

# **Culinary/Hospitality Bridge Semester 2 Lesson Plans for Reading and Writing**

**(for Adult Secondary Education 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 2

## Reading and Writing Lessons for Adult Secondary 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

Welcome to the Culinary/Hospitality Career Bridge Semester 2 Reading and Writing lessons! These lessons are designed to improve the basic reading and writing skills of Adult Secondary Education (ASE) students who enter City Colleges of Chicago (CCC) at ninth- to twelfth-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:

- Complete the twelfth-grade or ASE reading level as measured by the Tests of Adult Basic Education (TABE).
- Meet *Illinois ABE/ASE Content Standards* for Reading; Social Studies; Science; Writing; Language, Vocabulary, and Usage; and Speaking and Listening for the National Reporting System (NRS) Levels 5 & 6. All skills for this level are correlated with GED and High School Equivalency (HSE) skills.
- Pass the Reading and Writing portions of an HSE test which is a prerequisite for financial aid for college-level courses.

These ASE lesson plans were created through a collaborative project between CCC and Women Employed.

### Defining Bridge Programs

The Illinois Community College Board (ICCB) defines bridge programs as those 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 Career Bridge Semester 2 is designed for:

- ASE students who score at the 9.0 to 12.9 level on the TABE in reading and math.
- English as a Second Language (ESL) students in high intermediate ESL or above who score approximately 9.0 to 12.9 on the TABE or who score into the Advanced ESL level or Exit Criteria on the CASAS. Note that valid TABE pre-tests (and post-tests) for the fiscal year are required in the bridge, even for ESL students.
- Highly motivated students who are interested in entering or advancing in a Culinary/Hospitality career and are able to devote 18-22 hours per week plus homework time for the duration of the program. Since the Bridge Semester 2 level includes an embedded college-level course along with a built-in support course or tutoring, students must be prepared to complete more homework that required in lower levels of the bridge.

Before enrollment, City Colleges of Chicago transition specialists or other trained staff members should have 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 jobs and discharge current debt to the college before entering this course. Should any of these issues arise after classes begin, students should be referred to a transition specialist or trained staff member who can help.

### 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 unsure.
- Meet with a transition specialist and college advisor and prepare to eventually transfer into a credit/career program.

### Bridge Program Benefits to Students and to CCC

During this Bridge Semester 2 Reading and Writing course, students will:

- Develop reading and writing skills for HSE attainment and college readiness 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 to rewrite rough drafts. Because these lessons do not call on the instructor to lecture from the front of the class, students may need time to become comfortable with the active learning activities and contextualized nature of these lessons.
- Gain experience with computers, as a number of classes will take place in a computer lab.
- Learn the skills employers want, such as communication, teamwork, dependability, problem-solving, and technology skills.

After Culinary/Hospitality Career Bridge Semester 2 or another short-term ASE level class, students should be able to pass the Reading and Writing portions of the 2014 GED or HSE test, which is a prerequisite for financial aid for college-level courses. In addition, these courses provide relevant learning experiences using Social Studies and Science materials that are also covered by GED or HSE test. After Culinary/Hospitality Career Bridge Semester 2, students should also be able to score high enough on the college entrance test to enter college-level courses and earn credit toward degrees or certificates.

Additional resources available for bridge program students include:

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

### Sample Culinary/Hospitality Bridge Program Structure

The graphic below represents one of several configurations for the full Culinary/Hospitality 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 <b>FOOD SANITATION AND SAFETY</b>	
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 (4 weeks): Science
Math Geometry and Measurement/ Algebra +			HSE Prep: Math
<b>CULINARY 701: INTRODUCTION TO FOOD SERVICE</b>			

##### 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

## Culinary/Hospitality Career Bridge Semester 2 Correlation with State and National Standards

To ensure that these Bridge lessons meet state and national learning standards, curriculum designers compared the *Illinois ABE/ASE Content Standards*<sup>1</sup> in Reading; Social Studies; Science; Writing; Language, Vocabulary, and Usage; and Speaking and Listening with the NRS (National Reporting System)<sup>2</sup> descriptors for the ASE level (sometimes referred to as Levels 5 & 6). This comparison was then condensed into a document called the Condensed Standards for NRS Levels 5 & 6, which is 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 lists 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 2 skill-building standards and GED or HSE skill requirements.

### 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 to discover additional information. This will help students develop the critical skills needed to do well on the GED or HSE test 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.
- Students must work in pairs and groups to hear, see, and engage with material before they present considered answers to the class.
- Students can 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 must 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 important to them.

