUPCAKE FACTORY**

VOCABULARY WORDS: Write the definitions of these words as you learn them through the videos.

Revenue:

Cost of Goods Sold:

Gross Profit:

Operating Profit:

Capacity Utilization:

Return on Asset:

Incentive:

Monopoly:

Collusion:

Inflation:

Deflation:

Aggregate Capacity:

QUESTIONS TO CONSIDER: Work with a partner to answer these questions for presentation to the class.

1. What are the basic factors companies must think about when making calculations about company goals?
2. How do companies use supply and demand calculations to figure out their profits?
3. What is the importance of spreadsheets in making business projections?
4. How does competition affect business goals? Give some examples.

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Week 11, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Economics of Supply and Demand

OBJECTIVES:

- Review homework readings and conduct a mini-debate.
 - Analyze the attitudes of industry segment members in terms of pros and cons of capitalism.
 - Prepare for homework essay.
-

MATERIALS:

- None
-

ACTIVITY #1: Review Homework Readings - 50 minutes.

- Have students get out their homework readings.
 - Put two columns on the board titled “Pro Capitalism” and “Con Capitalism”.
 - Go round robin to ask students what “side” they chose as result of their reading. Write their names on the board in the column they select.
 - Tell students that they can always change their mind, but this is where everyone will start for the sake of understanding more about how capitalism works. Also tell students to take notes on the argument for their “side” as they will be able to use these for the homework essay that will be assigned.
 - Put students from the same “side” into groups of three. Tell groups they are to:
 - Go round robin so each student can say their top reason for being on this “side” and why they selected that reason.
 - Repeat this process for group members’ second choice.
 - Decide as a group on the three strongest reasons to argue for their side.
 - Direct the larger groups so that they can prepare for a mini-debate where all group members are assigned something to say on the topic:
 - Assign a secretary to take notes.
 - Go round robin to have the smaller groups present their strongest reasons while the secretary takes notes on those reasons that are not duplicated.
 - Come up with strong examples for the strongest reasons selected.
 - Assign each group member a role in the mini-debate. Group members can either be assigned a strong reason to present or a strong example.
 - Guide groups to line up their group members up in the order that lays out their full argument clearly and have all facing the other “side”.
-

ACTIVITY #2: Conduct a Mini-Debate - 40 minutes.

- Tell one large group to give their whole argument for their “side” by going down the line and having each student present their piece of the argument.
- Repeat for the other side.
- As follow-up questions ask:
 - What are the general statements you can make about each of the sides?
 - What is the relationship between capitalism and supply and demand?

- What kinds of recommendations your side would make to improve the situation from your point of view?
-

ACTIVITY #3: Analyze the Attitudes of Industry Segment Member on Capitalism - 40 minutes.

- Tell student the class will do a brief review of the attitudes of each of the industry segments and compare these segments' attitudes to their own stances.
 - Put a heading on the board: Hospitality/Culinary Industry Segment, and, under the heading, put two columns on the board titled "Pro Capitalism" and "Con Capitalism".
 - Instruct the industry segment groups to meet to:
 - Discuss which "side" their industry segment is on.
 - Go round robin so each student can say what they think is their industry segment's top reason for being on this "side" and why they selected that reason.
 - Repeat this process for group members' second choice.
 - Decide as a group on the three strongest reasons to argue for their side.
 - Assign roles for each of the group members in the presentation of their reason.
 - Have each group:
 - Present the "side" they think their industry segment is on. Write down the industry segment in the category the group has selected.
 - Present the most significant reasons they made this choice.
 - After each group presents, ask:
 - Does anyone have any questions for this group?
 - Do you agree with their analysis? Why or why not?
 - After all the presentations, ask: What are the general statements you can make about the industry segments and their relationship to capitalism?
-

HOMework:

WRITE: Instruct students to write an essay that answers the following set of questions:

- What is the overall debate about capitalism and what is your stance on the issue?
- What are the three major reasons you have for taking this stance? Put each of these reasons in a separate paragraph and provide examples or explanations for each reason.
- What are recommendations for improving capitalism from your point of view?

Week 12, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Chicago and Tourism

OBJECTIVES:

- Evaluate essays.
 - Conduct teacher-chosen grammar lesson.
-

MATERIALS:

For Homework:

- Online resource: *Mayor Emanuel and Choose Chicago Announce Outstanding Hotel Performance for 2012*
http://www.cityofchicago.org/city/en/depts/mayor/press_room/press_releases/2013/january_2013/mayor_emanuel_andchoosechicagoannounceoutstandinghotelperformanc.html
 - Handout: Make one copy for each student
Chicago See Boost in Tourism in August:
http://abclocal.go.com/wls/story?section=news/local/chicago_news&id=9261057
 - Teacher Resource (attached): *Activities for Teaching Writing Skills*
-

ACTIVITY #1: Set Criteria for Good Essay Writing - 40 minutes.

- Ask students:
 - How did their essay writing go?
 - What went easily? What was difficult?
 - How did they overcome their difficulties?
 - How many found new ideas through the process of writing?
- Remind students to remember the criteria essays discussed before the last evaluation. Write these items on the board.
- Have student to get out their GED Essay Rubric.
- Tell students they will be providing assistance with other students' writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.
- Put students into groups of three. Tell them to get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria and answering the two questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- Tell students that you will be providing them with evaluations on their essay too so they will have three sets of input to help them with their re-writes. Have students hand in their essays with the two sets of evaluations together

TEACHER NOTE: Review these essays AFTER the students have evaluated them. As the students have done, use a separate sheet of paper and write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.

When you hand back the essays, include the other evaluations as part of the package as well. Provide a due date for rewritten essays.

ACTIVITY #2: Evaluate the Writing Assignments - 40 minutes.

- Tell students they will assist each other by giving constructive feedback. All their feedback must include answers to the following questions (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one. Put students into groups of three. Have them get out two blank sheets of paper.
 - Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria which answer the three questions on the board.
 - After each student has evaluated the first essay, they should pass it to their left and evaluate a new essay.
 - After students have evaluated two essays, they should give their evaluations to the authors and the authors should read the comments.
 - Ask the class as a whole:
 - Did your evaluators say the same or different things?
 - Did your evaluators give you ideas for how to improve your essay?
 - Did your evaluators confuse you? Ask for clarification when back in your group.
 - Put students back in their groups to talk through differences and to get clarification. Groups should also select two to three interesting and well-developed paragraphs to read to the class.
 - Go around the room and have students read aloud the selected paragraphs and explain why they were selected.
 - Tell students that you will also evaluate their essays so they will have three reviews to help them with their rewrites. Have students hand in their essays along with the two evaluations from their peers.
-

ACTIVITY #3: Teacher-Chosen Grammar Lesson - 40 minutes.

- Choose and have students complete an activity from *Activities for Teaching Writing Skills* (attached) that addresses a significant class grammar issue.
-

HOMEWORK:

READ: Tell students to read the two articles and write a summary using these instructions:

- Select and list the key facts from these articles that will help you describe the state of the tourism and hospitality industry in Chicago.

- Use these facts to construct a summary. Utilize appropriate citing techniques in these articles.

WRITE: Make sure that the students' summary includes:

- A clear thesis statement.
- Good clear facts on why your thesis statement is correct.
- Clear references to where you got your information.
- No plagiarism: the summary must be in your own words!

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ACTIVITIES FOR TEACHING WRITING SKILLS

Adapted From The *Intensive GED Curriculum*

Written by Stephanie Sommers

Published by Women Employed

The purpose of these activities is to help students learn to:

- Clearly define a sentence.
- Learn the rules of punctuation.
- Recognize noun/verb agreement.
- Be able to edit paragraphs with multiple problems.
- Be able to analyze questions and answers on a GED Writing Skills Practice Test.

This excerpt is organized so that teachers can use any individual exercise to teach or reinforce students understanding and application of the rules of grammar, punctuation, and the conventions of Standard English.

Teachers should use supplementary texts to back these lessons with materials that support student weaknesses. Contemporary's GED Test 1: Writing Skills is recommended, but there are a variety of other GED grammar texts that can be useful. Supplement class work and GED preparation with homework that targets specific student needs.

Competencies

Through the use of these activities, students should learn to:

11. Identify nouns, verbs, and adjectives.
12. Recognize and capitalize proper nouns.
13. Identify subjects and predicates, and differentiate between whole sentences and sentence fragments.
14. Use the six comma rules correctly.
15. Use semicolons and colons correctly.
16. Correlate nouns and verbs for agreement.
17. Use both the active and passive voice.
18. Use possessive nouns and pronouns correctly.
19. Improve spelling.
20. Take GED Writing Skills Practice Tests.

1. Identify nouns, verbs, and adjectives.

Materials. Find or create:

- A list of increasingly complex sentences with multiple nouns, verbs, and adjectives.
- Two short readings.

Activity Description.

- To get students limbered up, use the following surprise exercise:
 - Ask: What is a noun?
 - Have students call them out all at once or go around and have each student say one at a time – but fast. Challenge students by saying, “Name 5,000 nouns. Go!”
 - Repeat procedures as above.
 - Ask: What is a verb? “Name 5,000 verbs. Go!”
 - Ask: What is an adjective? “Name 5,000 adjectives. Go!”
- Pass out a short reading.
- Have students quickly underline all the nouns. Give them only a few minutes and make them stop when the time is up. Again, challenge them by saying, “On your mark, get set, go!”
- Go around the room and have each student tell you the number of nouns in the reading; mark these numbers on the board.
- Repeat the procedure for verbs and adjectives; mark down the numbers.
- Go through the reading and identify first the nouns, then the verbs, and then the adjectives to verify the counts.
- Write one of the prepared sentences from the materials list on the board.
- Write one of the multi-noun/verb/adjective sentences on the board.
- Write each student’s name on the board in a place where you can keep score.
- Ask: How many nouns are in this sentence?
- Go around the room for each student’s number; write number next to student name.
- Ask: How many verbs are in this sentence?
- Mark students’ numbers down again.
- Repeat for adjectives.
- Go back to nouns; say, “The correct number is _____.”
- Go around the room to have the students pick out one noun at a time; underline them as you go.
- Repeat the same procedures for verbs and adjectives, but circle verbs and put a box around adjectives.
- Repeat these procedures for all the sentences.
- Give a short reading for homework; have students underline nouns, circle verbs, put quotes around adjectives. Students should also count the number of nouns, verbs, and adjectives.