### Strategies for Building Contextualized Themes

The strategies for building contextualized themes for these ASE lessons, chosen with a focus on key 2014 GED and HSE requirements include:

- Selected Science and Social Studies topics that have been customized to Culinary/Hospitality.
- Primary and secondary sources as the basis for students' own thinking and writing.
- Online articles, videos, graphics, and political cartoons to help students become good readers in science and social studies.

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<sup>1</sup> 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 a GED test and for college-level work.

<sup>2</sup> As a state and federally funded program, CCC must use the NRS to classify instructional levels and student performance and to demonstrate student progress in its adult education programs.



- Test-taking skills developed through targeted HSE test materials that are relevant to the science, social studies, and language areas studied.
- Activities that use the Khan Academy for lectures on a range of HSE-relevant topics.
- Activities that show students how to write multiple persuasive and informative essays, both formally and in the 45-minute format.
- A variety of reading strategies to help students work with more difficult readings such as: reading for a purpose, highlighting, small group and class analysis of readings in a broader context, and developing vocabulary skills through reading.
- Comparison of issues and points of view between readings.
- Internet as a research tool to answer questions and find information for presentations.
- Group presentation, preparation, delivery, and evaluation processes to improve teamwork, problem-solving, and public speaking skills.
- Note-taking on class discussions, readings, and video presentations in preparation for college-level courses.
- Clear evaluation tools so that students become good editors and evaluators of each other's work.

**High ASE Lesson Plan Outline  
Contextualized for Hospitality**

THEME	PURPOSES	READING	WRITING	PRESENTATION
<b>Weeks 1 &amp; 2: International Dream Vacation</b>	<ul style="list-style-type: none"> <li>Select student-support processes for Bridge Semester 2.</li> </ul>		<ul style="list-style-type: none"> <li>Essay on preferred student support strategy.</li> </ul>	
	<ul style="list-style-type: none"> <li>Describe and plan a dream international vacation.</li> </ul>	<ul style="list-style-type: none"> <li>Videos on plans for sample dream international vacations.</li> <li>Internet research to put together a dream vacation itinerary and to approximate costs.</li> </ul>	<ul style="list-style-type: none"> <li>Essay that describes the chosen vacation in detail.</li> </ul>	<ul style="list-style-type: none"> <li>Present a plan for your dream international vacation.</li> </ul>
<b>Weeks 3 &amp; 4: Positive Aspects of International Tourism</b>	<ul style="list-style-type: none"> <li>Introduce facts and the positive impacts associated with international tourism.</li> </ul>	<ul style="list-style-type: none"> <li>Reading on US opportunities in international tourism.</li> <li>Readings on current statistics and positive impacts of international tourism.</li> </ul>	<ul style="list-style-type: none"> <li>Essay on the positive impacts of international tourism.</li> </ul>	<ul style="list-style-type: none"> <li>Research and present a short presentation on positive impacts of international tourism on your chosen international destination.</li> </ul>
<b>Weeks 5 &amp; 6: Negative Aspects of International Tourism</b>	<ul style="list-style-type: none"> <li>Identify negative impacts of international tourism.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the Tourism Concern website articles to catalogue negative impacts of international tourism.</li> <li>Read article that details impact of tourism on Hawaii.</li> <li>Read article on imperialism in history.</li> </ul>	<ul style="list-style-type: none"> <li>Essay on the connections between imperialism and international tourism.</li> </ul>	
<b>Weeks 7 &amp; 8: What is Climate Change?</b>	<ul style="list-style-type: none"> <li>Learn the facts regarding global warming and its impact on our world.</li> </ul>	<ul style="list-style-type: none"> <li>Read essays and watch videos on various aspects of global warming.</li> </ul>	<ul style="list-style-type: none"> <li>Summary on the impact of CO2 on the environment.</li> </ul>	