2. Recognize and capitalize proper nouns.

Materials. Find or create a reading with proper nouns that are not capitalized.

Activity Description.

- Have students line up at the board; have them each write a proper noun and pass the chalk.
- Ask:
 - What is the rule for proper nouns?
 - Were all of these proper nouns written correctly?
- Give out a reading which has proper nouns that are not capitalized; have students correct the reading; have them go fast.
- Ask:
 - How many errors are in the first sentence?
 - Ask one or more students to answer. Then ask others: Is that correct?
 - What are the errors?
- Put students into pairs to write a short paragraph with at least 10 un-capitalized proper nouns; have them each give their paragraph to another pair to correct; then have the authors correct their corrected paragraphs.

3. Identify subjects and predicates; differentiate between whole sentences and sentence fragments.

Materials. Find or create:

- A list of mixed full sentences and sentence fragments.
- Blank index cards.

Activity Description.

- Pass out the list of mixed full sentences and sentence fragments; have students check off the full sentences.
- Ask:
 - What is a sentence?
 - What is a subject? (The noun the sentence is about the subject.)
 - What is a predicate? (The rest of a simple sentence; it comes after the subject.)
 - What is always in the predicate? (A verb.)
 - What are the two requirements to be a sentence? (A noun and a verb.)

- Go over these questions again and have students repeat the answers loudly together.
- Ask a student for a full sentence from the list; write the sentence on the board; have students identify the subject, predicate, and verb in the sentence; write the skeleton sentence.
- Continue with these procedures to identify all the full sentences in the list.
- Have students find a partner and give each pair a set of six blank index cards; have them write three full sentences and three fragments on the cards.
- Have a representative from a pair chose a card from those written by the pair on their left; write the contents of the card on the board.
- Ask the student: Is this a sentence? How do you know?
- Give a point for each correct answer.
- Ask the class to reply in unison:
 - What are the two requirements to be a sentence?
 - Does it have a noun for a subject?
 - Does it have a verb in the predicate?
- Repeat these procedures until it is clear that students grasp the concept.

4. Follow the six comma rules.

- Explain that commas separate phrases that add information from the main sentence. If students can distinguish main sentences from additional information, they will be good at commas.
- Write “she fell asleep” on the board.
- Ask for phrases that add information to the front of the sentence; list them on the board; show where the commas go for each one.
- Put another simple sentence on the board.
- Ask for phrases that add information to the end of the sentence; list them on the board; show where the commas go for each one.
- Repeat this procedure and have students put phrases that add information in the middle of the sentence; show where the comma goes for each one.
- Put a different sentence on the board; put students into pairs.
- Have pairs write phrases that could add information in the front, middle, or end of the sentence.
- Have a representative from each group come to the board and add a phrase; give a point to each group that punctuates the sentence correctly with a new phrase.
- Continue until it is clear that all students understand how to use commas in this context.

- Introduce the first three comma rules:
 4. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.
 5. Commas go around a prepositional or verb phrase that is in the middle of sentence.
 6. Commas go before a prepositional phrase that is at the end of a sentence.

Comma Rule #1. A comma goes after a prepositional or verb phrase that is at the beginning of a sentence.

Materials. Find or create a list of sentences with introductory phrases, but no commas.

Activity Description.

- Pass out list of sentences; do one as a class to model the exercise; have students insert the commas after the introductory phrase.
- Go around the room and ask each student the following list of questions:
 - What is the main sentence?
 - What is the introductory phrase?
 - Where does the comma go?

Comma Rules #2. Commas go around a prepositional or verb phrase that is in the middle of sentence.

Materials. Find or create:

- A list of sentences with phrases in the middle, but no commas.
- A list of sentences with phrases at the end, but no commas.

Activity Description.

- Pass out the list of sentences; punctuate one as a class to model the exercise.
- For each student, ask:
 - What part of the sentence is added?
 - Where do the commas go?
- Divide students into two teams.
- Have one student from the first team come up and write a sentence on the board.
- Have a student from the second team add a prepositional phrase in the middle of the sentence.
- Reverse team tasks until everyone has been to the board to either put up a sentence or add a prepositional phrase.
- Review what is on the board and ask students for corrections; note any additional corrections.

- Repeat these procedures for **Comma Rule #3: Commas go before a prepositional phrase that is at the end of a sentence.**

Comma Rule #4. Place commas between all items in a list of 3 or more.

Materials. Find or create:

- Index cards with questions whose answers will elicit sentences with lists in them.
- A list of sentences with lists in them, but no commas.

Activity Description.

- Present Comma Rule #4:
 - Lists must be of like objects or actions.
 - The last item in a list has the word “and” or “or” before it.
 - Example: She liked apples, bananas, and cherries.
- Ask students to make a clicking noise with their tongues.
- Ask students to make “pppputttt” sound with their lips.
- Explain that the clicking noise is a comma and a “pppputttt” sound is a period.
- Deal out one index cards to each student that will elicit a list as an answer.
- Have each student read their card and give an answer, putting the appropriate sounds in the appropriate places.
- Pass out the list of sentences; have students correct the sentences and then read them aloud, one at a time, using their punctuation sounds.
- For each question, ask:
 - How many items are in the list?
 - Do you need to use a comma?
 - Read me the sentence with the correct punctuation.
- Inform students that Oxford commas won’t appear in some of the sources they read (newspaper articles), but the students should still use them.

Comma Rule #5. Put a comma before the words “and,” “but,” “yet,” “or,” “nor,” “for,” and “so” when combining two full sentences into a single compound sentence.

Materials. Find or create:

- A list of paired sentences that could be joined with a comma and one of the words highlighted in comma rule #5. Mix into this list other pairs where one is a fragment and one is a sentence.
- Index cards with the linking words (and, but, yet, or, nor, for, so) written on separate cards.
- Blank index cards.

Activity Description.

- Present Comma Rule #5.
- Pass out the list of sentences; have students put checks by the pairs of sentences and Xs by the fragment and sentence pairs.
- Identify these differences as a class.
- Have students find a partner and pass out the blank index cards; assign sets of paired sentences; have the partners write each individual sentence on a separate card.
- Write the linking words on separate cards as well.
- Take all the sentences, mix them up, and lay them face-up on the table; lay out the linking words at the top.
- Put students on two teams.
- Ask first one student from one team then another student from another team to combine two sentences and a linking word into a single sentence; have blank cards available if students want to write their own sentences to link up with the prewritten ones.
- Ask each student:
 - Where does the comma go?
 - Why?
- Ask the class:
 - Is that correct?
- Give one point to the team for each correct answer.

Comma Rule #6 and Semicolon Rule #1. Place a semicolon before and a comma after the following words when used to connect two sentences: “moreover”, “furthermore”, “in addition”, “however”, “nevertheless”, “therefore”, “consequently”, “otherwise”, “for instance”, “for example”, and “then”.

Materials. Find or create:

- Index cards with the linking words for Comma Rule #6 written on them. Each word(s) should be written on a separate card.
- Blank index cards.

Activity Description.

- Present Comma Rule #6. Tell students that while practicing comma rule #6, they will also be learning semicolon rule #1.
- Put students into pairs and deal out the cards; have each pair write three compound sentences using their given word.
- Have each group write a compound sentence on the board.
- Ask the class what the linking word means and check with them to see if the punctuation is indeed correct.
- Give each team two blank index cards; have them write pairs of sentences on each card WITHOUT linking words.
- Make sure the linking words are on the board.
- Put the cards in a deck; have pairs pick cards; have them come to the board and link the sentences with correct linking words and punctuation.
- Ask:
 - Is the first part a sentence?
 - Is the second part a sentence?
 - Is this a good linking word for these two sentences?
 - Is it punctuated correctly?

Comma Rule Practice:

Materials. Find text from a book with lots of commas.

Activity Description.

- Pass out a copy of some text from a book (your choice) with lots of commas in it.
- Ask students to circle all the commas in the text.
- Have them write the number of the relevant comma rule next to each.
- Divide students into pairs to review and correct each other's work.
- Read each sentence aloud and go around the room to have different students tell you the comma rules applied in each.
- For each comma, ask:
 - What comma rule does this use?
 - Is that answer correct?
 - Does anyone have a different answer?
 - Which is the correct answer?
 - Why?
- Repeat this exercise as necessary.

5. Use semicolons and colons correctly.

Activity Description.

Semicolon Rule #2.

- Remember that semicolon rule #1 is combined with comma rule #6.
- For semicolon rule #2, ask:
 - What is a semicolon?
 - When do you use semicolons?
- Tell students that semicolons mean: I know a period goes here (point to the “period” in the semicolon), but these two sentences are so related that I want you to read it as if it were only a comma (point to the “comma” in the semicolon).
- Repeat this definition with the pointing many times.
- Give some examples on the board.
- Show how this logic was already used in Semicolon Rule #1.
- Have students all make a clicking noise together. This noise will represent a semicolon.
- Tell students to choose a partner, and have partners write five pairs of closely related sentences.
- Have them switch sentences with another group and correctly punctuate the new set of sentences.
- Have them read their sentences aloud using the correct noise for semi-colons.

Colon Rule: Use colons after a complete sentence that presents a list.

- Present the Colon Rule.
- Tell students that colons mean, “I know a period goes here (point to one of the periods), but here comes a list. Emphasize that colons can only be used after a sentence.”
- Put a variety of examples on the board.
- Put students in pairs to make up six full sentences that prepare for a list.
- Have a student put a sentence on the board and a student from another pair QUICKLY come to the board to write a list with the correct punctuation.
- Ask for each:
 - Is the first part a sentence?
 - Is the colon in the right place?
- Are the commas in the right places? Are any commas missing?

6. Correlate nouns and verbs for agreement.

Materials. Find or create:

- Index cards with singular and plural verbs from the following tenses. Each card should contain a single verb conjugated in all these tenses:
 - Present (play, plays).
 - Present continuous (is/are playing).
 - Past continuous (was/were playing).
 - Present perfect (has/have played).
 - Past perfect (had played).
 - Future (will play).
 - Future perfect (will have played).
- List of time-specific sentences.

Activity Description.

- Put students in pairs; deal out cards.
- Put the names of the tenses on the board.
- Have students give examples of sentences in each tense.
- Have each pair “play” a card by: 1) putting the verb on the card in a sentence, 2) identifying the verb tense, and 3) identifying other words in the sentence that identify the tense, if there are any.
- Give a point for each “right” answer after asking:
 - What is the sentence?
 - What tense is the sentence in? How do you know?
 - What words in your sentence tell you that this is the correct tense?
- Record words that identify each tense on the board as they come up.
- Put a sentence on the board; put students into pairs; assign each pair a tense; go around the room and have the different pairs say the sentence in their tense.
- Rotate tenses among the pairs; put another sentence on the board.
- Rotate until all groups have worked with all the tenses.
- Put a time-specific sentence on the board; have the student pair assigned to that tense say the correct sentence.
- Do a series of sentences in this way.
- Put students on teams to create 10 time-specific sentences; have a representative from a team put the sentence on the board leaving out the verb; have a representative from the other team fill in the sentence; give points for correct answers.

7. Practice Using an Active Voice.

Materials. Find or create:

- A list of sentences in the passive voice.
- A hat and scissors.
- A paragraph with a variety of voice problems.

Activity Description.

- Write a sentence in the passive voice on the board.
- Ask:
 - Which noun is the doer in this sentence?
 - Which noun is just letting things happen to it?
 - How would you rewrite this sentence to make sure the noun that is the doer takes responsibility for its actions?
- Write an active voice sentence on the board; ask students to rewrite it in the passive voice.
- Divide students into teams and have each team write five active voice sentences and five passive; encourage the sentences to be wild.
- Have students cut the sentences into separate strips and put them in a hat.
- Have each student choose a sentence from the hat.
- Have each student read the sentence and then “translate” it into the opposite voice.
- Give a point to each team that does it correctly.

- Pass out the paragraph.
- Have students underline and correct words in the wrong voice.
- Put students in pairs to check each other’s answers.
- Go over the answers as a class.

8. Use possessive nouns and pronouns correctly.

Materials. Find or create:

- A list of mixed sentences using *its/it's*, *whose/who's*, *your/you're*, *their/there/they're*.
- A set of index cards with each of the words above written on them.
- Blank index cards.

Activity Description.

- Write on the board: *its/it's*, *whose/who's*, *your/you're*, *their/there/they're*.
- Read sentences from the list aloud; have different students pick the right word and explain their answers.

9. Improve spelling.

Materials. Find or create:

- A list of spelling words on p. 285-289 in *Contemporary's Test 1*.
- Blank index cards.

Activity Description.

- Pass out the list of spelling words.
- Put students into two teams; give them each 15 cards; have each team pick 15 words they think are the hardest for the other team to spell and put them on the cards. Also have students study the words to prepare for the spelling bee.
- Have each team gather their cards together; have a representative of one team pick THEIR OWN card; have them read it aloud; have a representative of the other team spell the word; if it is incorrect, go back and forth between the teams until someone gets it correct.
- Give five points if the first student asked gets it right, four if the second, etc.
- Have a representative from the second team pick a card from THEIR OWN deck and continue as above.

10. Take GED Writing Skills Practice Tests.

Materials. Find a series of single readings with questions from GED Writing Skills Practice Tests.

Activity Description.

- Pass out a reading and questions from a GED Writing Skills Practice Test.
- Write “Punctuation, Noun/Verb Agreement, Spelling” on the board.
- Use the following procedure to “take” this portion of the test:
 - Have students:
 - Read the passage carefully and underline those words or phrases where they think something is wrong.
 - Read the question and make the correction if they can BEFORE they read the possible answers.
 - If they know they are right, circle the answer.
 - If they aren’t sure, cross out answers they know are wrong and circle their answer.
 - Write “Punctuation,” “Noun/Verb Agreement,” OR “Spelling” next to each question to designate the kind of problem being tested.
 - Go over the tests.
 - Ask: How many underlines did you make in the reading?
 - Go around the room and have each student give their numbers.
 - Ask:
 - Who could correct the problem before reading the answers?
 - Who used the process of elimination?
 - What is the answer?
 - Is that the correct answer?
 - How do you know?
 - What was the problem: punctuation, noun/verb agreement, or spelling?
 - After going over all the questions , ask:
 - How many of the places you underlined in the reading turned out to be questions asked in the test?
 - What area (punctuation, noun/verb agreement, or spelling) are you strongest in?
 - What area are you weakest in?
 - Give homework assignments based on expressed weaknesses.
 - Repeat these procedures for subsequent readings and questions from GED Writing Skills Practices Tests.

Source: Adapted from *The Intensive GED Curriculum, 2002* written by Stephanie Sommers for Women Employed.

Week 12, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Chicago and Tourism

OBJECTIVES:

- Analyze supply and demand cartoon.
 - Review summaries of the current situation of tourism in Chicago.
 - Analyze slide show on components of economic growth.
-

MATERIALS:

For Activity #1:

- Handout: Make one copy for each student.
Calvin and Hobbes Supply and Demand Cartoon
http://econ101-powers.wikispaces.com/file/view/Demand_Cartoon.jpg/199470770/Demand_Cartoon.jpg

For Activity #1:

- Handout (attached): Make one copy for each student.
"I Believe" Statements on the Role of Government in the Economy

For Activity #3:

- Online Resource: *Four Factors of Economic Growth*
<http://www.slideshare.net/HeatherP/four-factors-of-economic-growth-10375773>

For Homework:

- Handout: Make one copy for each student.
Plan for Economic Growth and Jobs: Executive Summary
<https://goo.gl/NHhDNb>
-

ACTIVITY #1: Analyze Supply and Demand Cartoon - 20 minutes.

- Pass out supply and demand cartoon and give time for students to read it.
 - Ask:
 - Why is this cartoon funny?
 - Is this the supply and demand we studied? How is it different?
 - In our current economy:
 - Who does the little girl represent?
 - Calvin?
 - Calvin's mom?
 - Does this supply and demand cartoon reflect any current realities?
 - Is this the role the government should play in the economy?
 - What do you believe should be the role of government in the economy?
 - Write students answers on the board.
-

ACTIVITY #2: Think About the Role of Government in the Economy – 40 minutes.

- Tell students that they are going to do another “I Believe” exercise to get at their current ideas about the role of government in the economy. The class will return to these ideas as the course continues to analyze how other’s ideas fit in.
 - Tell students to get out a piece of paper and write numbers from 1 to 10. Then:
 - Tell students you will be reading different positions on the best way to support struggling students. You will read each statement twice. When they hear the statement they are to write one of the following next to the corresponding number a:
 - “+” if they agree strongly.
 - “-“ if they strongly disagree.
 - Nothing if they are not sure.
 - Pass out the “I Believe” statements, one to each student, and read them aloud again so students can double check their responses to each of the statements.
 - Ask students to choose the three statements they agree with most and marking them 1, 2, and 3.
 - Tell students to select the statement they agree with most. Ask:
 - Does anyone else agree with this person’s selection? Why or why not?
 - Does anyone have a different answer?
 - Work to get students’ to express their opinions and point out the differences.
 - Repeat for second choices as needed.
-

ACTIVITY #3: Analyze Slideshow on Components of Economic Growth- 30 minutes.

- Tell students they are going to watch a slide show about economic growth. They will use the ideas in this slide show to help them evaluate the Mayor’s plan for economic growth in Chicago.
 - Write the following questions on the board and, afterwards, ask if students have any guesses about the answers. Take notes on their answers next to the questions.
 - What is GDP?
 - What are the impacts of high GDP?
 - What are the four Factors of Economic Growth?
 - What is needed for each of these factors to contribute to Economic Growth?
 - Tell students to take notes on the answers to these questions as they write go through the slides.
 - Show the slides and read them aloud.
 - Ask students the answers to each of the questions and take notes on their answers on the board.
-

ACTIVITY #4: Review Summaries of Chicago’s Current Tourism Situation - 30 minutes.

- Tell students they are going to review the summaries to get a clear idea of where Chicago’s overall tourism industry today. These will also be helpful in providing a background for the Mayor’s plan for economic improvement in Chicago (the homework).
- Have students get out their homework summaries.
- Ask students to anticipate what a good summary would sound like:
 - List their answers on the board.
 - Be sure the criteria includes:
 - That the audience can understand the gist of the article.
 - That the summary is interesting for the audience to read.
 - That it is in the author’s own words.
 - That it includes all the major features of the article.
- Put students into pairs and instruct them to:

- Take turns reading their summary paragraphs to each other. Students should ask each other for clarification or more details. Rewriting is encouraged in response.
 - Invite each group to choose a summary to read to the class.
 - Go round robin to have each group read summary paragraph aloud.
 - After each paragraph, ask:
 - Is this summary clear?
 - Is it interesting to listen to?
 - If you did not know anything about the subject, would you learn from listening to this paragraph?
 - Any other comments?
-

HOMWORK:

READ: Have students read the Executive Summary: Plan for Economic Growth and Jobs. While they read, instruct them to:

- Circle those words they don't know.
- Underline those elements help them answer the following questions:
 - What are the primary goals of the Plan?
 - What are the problems the major City is trying to solve?
 - What are the industry sectors that Chicago plans to boost?
 - What are the City's plans for the hospitality industry?
 - Does this plan utilize all four of the economic growth components from the slideshow? How?
- Tell students there will be an open book quiz tomorrow on these questions. They are welcome to take notes on their underlined portions so they can write from their notes on the quiz.

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**“I BELIEVE” STATEMENTS ON THE ROLE OF GOVERNMENT
IN THE ECONOMY**

1. I believe that the government should not interfere in the economy because the markets can govern themselves and create greater growth and prosperity for everyone.
2. I believe it is necessary for the government to play a role in the economy in order to make people play by the rules.
3. I believe governments should work closely with businesses to create more jobs.
4. I believe the government should provide strong basic services like good education, healthcare, and social services to make sure all people have the same support from society to get ahead.
5. I believe it is important that everyone pays the same rate in taxes.
6. I believe that the less you tax the rich, the more jobs there will be for everyone.
7. I believe that downtown development issues should be the City’s focus because what impacts the downtown will impact the whole city.
8. I believe that neighborhood development issues should be the City’s top priority because if the neighborhoods can function well then the whole city can function well.
9. I believe income inequality is the most serious issue facing our country today.
10. I believe the US can solve its difficult problems because it has the best system in the world.