THEME	PURPOSES	READING	WRITING	PRESENTATION
<b>Weeks 9 &amp; 10: Recommendations for Reversing the Effects of Climate Change</b>	<ul style="list-style-type: none"> <li>Complete the unit on climate change.</li> </ul>	<ul style="list-style-type: none"> <li>Watch videos and read background essays on additional climate change impacts.</li> </ul>		
	<ul style="list-style-type: none"> <li>Collect, evaluate, and advocate for recommendations from various sources on how to address the climate change problem.</li> </ul>	<ul style="list-style-type: none"> <li>Watch videos to obtain more facts and to note the recommendations put forward in each.</li> </ul>	<ul style="list-style-type: none"> <li>Short essay that compares and contrasts Al Gore and Johan Rockstrom's recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Research and present on the impacts of students' dream international destination on the environment and student's recommendations for solving these issues.</li> </ul>
<b>Weeks 11 &amp; 12: Recommendations for Improving International Tourism</b>	<ul style="list-style-type: none"> <li>Collect, evaluate, and advocate for recommendations on how to improve international tourism.</li> </ul>	<ul style="list-style-type: none"> <li>Watch videos and read articles that explain ways to improve the tourism industry.</li> <li>Look at the specific impact of ecotourism on Costa Rica.</li> </ul>	<ul style="list-style-type: none"> <li>Essay on students' recommendations for improving international tourism and the impact they would have.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Weeks 13 &amp; 14: Letter to a Tourism Official from Dream Destination Country</b>	<ul style="list-style-type: none"> <li>Use the thinking, reading, and writing students have already done for the course as the basis for a letter to a tourism official from their international destination that includes recommendations for reversing the negative impacts of the industry.</li> </ul>	<ul style="list-style-type: none"> <li>Review notes and readings and complete additional research to meet the requirements of the final project.</li> </ul>	<ul style="list-style-type: none"> <li>Do the planning and writing during the week and over the weekend to get the final project ready for the final course week.</li> </ul>	
<b>Weeks 15 &amp; 16: Writing Workshops</b>	<ul style="list-style-type: none"> <li>Students formally present and classmates formally evaluate each final project.</li> </ul>		<ul style="list-style-type: none"> <li>Essay that is the basis for students' presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Present the final letter to the tourism official and the class.</li> </ul>

## Recommendations for Program Delivery

The lesson plan activity instructions contain full 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 intent 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 to a useable outline, 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; and 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.
- Highlight the specific portions of the activity that will help you remember the full flow of the activity.
- Make adjustments to the size or emphasis of each activity to best fit the needs of your class.
- Bring a highlighted outline or create a separate outline that can remind you how to implement the activity and will be simple for you to follow.
- Prepare all handouts and projection materials before class so 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 of the actual students they have. The following guidelines should 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 the standards the week covers and daily lesson plans that include activities and worksheets.

Those with questions about the design of the bridge program or customization of the lessons should contact Christina Warden, Senior Program Manager, Women Employed at (312) 782-3902 ext. 228, [cwarden@womenemployed.org](mailto:cwarden@womenemployed.org) or Lauren Hooberman, Bridge Director, City Colleges of Chicago, at [lhooberman@ccc.edu](mailto:lhooberman@ccc.edu).

# ***Condensed ASE Content Standards for Reading; Social Studies; Science; Writing; Language, Vocabulary, and Usage; and Speaking and Listening***

## **CONDENSED READING STANDARDS FOR NRS LEVELS 5 & 6**

### **KEY IDEAS AND DETAILS**

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.**

a. Comprehend explicit details and main ideas in text.

b. Summarize details and ideas in text.

c. Make sentence level inferences about details that support main ideas.

d. Infer implied main ideas in paragraphs or whole texts.

e. Determine which detail(s) support(s) a main idea.

f. Identify a theme, or identify which element(s) in a text support a theme.

g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.

h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.

**3. Analyze how individuals, events, and ideas develop and interact over the course of a text.**

a. Order sequences of events in texts.

b. Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.

c. Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.

d. Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).

e. Analyze the roles that details play in complex literary or informational texts.

### **CRAFT AND STRUCTURE**

**4. Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.**

a. Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.

- b. Analyze how meaning or tone is affected when one word is replaced with another.
- c. Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.

**5. Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.**

- a. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- b. Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).
- c. Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, and otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.
- d. Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.

**6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.**

- a. Determine an author's point of view or purpose of a text.
- b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.
- c. Infer an author's implicit as well as explicit purposes based on details in text.
- d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, or qualifying statements).

**INTEGRATION OF KNOWLEDGE AND IDEAS**

**7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.**

- a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determines how data supports an author's argument.
- b. Compare two passages that present related ideas or themes in different genres or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.
- c. Compare two passages that present related ideas or themes in different genres or formats in order to synthesize details, draw conclusions, or apply information to new situations.

**8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.**

- a. Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.
- b. Evaluate the relevance and sufficiency of evidence offered in support of a claim.
- c. Distinguish claims that are supported by reasons and evidence from claims that are not.
- d. Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.
- e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.

**9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.**

- a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).
- b. Compare two passages in similar or closely related genres that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.
- c. Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.

# ***Condensed ASE Content Standards for Reading, Social Studies, Science, Writing, Usage, and Speaking and Listening***

## **CONDENSED SOCIAL STUDIES STANDARDS FOR NRS LEVELS 5 & 6**

### **1. Draw conclusions and make inferences.**

- a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
- b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.

### **2. Analyze events and ideas.**

- a. Identify the chronological structure of a historical narrative and sequence steps in a process.
- b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
- d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.