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Week 12, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Chicago and Tourism

OBJECTIVES:

- Take quiz on the Chicago Plan's Executive Summary.
 - Analyze visuals from the full Chicago Plan.
 - Predict the impact of the Chicago Plan on hospitality industry segments.
-

MATERIALS:

For Activity #1:

- Classroom Resource: Dictionaries.

For Activity #2:

- Handout: Make one copy for each student using instructions below.

Full Plan for Economic Growth and Jobs:

<https://goo.gl/F4Pvry>

Print out each of the Exhibits listed below and put the exhibits in a packet for each student:

- Exhibit 4- p. 16
- Exhibit 5- P. 17
- Tourism and Entertainment Section- P. 23-24
- Exhibit 6- p. 35
- Strategy 4- p. 40
- Exhibit 9- p. 50

For Homework:

- Handout: Make one copy for each student.

The Millennium Park Effect

http://www.americansforthearts.org/sites/default/files/Millennium_0.pdf

- Handout: Make one copy for each student.

The Economic Impact of the NATO Summit on the City of Chicago

<https://goo.gl/KmDsRq>

ACTIVITY #1: Take Quiz on the Chicago Plan's Executive Summary- 40 minutes.

- Tell students they are take an open book quiz on the Mayor's plan.
- Put the homework questions on the board and ask students to:
 - Answer each in their own words based on their notes.
- Put students in groups of four.
- Direct the groups to:
 - Have all members list the words they circled when they read on a piece of paper.
 - Pass their papers around in a circle to have students write any definitions they think they know.
 - Have them keep passing their papers around until they can't fill in any more definitions.

- Go round robin from group to group to have them provide words they don't know the meanings to. List these on the board.
 - Ask students to provide meanings.
 - Pass out dictionaries and have students look up and provide definitions for the words the class doesn't know.
 - Next, have the groups pass their quiz answers around for their group members to read.
 - Collect quizzes and go through each of the study questions, asking the class to provide more details after each student answers.
-

Activity #2: Analyze Visuals from the Full Chicago Plan - 60 minutes.

- Pass out the packets made from the Full Chicago Plan and look at each of the pages:
 - Exhibit 4- p. 16
 - What does "per capita" mean?
 - What city has the most per capita income?
 - Which city has shown the most growth?
 - What are the two categories that Chicago lags behind in?
 - Exhibit 5- P. 17
 - What does productivity mean? (Have a student look it up if need be.)
 - How does Chicago compare to the U.S overall in productivity?
 - Tourism and Entertainment Section- P. 23-24
 - Have students read these pages and underline all the specific facts they can find about the current hospitality industry.
 - Go round robin to have students provide one fact at a time.
 - Exhibit 6- p. 35
 - Read each of the strategies aloud.
 - Go round robin to have students put the strategies in their own words.
 - Strategy 4- p. 43
 - Give each group a different paragraph or key component to paraphrase.
 - Go round robin to have the groups paraphrase each paragraph so that the whole section get stated in simpler terms.
 - Exhibit 9- p. 53
 - Ask: What is the impact that the City expects to realize as a result of this plan for Strategy #4.
-

Activity #3: Predict the Impact of the Chicago Plan on Hospitality Industry Segments- 20 minutes.

- Put students into their industry segment groups.
 - Ask them to answer the question:
 - How much do you think that the Mayor's plan will impact your industry segment?
 - Have students discuss and present their answers.
-

HOMEWORK:

READ: Split the class in two, and have half of the students read the Millennium Park article and assign the other half the NATO Impact Study.

- Students are to answer the key questions, work together tomorrow to put together a presentation, and give their presentations.

The Millennium Park Effect

- Instruct students to circle words they don't understand.
- Underline those portions of the text that help them answer these two questions:
 - What are the facts that describe Millennium Park?
 - What are the facts that describe the economic impact of Millennium Park?

NATO Impact Study

- Instruct students to circle words they don't understand.
- Underline those portions of the text that help them answer these two questions:
 - What are the facts that describe the NATO Summit?
 - What are the impacts of the NATO Summit in Chicago? Include direct and indirect impacts?

Make sure they use the following process for reading the assigned article:

- Read it twice:
 - The first time, read it to do the annotating.
 - The second time, read it and take notes on what they underlined. Make sure their notes list out the primary facts and any description must be in their own words.

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Week 12, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Chicago and Tourism

OBJECTIVES:

- Prepare for presentations.
 - Give presentations.
 - Determine impact of city projects on industry segments.
-

MATERIALS:

For Activity #1:

- Classroom Resource: Flip chart and markers.
- Classroom Resource: Dictionaries.

For Activity #2:

- Handout (attached): Make two copies per student
Presentation Evaluation Rubric.
-

ACTIVITY #1: Prepare for Presentations- 60 minutes.

- Put students into their two groups and give the following instructions:
 - Have the larger group divide into three to prepare to present:
 - Key vocabulary.
 - The facts that describe the park/event.
 - The facts that describe the economic impact.
 - Before breaking into these groups, all group members must down the words they circled in their text and give these papers to the people in the vocabulary sub-group.
 - Each sub-group must then meet to do the following:
 - Vocabulary sub-group:
 - Make a master list of words by cross checking all the lists.
 - Go through the master list and find these words in the text. Read these to see which words they can define.
 - Use dictionaries to define the rest.
 - Use flip chart paper to list the words and their definitions.
 - Prepare a brief and simple quiz on at least eight of the vocabulary words. (An example is to just write the eight words on the board and read the definitions asking students to write down the word that matches.
 - Fact groups:
 - Consolidate all the facts into a master list.
 - Decide how to present the facts using their notes and flip chart paper.
 - Decide who will present which facts.
-

ACTIVITY #2: Give Presentations – 40 minutes.

- Give each student two Presentation Evaluation Rubrics and tell them they will be doing one for their team and one for the other team. Also tell students they will need to take notes on the presentations as they will need these notes for the upcoming writing assignment.
 - After each presentation, have students fill out a rubric and have a discussion about each using the following question set:
 - What really worked about this presentation?
 - What did you learn from this presentation?
 - What improvements would you suggest?
-

ACTIVITY #3: Determine Impact of City Projects on Industry Segments– 20 minutes.

- List each of the industry segments on the board.
 - Ask the class:
 - How do you think these two city projects impact the different industry segments?
 - Go through each industry segment to get student ideas. Take notes on their ideas on the board.
 - Ask students to generate thesis statements for each group using the ideas students have expressed.
-

HOMEWORK:

WRITE: Have students write an essay that answers the following question:

- What are some of Chicago's most significant efforts to improve the tourism and hospitality industries in Chicago?
 - How will these efforts impact your assigned hospitality industry segment?
 - What additional recommendations can you make to improve business for your business type moving forward?
- Make sure their essay includes:
 - A thesis statement that states the general point of view of their industry segment on downtown projects.
 - A brief description of the city's recent significant downtown projects.
 - Topic statements for each of the paragraphs that describe positive or negative impacts the downtown projects have on their industry segment.
 - A conclusion paragraph that provides additional things they think the city should do to improve business for their industry segment.

Name of Presentation _____ Date _____

Name of Evaluator _____

Presentation Evaluation Rubric

ORAL	1	2	3	4
<i>Content</i>	Did not discuss any of the assigned elements of the presentation.	Discussed a few of the assigned elements.	Discussed most of the assigned elements.	Discussed all of the assigned elements and provided information for new ideas.
<i>Eye Contact</i>	Gave no eye contact; entire presentation was read from notes.	Displayed minimal eye contact with audience and read mostly from notes.	Gave eye contact most of the time, but still returned to the notes.	Held the attention of entire audience with direct eye contact; seldom looked at notes.
<i>Delivery</i>	Was barely heard.	Spoke clearly and was heard most of the time.	Spoke clearly at a level that was heard by everyone, but not enthusiastically.	Spoke clearly and enthusiastically at a level that was heard by everyone.
VISUAL				
<i>Layout</i>	The layout was visually uninteresting and poorly organized.	The layout was standard and was organized in some areas.	The layout had visual interest and was organized to meet assignment expectations.	The layout was visually stimulating and very well organized.
<i>Visual</i>	The visual did not fit the assignment.	The visual did fit the assignment but did not add new information.	The visual fit the assignment and fit into the presentation well.	The visual was really interesting and provided valuable new ideas to the presentation.
<i>Teamwork</i>	The presentation team was disorganized and made the presentation hard to follow.	The presentation team was uneven in its delivery but got most of the important points across.	The presentation team was organized and did a good job of delivering all necessary material.	The presentation team was very organized and knowledgeable, providing new ways to think about the presentation material.

Oral Score/Grade _____

Visual Score/Grade _____

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Week 13, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Impacts on Chicago's Economy: Neighborhood Issues

OBJECTIVES:

- Evaluate homework essays.
 - Predict the differences between neighborhood and downtown neighborhood issues.
-

MATERIALS:

For Activity #1:

- Student work: Student must bring one copy of their essay.

For Homework:

- Handout: Make one copy for each student.
The Economic Costs of Violence in Chicago:
<http://www.marketplace.org/topics/wealth-poverty/guns-and-dollars/economic-costs-violence-chicago>
 - Handout: Make one copy for each student:
Diagnosis: Battered but Vibrant
http://www.nytimes.com/2013/01/08/science/lessons-in-community-from-chicagos-south-side.html?_r=0
 - Handout: Make one copy for each student.
Why are There So Many Murders in Chicago?
<http://www.newgeography.com/content/003456-why-are-there-so-many-murders-chicago>
-

ACTIVITY #1: Evaluate Homework Essays - 60 minutes.

- Ask students:
 - How did their essay writing go?
 - What went easily? What was difficult?
 - How did they overcome their difficulties?
 - How many found new ideas through the process of writing?
- Remind students to remember the criteria essays discussed before the last evaluation. Write these items on the board.
- Have students get out their GED Essay Scoring Rubric.
- Tell students they will be providing assistance with other students' writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.
- Put students into groups of three. Ask them to get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria and answering the two questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.

- Next, students should give their evaluations to the authors and the authors should read their comments.
- Ask students:
 - Did your evaluators agree with each other? Are their similarities and differences in their evaluations?
 - Provide time for students to ask questions of each other regarding their evaluations.
- Tell students that you will be providing them with evaluations on their essay too so they will have three sets of input to help them with their re-writes. Have students hand in their essays with the two sets of evaluations together.

TEACHER NOTE: Review these essays AFTER the students have evaluated them. As the students have done, use a separate sheet of paper and write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.

When you hand back the essays, include the other evaluations as part of the package as well. Provide a due date for rewritten essays.

ACTIVITY #2: Predict the Differences between Neighborhood Issues and Downtown Issues - 60 minutes.

- Tell students that you want to know what some of the issues that came up in their papers.
- Go round robin to have each students state their thesis statements and recommendation they made in their essays. Take notes on their thesis statements on the board.
- Write the following questions on the board:
 - How connected or disconnected do you think downtown and neighborhood economic issues are? What are your reasons for your answers?
 - Are economic conditions different in different neighborhoods? Why do they think there are these differences? Give some examples.
 - What are some of the issues that affect neighborhood economics that do not affect downtown economics? Why are there these differences?
- Put students in three groups and have them discussed their questions and prepare to present all their ideas to the class.
- Allow each group to read their question and answer it as fully as they can. Take notes on their answers. Invite other groups for their comments.
- After the presentations, ask:
 - What are some of the general thesis statements that express class ideas?
 - Write these on the board.
- Tell students that this week they are going to look at the impacts of violence and housing issues on neighborhood economics. They will also be looking for solutions and, lastly suggestions to the Mayor about how he needs to adjust his plans to address the economic issues that are particular to some Chicago neighborhoods.

HOMEWORK:

READ: Have students read the following articles:

- *The Economic Costs of Violence in Chicago*:
<http://www.marketplace.org/topics/wealth-poverty/guns-and-dollars/economic-costs-violence-chicago>
- *Lessons in Community From Chicago’s South Side: Diagnosis: Battered but Vibrant*

http://www.nytimes.com/2013/01/08/science/lessons-in-community-from-chicagos-south-side.html?_r=0

- *Why are There So Many Murders in Chicago?*:
<http://www.newgeography.com/content/003456-why-are-there-so-many-murders-chicago>

Read all three articles and underline those portions that help you answer the following questions:

- What are the facts about violence in Chicago?
- What are the reasons for so much violence in Chicago?
- What are overall impacts of violence on Chicago?
- How do you think the violence affects your industry segment?

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Week 13, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Impacts on Chicago's Economy: Neighborhood Issues

OBJECTIVES:

- Teacher-selected grammar/essay structure lesson.
 - Groups analyze and report out on the different articles.
 - Industry segment groups determine impacts of violence.
-

MATERIALS:

For Activity #2:

- Classroom resource: Flip chart and markers.

For Homework:

- *Chicago Crime Impacting Tourism? City Tourism Official Suggest so, Then Backs Down*
http://www.huffingtonpost.com/2012/07/12/chicago-crime-impacting-t_n_1668106.html
 - Video: *This American Life: 487: Harper High School, Part 1*
<http://www.thisamericanlife.org/radio-archives/episode/487/harper-high-school-part-one> (running time: 57:12)
 - Video: *This American Life: 488: Harper High School, Part 2:*
<http://www.thisamericanlife.org/radio-archives/episode/488/harper-high-school-part-two> (running time: 62:10)
-

ACTIVITY #1: Teacher-Selected grammar/essay structure lesson - 30 minutes.

- Deliver an appropriate lesson in response to issues present in student essays.
 - Assign a due date for essay re-writes.
-

ACTIVITY #2: Groups Analyze and Report Out on the Different Articles - 60 minutes.

- Write the following homework questions on the board:
 - What are the facts about violence in Chicago?
 - What are the significant examples the article describes? (Two of the articles give in depth examples.)
 - What are the reasons for so much violence in Chicago?
 - What are overall impacts of violence on Chicago?
- Divide the class into three and assign each a different homework article to analyze. Tell each group they are to answer the questions on the board and use the following process:
 - Students review the homework article.
 - Assign a note taker for each of the questions.
 - Go round robin and have students give their answers one question at a time, while the note takers take notes.
 - Assign group members to answer different questions.
 - Decide how to use the three flip chart papers.

- Tell students they need to take notes on each other's presentation to prepare for a 45-minute essay tomorrow.
 - After each presentation, ask:
 - Do you have any questions?
 - Do you have any comments?
 - After all the presentations. Ask:
 - Do you have any overall comments?
 - What kinds of thesis statements can we make about violence in Chicago's neighborhoods?
-

ACTIVITY #3: Industry Segment Groups Determine Impacts of Violence- 30 minutes.

- Put students in their industry segment groups to answer the last homework question:
 - How do you think the violence affects your industry segment?
 - Go round robin from group to group to have them each present their industry segment's point of view.
 - Tell students that the homework is to listen to at least one of two podcasts: the first is required and the second is highly recommended. They should take notes while they are listening. Make sure all students have access to podcasts and state that these are two one-hour shows. They will need to plan for quiet time to sit and listen carefully.
-

HOMEWORK:

READ: Have students read *Chicago Crime Impacting Tourism? City Tourism Official Suggest so, Then Backs Down*

http://www.huffingtonpost.com/2012/07/12/chicago-crime-impacting-t_n_1668106.html

- Be prepared to answer:
 - Based on the article, is tourism impacted by violence or not?
 - Why do you think the city officials are uncomfortable?

LISTEN: Tell students listen to the two award-winning podcasts and take notes on:

- The issues that describe the problem.
- The possible solutions that come to their mind.

Week 13, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Impacts on Chicago's Economy: Neighborhood Issues

OBJECTIVES:

- Analyze and discuss podcast homework.
- Develop an essay outline.
- Write a 45-minute essay.

MATERIALS:

For Homework:

- Handout: Make one copy for each student.
Is there a link between housing policy and violence?
<http://www.marketplace.org/topics/wealth-poverty/there-link-between-housing-policy-and-violence>
- Handout: Make one copy for each student.
The Chicago Region's Vacant Property Problem: A Data Snapshot
http://www.huffingtonpost.com/dory-rand/chicago-vacant-properties_b_1217419.html

ACTIVITY #1: Analyze and Discuss Podcast Homework- 60 minutes.

- Have students get out their *Chicago Crime Impacting Tourism?* article. Ask students the two homework questions:
 - Based on the article, is tourism impacted by violence or not?
 - Why do you think the city officials are uncomfortable?
- Also ask: Does this article reveal attitudes from downtown hospitality business we have discussed in class?
- Next, put students into pairs and have them to get out their notes.
- Write the following questions on the board:
 - What did you think of the podcasts?
 - What parts of the podcasts strike you as the most significant? Why?
 - How do the podcasts add to your thinking about violence in Chicago neighborhoods?
- Tell the class you want them to prepare for a discussion about the podcasts. Ask them to do a writing conversation by:
 - Writing the first question at the top of a notebook page and answering it.
 - Passing their answer to their partner to read.
 - The partner asking for clarification or more information.
 - Repeat this process for all three questions.
- Have an open discussion, using the questions as a guide. Use the following questions to extend students' thinking:
 - What are the primary problems identified in these podcasts?
 - What are some of the recommendations you have for lowering the levels of violence in Chicago's neighborhoods?

ACTIVITY #2: Develop an Essay Outline - 30 minutes.

- Tell students they need to take 30 minutes to prepare an outline for a 45-minute essay. This essay will respond to the prompt that the class has been working on so far today:
 - What are the facts about violence in Chicago in 2013?
 - Why do you think violence is such a big problem in Chicago's neighborhoods?
 - What are some of the recommendation you think are needed to solve this problem?
 - Make sure the outline includes:
 - A clear statement of their opinion about why violence is a big problem.
 - Topic sentences for each paragraph that describes a reason they think violence is such a big problem in Chicago's neighborhoods. Explain their reasons to the reader and give examples. Be sure to site their sources clearly.
 - Conclude with some of their best ideas for solving this problem.
 - Get ready by reviewing their notes, the readings, their writing conversation, and any new thoughts they have had as a result of reviewing this material.
-

ACTIVITY #3: Write a 45-minute Essay - 30 minutes.

- Give students 45-minutes to write out their essays in full. Tell them they should take time to reread them and make needed changes to get them to sound clear to a reader.

TEACHER NOTE: This essay will not be evaluated by students. Please provide evaluation feedback in the same format as other evaluations for this course.

HOMework:

WRITE: Have students use internet resources to define the following words. Make sure they write these definitions down.

- The Great Recession.
- Foreclosure.
- Investment (in neighborhoods).
- Disinvestment (in neighborhoods).

Be sure to write down web source websites as well.

READ: Have students read the two articles listed below.

- *Is there a link between housing policy and violence?*
<http://www.marketplace.org/topics/wealth-poverty/there-link-between-housing-policy-and-violence>
 - Identify (underline) the thesis of this article and the evidence that supports it.
- *The Chicago Region's Vacant Property Problem: A Data Snapshot*
http://www.huffingtonpost.com/dory-rand/chicago-vacant-properties_b_1217419.html
 - Underline portions of the article that can help them explain:
 - The link between the Great Recession and vacant properties.
 - The problems caused by vacant properties.
 - Where the vacant properties are and why.
 - What the efforts are to improve the situation.

Week 13, Lesson 4

Culinary/Hospitality High Intermediate Adult Basic Education (ABE)

THEME: Impacts on Chicago's Economy: Neighborhood Issues

OBJECTIVES:

- Apply supply and demand concepts to neighborhood housing issues.
 - Groups analyze and present on the homework articles.
 - Analyze a video about housing solutions.
-

MATERIALS:

For Activity #1:

- Handout: Students should already have copied, but teacher may want to make extra *Supply and Demand* (attached to Week 11, Lesson 2)

For Activity #2:

- Classroom Resource: Two pieces of flip chart paper for each group of three.
- Handout: Two Presentation Evaluation Rubrics for each student (attached to Week 11, Lesson 1).

For Activity #3:

- Video: *Neighborhood Stabilization Program*
<https://www.youtube.com/watch?v=-mAVaUbjX7k> (running time: 04:49)
-

ACTIVITY #1: Apply Supply and Demand Concepts to Neighborhood Housing Issues - 40 minutes.

- Project the supply and demand graphic for the students to talk through.
- Ask student to talk through the meaning of the graphic.
- Write the following on the board:
 - Millennium Park.
 - NATO Summit.
 - City Plan for Growth and Jobs.
 - Neighborhood Violence.
- Ask students to get a partner and talk through how these different projects or issues impact the economy in terms of supply and demand.
- Go through each of the projects/issues to talk about how they impact the economy in terms of supply and demand.
- Next, write the vocabulary words on the board:
 - The Great Recession.
 - Foreclosure.
 - Investment (in neighborhoods).
 - Disinvestment (in neighborhoods).
- Have partners work together again to solidify clear definitions of each.
- Go through each word and go from pair to pair to:
 - Provide a definition.
 - Answer: does anyone have anything to add to that?
 - Take notes on the board and pose questions to expand definitions.

- Ask:
 - Based on your reading on housing, how does the housing market work in terms of supply and demand?
 - What attracts people to buy houses? To not buy houses?
-

ACTIVITY #2: Groups Analyze and Present on Homework Articles - 60 minutes.

- Put students into groups of three and assign half the groups one of the homework articles to explicate.
 - For the *Is there a link between housing policy and violence?*, ask groups to use round robin techniques to decide:
 - The thesis and write it on flip chart paper.
 - The evidence and list it on flip chart paper.
 - Whether or not they agree with the thesis and why or why not.
 - How they will present their answers in three minutes or less with all members being involved.
 - For the *Chicago Region's Vacant Property Problem: A Data Snapshot*, ask groups to use round robin techniques to:
 - Describe:
 - The link between the Great Recession and vacant properties.
 - The problems caused by vacant properties.
 - Where the vacant properties are and why.
 - What the efforts are to improve the situation.
 - List key points on two flip chart pages.
 - Have all the three-person groups analyzing the same articles meet to:
 - Choose a group to give the presentation. That group then has to:
 - Give the presentation to the larger group and group members can suggest the presentation group to add information into their presentation or make other improvements.
 - Have students give their presentations. After each presentation ask:
 - What are some thesis statements that summarize the housing issues in Chicago's neighborhoods?
-

ACTIVITY #3: Analyze a Video about Housing Solutions - 20 minutes.

- Tell students they are going to look more at possible solutions to Chicago's housing issues. You are going to show them a video twice:
 - The first time they are to just watch it.
 - The second time they are to take notes on (write these on the board):
 - What is the problem?
 - What are the solutions being proposed?
 - Come together as a class to talk through their answers to the two listening questions.
 - Prepare students for their homework assignment by:
 - Coming up with search strategies for finding articles on internet resources that will provide solutions to either the violence or housing issues in Chicago neighborhoods.
-

HOMEWORK:

INTERNET RESEARCH: Have students find an article that details solutions to either the violence or housing issues in Chicago neighborhoods.

- Have them write down the web source and print out the article they plan to work on.
- Annotate the article to get at the new facts about the problem and the solution.
- Write a clear summary in their own words that can inform their classmates about their findings.

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Week 14, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Income Inequality and its Effect on Economic Growth

OBJECTIVES:

- Present internet findings on neighborhood solutions.
 - Get facts on income inequality from charts, graphs, and a slide show.
 - Match “I Believe” statements to new information.
-

MATERIALS:

For Activity #1:

- Classroom Resource: Flip chart and markers.

For Activity #2:

- Handout (attached): Make one copy for each student.
“I Believe” Statements on the Role of Government in the Economy
- Handout: Make one copy for each student.
15 Way the US is the Best (at being the Worst)
<https://goo.gl/dMT9rc>

For Homework:

- Handout: Make one copy for each student.
“Middle-Out” Economics”: Why the Right’s Supply-Side Dogma is Wrong
<https://goo.gl/c8lCgA>
-

ACTIVITY #1: Present Internet Findings on Neighborhood Solutions - 40 minutes.

- Tell students they will be looking at problems and solutions, both for their presentations of their solutions for neighborhood issues, but also for the larger topic of income inequality. Students are to take notes on all the facts that describe the problems the class will be looking at as well as the solutions. Good notes will be essential for their final projects.
- Give each student a piece of flip chart paper and tell them to:
 - Read their summary through.
 - Pick out the critical facts that describe the problem they researched: violence or housing.
 - Pick out the key aspects of solution that will help the class understand the whole.
 - Write the critical facts of the problem and the key aspects of the solution on the flip chart paper.
- Have each student give his/her presentation.
- After each presentation, ask the class:
 - Do you have any questions for the presenter?
 - What are the key new facts about the problem?
 - Does this solution seem like a good one? Why or why not?
- After all the presentations, ask:
 - Which of the solutions presented do you think would be most effective? Why or why not?

- Do these solutions give you any of your own ideas about how to solve these neighborhood issues?

ACTIVITY #2: Get Facts on Income Inequality from Charts, Graphs, and a Slide Show - 60 minutes.

- Pass out the “I Believe” statements.
- Have students read these to themselves and select the thesis statement that they think the author of their internet article believed.
- Go round robin to have each student read the statement they selected and state why they selected it.
- Tell students that they are going to switch to a national and international perspective on income inequality to get more facts on the problem. They will be using these “I believe” statements to identify the thesis statements of other’s work as well.
- Ask the class:
 - What are some of the things you think the US is the best at?
 - List their answers on the board.
 - What are some of the things you think the US still really needs to solve?
 - Have them think of the issues brought up in the class as well as others that come to mind.
- Go round robin with these questions to make sure everyone is heard.
- Project *15 Way the US is the Best (at being the Worst)*. Move to each graphic and ask the following questions (remind students they need to take notes on all the new facts):
 - #1: Paid leave for mothers of newborns.
 - What is government policy for most of the world on paid leave for new moms?
 - #2: Required paid vacation and paid holiday.
 - Which country has the most paid vacation time?
 - Which country has the most paid holidays?
 - Which country has the most of the two put together?
 - Which country has zero?
 - #3: Sick leave.
 - Which country pays more sick days if you have cancer? The flu?
 - Which guarantees zero?
 - #4 & 5: Amount spent per student as related to outcomes.
 - Who spends the most?
 - Who spends the least?
 - Who has the best outcomes?
 - What do you think are some of the reasons the US does so poorly even though it spends so much?
 - #6 & 7: Military spending and weapons exported.
 - What are some of the impacts of having such a large military budget?
 - What are some of the impacts of exporting the most number of weapons?
 - #8: Number incarcerated.
 - What does the number 716 mean?
 - What other countries were selected for this chart?
 - What is the impact of having so many people in prison?

- #9: Number of guns.
 - What does 88.8 mean?
 - What does having so many guns mean about US society?
 - What do you think are the differences between US and Japanese society?
 - #10: Amount of sweets consumed.
 - What are the impacts of the US consuming so many sweets?
 - What do you think are the differences between the US and Bangladesh societies?
 - #11: Calories consumed?
 - What are the impacts of the US consuming so many calories?
 - What do you think are the differences between the US and Haitian societies?
 - #12-14: Cost of health care, cost of prescriptions, mortality rates for newborns.
 - 12:
 - Who pays the most?
 - Who pays the least?
 - Do you think that the amount paid is the same as getting good health care? Why?
 - 13:
 - Why do you think the US drug prices are so high and the others so much lower?
 - The US has much more a market driven system. Why would government involvement in healthcare lower prices?
 - 14:
 - Why are so many more babies dying in the US than in other countries?
 - Why doesn't the amount the US spends on healthcare make a difference?
 - #15:
 - How does the US create so many more multi-millionaires and billionaires?
 - What do you think are the differences between government policies in Sweden and the US?
 - #16:
 - What is being measured here?
 - What is a "top income share"?
 - What is a "top marginal income tax rate"?
 - How is the US different than Sweden? Switzerland?
 - Show the nine slides at the end of this article and use the following process:
 - Tell students to take notes on each slide.
 - Read each slide aloud.
 - Invite students to volunteer the notes they took after each slide.
 - Encourage students to ask further questions about income inequality.
 - List these on the board.
-

ACTIVITY #3: Match "I Believe" Statements to New Information - 20 minutes.

- Put students in pairs to come up with at least one thesis statement that covers the new information that was presented today.
- Go round robin to have students read their thesis statements aloud. Put these on the board.

- Look at the “I believe” statement and choose those from that listing that fit the new information as well.
 - Ask for student choices and their reasons for making their choices.
-

HOMEWORK:

READ

- “*Middle-Out Economics*”: *Why the Right’s Supply-Side Dogma is Wrong* and underline those portions of the article that help them answer the following questions:
 - What is supply-side or trickle-down economics? How does it work?
 - What is middle-out economics? How does it work?
 - Why have middle-out economics been losing the argument recently?
 - What has to be done to win the middle-out argument?
 - What needs to be done to improve the economy for the middle class?

WRITE

- Write full answers to these study questions.

**“I BELIEVE” STATEMENTS ON THE ROLE OF GOVERNMENT
IN THE ECONOMY**

1. I believe that the government should not interfere in the economy because the markets can govern themselves and create greater growth and prosperity for everyone.
2. I believe it is necessary for the government to play a role in the economy in order to make people play by the rules.
3. I believe governments should work closely with businesses to create more jobs.
4. I believe the government should provide strong basic services like good education, healthcare, and social services to make sure all people have the same support from society to get ahead.
5. I believe it is important that everyone pays the same rate in taxes.
6. I believe that the less you tax the rich, the more jobs there will be for everyone.
7. I believe that downtown development issues should be the City’s focus because what impacts the downtown will impact the whole city.
8. I believe that neighborhood development issues should be the City’s top priority because if the neighborhoods can function well then the whole city can function well.
9. I believe the rich are the engines of the economy.
10. I believe the middle class are the engines of the economy.
11. I believe poverty is the most serious issue facing our economy and this issue needs to be a top government priority.
12. I believe the US can solve its difficult problems because it has the best system in the world.

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Week 14, Lesson 2

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Income Inequality and its Effect on Economic Growth

OBJECTIVES:

- Analyze video on international income inequality.
 - Analyze and report on homework reading on supply side and “Middle-Out” economics.
 - Analyze a short video on an income inequality solution.
-

MATERIALS:

For Activity #1:

- Video: *Richard Wilkinson: How Economic Inequality Harms Societies*
http://www.ted.com/talks/richard_wilkinson.html (running time: 6:51)

For Activity #2:

- Classroom Resource: Flip chart and markers.

For Activity #3:

- Video: *A TED Talk on Income Inequality by Nick Hanauer*
<http://www.youtube.com/watch?v=ilhOXCgSunc> (running time: 5:49)

For Homework:

- Handout: Make one copy for each student.
Tavis Smiley, Cornel West: Poverty Not a Black or Brown Issue But an American Catastrophe
http://www.huffingtonpost.com/2012/09/05/cornel-west-poverty_n_1855545.html
 - Handout (attached): Make one copy for each student
Words Needed to Understand Two Videos.
-

ACTIVITY #1: Analyze Video on International Income Inequality - 50 minutes.

- Write the following words on the board:
 - Divisive.
 - Socially corrosive.
 - Causality.
 - Chronic stress.
 - Cortisol.
 - Social evaluative threat.
- Tell students they are about to watch a significant presentation on income equality that provides a clear look at international data. The class will look at the video two times:
 - The first to just listen.
 - The second to take notes on the facts that are being presented. On the second viewing, students can ask you to stop the video to better understand specific graphs. You can also stop the video on specific graphs to check student understanding.
- After the first viewing, ask:
 - What do the words on the board mean?
 - Write student definitions based on what they heard on the video.

- What are the facts that they have retained from the first viewing.
 - List these on the board.
 - After the second viewing, have students to get into pairs and get out their “I believe” statements. Tell pairs to:
 - Choose those thesis statements that are closest to Richard Wilkinson’s.
 - Provide specific facts from the video that back up that thesis statement.
 - Go round robin to share pair’s thesis statement choices and their evidence.
-

ACTIVITY #2: Analyze and Report on Homework Reading on Supply-Side and “Middle-Out” Economics - 40 minutes.

- Have students get out their homework article and study question answers.
 - Put students in five equal groups. Assign each group a study question:
 - What is supply-side or trickle-down economics? How does it work?
 - What is middle-out economics? How does it work?
 - Why have middle-out economics been losing the argument recently?
 - What has to be done to win the middle-out argument?
 - What needs to be done to improve the economy for the middle class?
 - Direct each group to:
 - Review the article for all the information that could help answer the assigned question.
 - Select a note taker.
 - Go round robin their answers to the question, adding something new as they go around. They are looking for the fullest, most detailed answer they can put together.
 - Have the note taker read his/her notes aloud.
 - Decide what goes on flip chart paper.
 - Decide how the information is to be presented.
 - Have groups give their presentations. Tell students to take notes on new facts and solutions.
 - After each presentation, ask:
 - Do you have any questions for this group?
 - Do you have anything to add?
 - Instruct students to get out their “I believe” statement and:
 - Choose those statements that apply to supply side economists.
 - Choose those statements that apply to middle-out economists.
 - Decide which of these two sides you agree with more and why.
 - Go round robin for students to declare their choices. Start with supply-side and then go around again for middle-out. After each round ask:
 - Is there a classroom consensus?
 - Which are the statements the classroom wants to select and why?
 - For the last round robin, have students present their answers. Afterwards, ask:
 - What are the thesis statements that can summarize the views of this classroom?
-

ACTIVITY #2: Analyze a Short Video on Income Inequality Solution - 30 minutes.

- Put the following words on the board:
 - Disingenuous.
 - Tax exemption.
 - Stagnation.
 - Median household income.
 - Interest.
 - Dividends.

- Capital gains.
 - Shrewd.
 - Ask students:
 - Does anyone know the definitions of these words?
 - Write student definitions next to the words they know.
 - Tell them the class will come back to the words after they see the following video the first time.
 - They are to take notes on any new facts and the author's recommendation.
 - After watching the video the first time, go back to the words on the board and fill in any new definitions.
 - After the second viewing, put students in pairs to:
 - Select the "I believe" statements that summarize Nick Hanauer's opinions.
 - Put together the evidence Nick Hanauer gives for his opinion.
 - Go round robin to hear pair's answers.
-

HOMWORK:

READ: Have students read *Tavis Smiley & Cornel West: Poverty Not a Black or Brown Issue But an American Catastrophe* and underline those portions of text that help them answer the following:

- What do Smiley and West feel are the nations biggest problems?
- What do they think are the solutions?
- Choose the "I believe" statements that summarize their opinions.

WRITE: Have students answer the study questions in their own words.

FIND: Tell students to find definitions for the following words that will help with the understanding of tomorrow's videos. Please put definitions in their own words.

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WORDS NEEDED TO UNDERSTAND TWO VIDEOS

VIDEO #1

1. Inflation.
2. Underwater homeowner
3. Macroeconomics
4. NAFTA

VIDEO #2

5. Tea Party
6. Government Subsidies
7. Populism
8. Elites
9. Austerity
10. Oligarchy/Oligarchs
11. Plutocracy/Plutocrats
12. Income Redistribution
13. Downsize
14. Indigenous people
15. Coalesce
16. Liberals
17. Neo-liberals
18. Progressives

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Week 14, Lesson 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Income Inequality and its Effect on Economic Growth

OBJECTIVES:

- Analyze a video on income inequality.
 - Analyze Smiley/West reading.
 - Watch and analyze Smiley/West video.
-

MATERIALS:

For Activity #1:

- Video: *Inequality is real, it's personal, it's expensive, and it was created*
<http://www.youtube.com/watch?v=ik1y4ZNSjek> (running time: 02:28)

For Activity #3:

- Video: Tavis Smiley & Cornel West on “The Rich and the Rest of Us: A Poverty Manifesto”
http://www.democracynow.org/2012/4/19/tavis_smiley_cornel_west_on_the (running time: 58:56)
 - Classroom Resource: Flip chart.
-

ACTIVITY #1: Analyze a Video/Slide Show on Income Inequality – 40 minutes.

- Tell students they are going to watch a short video in order to get more facts and recommendations on income inequality. They are to take notes on these. Before you start, define the following terms:
 - Inflation.
 - Underwater homeowner.
 - Macroeconomics.
 - NAFTA.
- Watch this short video twice so students can:
 - Just listen to the video the first time.
 - Take notes on the facts the second time.

TEACHER NOTE: After the second time, click on the large www.inequality.is link on the last page to set up for the next part of the exercise and make sure the screen is big enough to see each whole slide.

- After students have watched the video twice, go round robin so each student can read a new fact. Put these on the board until students are out of facts.
- Have students look at their “I believe” sheets and have them select the statements that reflect the viewpoint in the video. Ask:
 - Is there a thesis statement that states the position in the video any better?
- Go through the slide show and tell students to take notes on new facts and recommendations. Use the following guide:
 - Slide #1:

- Ask students the question at the top and have them tell you how to divide the money between the people at the top and bottom. Move the tab on the circle until their answer is indicated clearly on the screen.
 - Click on the message that comes up to go to the next slide.
 - Slide #2:
 - Let the class guess the actual income distribution and move the indicator on the circle until it reflects their answer.
 - Click on the “Get some context” for an extra graph to look at, if desired.
 - Click on the message (in blue) that comes up to go to the next slide and keep clicking on the blue messages to get from slide to slide throughout the slide show.
 - Slide #3-
 - Go through the next set of slides to show different profiles. For the first profile, ask the class: Which one of these choices are you curious about?
 - For slide #3: Male or Female?
 - #4: Race or ethnicity?
 - #5: Age range?
 - #6: Education level?
 - Put in variations students want to compare by hitting “Add custom comparison”.
 - Hit the blue question to move to the next slide.
 - #7-8:
 - What would this person have made in the past generation?
 - #9:
 - Ask students: What was the year that the bosses started keeping more and more money?
 - Then watch the little video.
 - Look at the graph that comes up on the slide and ask:
 - What is the current amount of increase for the Top 1% since 1948?
 - What have been the increases in productivity?
 - What has been the typical compensation for typical workers?
 - What are the big messages in this graph?
 - #10:
 - Tell students these are the recommendations and they should write these down in their own words.
 - Click on all the different circles, read what comes up aloud, and tell students to put these statement in students’ own words

ACTIVITY #2: Analyze Smiley/West Article – 30 minutes.

- Write the following questions on the board:
 - What do Smiley and West feel are the nations biggest problems?
 - What do they think are the solutions?
 - Choose the “I believe” statements that summarize their opinions.
- Have students get out their homework article and study questions.
- Put student into pairs to talk through full answers to the questions.
- Ask each question one at a time and ask different questions of different pairs. After each answer, ask:
 - Is that the full answer?
 - Does anyone have anything to add?

ACTIVITY #3: Watch and Analyze Smiley/West – 50 minutes.

- Have students get out their word definitions they completed for homework.
- Put students into new pairs to review the definitions and make them more complete.
- Read each word aloud and go round robin for definitions, asking if students agree with the definitions offered or if they have something to add. Write the final word and definition on the board.
- Tell students that this video is a bit dated (before Obama was elected for the second time), but that it outlines some of Smiley and West's basic ideas very well. They are to listen and take notes on:
 - The facts about poverty.
 - The myths about poverty and the poor.
 - The recommendations they make to solve the problem.
- If there is time, students can elect to watch the video a second time if they need more to take notes on more details.
- Create three large columns on the board: facts, myths, and recommendations.
- Ask students for facts, and fill the column in with what they offer. Repeat for the myths and recommendations columns.
- End the class with:
 - What are the "I believe" statements for this video? Are they any different than the article?
 - Which "I believe" statements do you feel most strongly about? Why?
 - Go round robin for answers. Tell students they will have a 45-minute essay to state and back up their thesis tomorrow.

HOMEWORK:

PREPARE: Have students prepare for a 45-minute essay by developing a detailed outline that includes notes on:

- The "I believe" statement they feel most strongly about.
- Why their point of view is important.
- At least three reasons for their point of view. Make sure each reason has a topic sentence and the strongest facts and/or arguments for their beliefs from their notes.
- Provide recommendations for improving US society that they think are effective and would solve what they believe is the primary problem.

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Week 14, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Income Inequality and its Effect on Economic Growth

OBJECTIVES:

- Write 45-minute essay.
 - Evaluate essays.
 - Teacher-selected grammar or structure lesson.
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MATERIALS:

For Homework:

- Handout: Make one copy for each student.
Mayor Outlines 3 Billion Dollar Plan to Improve Neighborhoods
<https://goo.gl/SSzrCd>
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ACTIVITY #1: Write 45-Minute Essay– 45 minutes.

- Tell students, again, that in an actual testing situation, that they will need to put together their outline and then write an essay in 45-minutes. So today, they will have “extra” time for writing. They are to take their time focusing on being as clear and persuasive as they can. They should write their ideas first and then leave some time to read their work over and make changes. (They have about seven minutes for each paragraph and 10 minutes to read over their work and make grammatical, spelling, and sentence changes to clarify their work further.)
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ACTIVITY #2: Evaluate Essays– 20 minutes.

- Ask students:
 - How did their essay writing go?
 - What went easily? What was difficult?
 - How did they overcome their difficulties?
 - How many found new ideas through the process of writing?
- Remind students to remember the criteria essays discussed before the last evaluation. Write these items on the board.
- Have students get out their GED Essay Rubric.
- Tell students they will be providing assistance with other students’ writing process by giving constructive feedback. All their feedback must include the following sections (write these on the board):
 - What worked well in the essay?
 - What are some suggestions for improvement?
 - What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.
- Put students into groups of three. Tell them to get out two blank sheets of paper.
- Have students pass their essays to the left. Explain that students are NOT to focus on grammar or spelling for this assignment. Students are to read the writing assignments and write comments based on the criteria and answering the two questions on the board.
- After students have evaluated the first essay, they should pass the essay they have worked on to their left and evaluate the new essay.

- Next, students should give their evaluations to the authors and the authors should read their comments.
- Tell students that you will be providing them with evaluations on their essay too so they will have three sets of input to help them with their re-writes. Have students hand in their essays with the two sets of evaluations together.

TEACHER NOTE: Review these essays AFTER the students have evaluated them. As the students have done, use a separate sheet of paper and write your essay evaluations in response to the following questions:

- What worked well in the essay?
- What are some suggestions for improvement?
- What “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.

When you hand back the essays, include the other evaluations as part of the package as well. Provide a due date for rewritten essays.

ACTIVITY #3: Teacher-Select Grammar/Essay Structure Lesson – 70 minutes.

- Teacher provides grammar/essay structure.
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HOMEWORK:

READ: Have students read *Mayor Outlines 3 Billion Dollar Plan to Improve Neighborhoods* and:

- Underline those portions of the plan that indicate what the Mayor plans to do.
- Take notes on what they have underlined.
- Write a summary of the plan based on their notes.

TEACHER NOTE: Be sure to have today’s essays evaluated and ready to return by the first class of next week.

Week 15, Lesson 1

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Letter to the Mayor: Ideas to Improve the Hospitality/Culinary Industry for All Chicagoans

OBJECTIVES:

- Review the Mayor's plan for the neighborhoods.
 - Set up research groups.
 - Define the research needed for the final project.
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MATERIALS:

For Activity #1:

- Student work: Teacher evaluated essays from last week.

For Activity #2:

- Handout (attached): Make one copy for each student.
Letter to the Mayor Outline
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ACTIVITY #1: Review the Mayor's Plan for the Neighborhoods - 45 minutes.

- Hand back student essays. Tell students that these essays will be useful for the final project.
 - Go round robin to have students declare the "I believe" statement they wrote their essay on and the arguments they made to support their statements.
 - Ask the class:
 - What are some general statements to make about the strong beliefs of this class?
 - Do we all believe the same thing?
 - Do we break into two, three, or more groups based on belief?
 - What would those groups look like?
 - Put student assigned groupings on the board.
 - Tell students to name each of the groups.
 - Have students get out the Mayor's plan for the neighborhoods as well as Chicago's plan for economic growth and jobs and write the following question on the board:
 - Summarize what the Mayor is trying to do in his neighborhood plan.
 - Based on your "I Believe" statement, does the group think this plan sufficient?
 - What do you have to say to the Mayor? Is this a good plan or not? Why?
 - Bring together all the support and arguments possible.
 - Put groups of three or so together based on "I believe" groupings on the board and have them prepare their answers to the questions on the board.
 - Before their presentations, tell the class that you will pose as the Mayor and they are to talk to directly to you in their presentations. Also ask:
 - What is the best way to talk to the Mayor?
 - What kind of language would help to get you heard?
 - After each presentations, ask the class:
 - What are the strongest arguments you heard from this group?
 - What questions do you still have?
 - What suggestions do you have to make their argument stronger?
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Activity #2: Introduce and Define the Research Needed for the Final Project - 40 minutes.

- Pass out the Letter to the Mayor Outline.
 - Read each of the required sections aloud. Tell students they are not to panic, but simply think of writing one paragraph at a time.
 - Ask students:
 - Which of these sections have you already written on?
 - Which of these sections will require more research?
 - Tell students this project is an individual project, but group research is recommended. This is how that would work:
 - Students can work with up to three other students with the same “I believe” statement to find articles and charts and graphs.
 - Students may not use the same research materials, but, instead they may:
 - Do cooperative research to find materials.
 - Write down all web-sites where materials were collected and produce a bibliography of resources for the group to share with the class.
 - Instruct groups to meet and decide how they want to do research. The rest of the week will be devoted to putting their final project together. The group can work on:
 - Doing research first and then working independently to outline and write their essays.
 - Or vise-a-versa.
 - When groups have finished meeting, go round robin to hear the research and writing plan each group has put together.
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HOMEWORK:

WRITE: Have students start working on a full outline for the final project using their notes and past writing.

LETTER TO THE MAYOR OUTLINE

- Introduce yourself, your career choice, your intention to go into the hospitality industry, etc.
 - (1 paragraph)

- Summarize your knowledge of the City's neighborhood and plan for economic growth and jobs.
 - (1 paragraph)

- Complement the Mayor on his work and then tell him that you want him to make some changes to his plans.
 - (1 paragraph)

- State your thesis statement concerning the growth strategies you think the City should emphasize and the basic reasons you think this way.
 - (1 paragraph)

- Provide statistics that show how much the problem, as you define it, needs particular attention.
 - Research, read, annotate, and quote at least two thinkers who agree with you.
 - Integrate two charts and graphs or other visuals into your letter.

 - (1 paragraph)

- Provide specifics on the 2-3 kinds of changes you would like to see in his plan.
 - (2-3 paragraphs)

- End by thanking the Mayor for his time and attention to your opinions.
 - (1 paragraph)

Week 15, Lessons 2-4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Letter to the Mayor: Ideas to Improve the Hospitality/Culinary Industry for All Chicagoans



Class to be held in the Technology Lab

OBJECTIVES:

- Students work independently or in groups according to their research and writing plans.
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MATERIALS:

- Handout (attached): Make one copy for each student.
Work Plan for the “Letter to the Mayor” Final Project.
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ACTIVITY #1: Check-In Before Research/Writing – 20 minutes.

- Pass out the Work Plan for the “Letter to the Mayor” Final Project.
 - Instruct students to fill out what day they want to focus on which parts of the project and which parts they want to assign themselves for homework. They can do this by putting a check in the box on the day they want to complete one of the project pieces. Tell students, if they need help with certain sections, they will work with small groups to do writing conversations so they can get drafts of their paragraphs together.
 - Go round robin to find out where students are with their research and writing processes and state what they need to accomplish today in class.
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ACTIVITY #2: Research and Writing – 50 minutes.

- Students conduct their research and writing as stated.
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ACTIVITY #3: Declare Homework Assignments – 50 minutes.

- Go round robin to have students state what they completed that day and what they need to get done as homework.

In Week 15, Lesson 4:

- Let students know there will be Writing Workshops next week. In the Workshop, students will view their paper overhead and read it out loud while other students write down their comments and talk about the paper as a class.
- Schedule students for over the next two class days so that each day has 10-15 minutes to present and get feedback.

Allow students to choose where they are in the line-up based on their own strategies. Students can choose to be scheduled early, so they can have an opportunity to rewrite, or scheduled later so they have more time to complete a better draft. If too many students want the same slot, you can have

students pick a number you are thinking of, with the closest winning their first choice in the line-up to break ties.

HOMEWORK:

WRITE: As self-assigned.

WORK PLAN FOR “LETTER TO THE MAYOR” FINAL PROJECT

PORTION OF THE LETTER	DAY 1	HMWK	DAY 2	HMWK	DAY 3	HMWK	WEEKEND
<ul style="list-style-type: none"> • Introduce yourself, your career choice, and how you plan to enter the hospitality industry. 							
<ul style="list-style-type: none"> • Summarize your knowledge of the City’s neighborhood and plan for economic growth and jobs. 							
<ul style="list-style-type: none"> • Complement the Mayor on his work and then tell him that you want him to make some changes to his plans. 							
<ul style="list-style-type: none"> • State your thesis statement concerning the growth strategies you think the City should emphasize and the basic reasons you think this way. 							
<ul style="list-style-type: none"> • Provide statistics that show how much the problem as, you define it, needs particular attention. <ul style="list-style-type: none"> ○ Research, read, annotate, and quote at least two thinkers who agree with you. 							
<ul style="list-style-type: none"> ○ Integrate two charts and graphs or other visuals into your letter. 							
<ul style="list-style-type: none"> • Provide specifics on the 2-3 kinds of changes you would like to see in his plan. 							
<ul style="list-style-type: none"> • End by thanking the Mayor for his time and attention to your opinions. 							
<ul style="list-style-type: none"> • Practice presenting your letter to the Mayor. 							

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Week 16, Lessons 1, 2, and 3

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Writing Workshops

OBJECTIVES:

- Conduct a Writing Workshop for each student on his/her letter.
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MATERIALS:

- Handout: Make one copy per student, per presentation
GED Scoring Rubric
<http://www.unm.edu/~tinan/writing/rubric.htm>
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ACTIVITY #1: Writing Workshops – Whole Class – 120 minutes.

- In the Workshop,
 - Ask students for the writing criteria they have been using during this course. Write these criteria on the board.
 - Pass out the GED Essay Rubric and designate the three areas students should focus on: Response to Prompt, Organization and Development.
 - Have the presenting student stand and read their essays aloud. Set yourself up as the Mayor and prompt the students to talk to you with energy and emphasis.
 - Tell students to listen carefully to the presenter.
 - Applaud when each student finishes.
 - Give students a short time to write a brief evaluation:
 - What worked very well in the essay?
 - Some suggestions.
 - Scores for the three GED Rubric items.
 - Go round robin to have students briefly state their evaluations.

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Week 16, Lesson 4

Culinary/Hospitality Bridge Semester 1: High Intermediate Adult Basic Education (ABE)

THEME: Celebration

OBJECTIVES:

- Celebrate students' achievements.
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MATERIALS:

- Classroom resource: Party materials.
 - Teach resource: Certificates for students of your own creation.
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ACTIVITY #1: Celebration Prompts