### **3. Read and interpret graphs, charts, and other data representation.**

- a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
- c. Distinguish between correlation and causation.

### **4. Measure the center of a statistical dataset.**

- a. Calculate the mean, median, mode, and range of a dataset.

### **5. Interpret meaning of symbols, words, and phrases.**

- a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.

### **6. Analyze purpose and point of view.**

- a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion, or avoidance of particular facts).



- b. Identify instances of bias or propagandizing.
- c. Analyze how a historical context shapes an author's point of view.
- d. Evaluate the credibility of an author in historical and contemporary political discourse.
- e. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**7. Integrate content presented in different ways.**

- a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, and political cartoons.
- c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

**8. Evaluate reasoning and evidence.**

- a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.
- b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.

**9. Analyze relationships between texts.**

- a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

# ***Condensed ASE Content Standards for Reading, Social Studies, Science, Writing, Usage, and Speaking and Listening***

## **CONDENSED SCIENCE STANDARDS FOR NRS LEVELS 5 & 6**

### **1. Determine details and make inferences.**

- a. Cite specific textual evidence to support inferences, conclusions, or analyses of technical texts, attending to the precise details of explanations or descriptions of a process, event, phenomenon, or concept.
- b. Understand and explain the basic features of a scientific hypothesis or investigation and verify claims made based on evidence provided.

### **2. Determine central ideas, hypotheses, and conclusions.**

- a. Determine the central ideas or conclusions of a stimulus.
- b. Identify the hypotheses, conclusions, and data in a technical text, verifying the evidence and data when possible and corroborating or challenging conclusions with other sources of information.
- c. Provide an accurate summary of the stimulus.
- d. Develop valid (testable, objective) questions, evaluate whether questions are testable and objective, and refine hypotheses.
- e. Make evidence-based generalizations based on data and results.
- f. Draw conclusions based on scientific evidence, and indicate whether further information is needed to support a specific conclusion or to discriminate among several possible conclusions.

### **3. Analyze events and ideas.**

- a. Determine which explanation best accords with evidence.
- b. Analyze in detail a series of events or results described in a stimulus; determine whether earlier events/results caused later ones or are simply correlated with later events/results.
- c. Understand and analyze basic processes, methods, and tools in scientific concepts, theories, and designs of simple scientific experiments and investigations.
- d. Analyze key issues and assumptions in scientific models, theories, or experiments.

### **4. Interpret meaning of symbols and terms.**

- a. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context.
- b. Identify and interpret independent and dependent variables in investigations that have controls.
- c. Interpret and apply scientific terms and concepts, formulas, and other symbolic representations of data based on research provided.

### **5. Analyze structures.**

- a. Analyze the structure of the relationships among concepts in a stimulus, including relationships among key terms and concepts (e.g. force, friction, reaction force, energy).

- b. Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- c. Predict the results of an additional trial or measurement in an experiment.
- d. Predict the future state of a model or system based on given information.

**6. Integrate content presented in diverse ways.**

- a. Integrate quantitative or technical information expressed in words in a stimulus with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph, or table).
- b. Translate quantitative or technical information expressed in words in a stimulus into visual form (e.g. table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- c. Use numerical data to describe and compare experimental processes and results that are described in stimulus.
- d. Record and organize information in tables and graphs to communicate given scientific information, and identify relationships they reveal.

**7. Evaluate reasoning and evidence.**

- a. Distinguish among facts, reasoned judgment based on research findings, and speculation in a stimulus.
- b. Assess the extent to which the reasoning and evidence in a stimulus support the author's claim or recommendation for solving a technical problem.
- c. Identify discrepant results and identify possible sources of error or uncontrolled conditions.
- d. Evaluate whether information (data, model) supports or contradicts a hypothesis, prediction, or conclusion, and why.
- e. Design an experiment to test a given hypothesis.
- f. Define, predict, analyze, and alter experimental designs to reduce sources of error.

**8. Analyze relationships between sources.**

- a. Compare findings presented in a stimulus to those from other sources, noting when the findings support or contradict other explanations or accounts.
- b. Identify strengths and weaknesses among one or more models or experiments.
- c. Identify similarities and differences between models and experiments.
- d. Determine which models or experiments would be supported or weakened by new data or evidence.

**9. Read and interpret graphs, charts, and other data representations.**

- a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g. do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph. Analyze and communicate how the variables are related.
- c. Describe patterns in a dataset such as clustering, outliers, positive/negative association, and linear/nonlinear association and describe their implications.
- d. Distinguish between correlation and causation (i. e. correlation does not imply causation)

**10. Measure the center of a statistical dataset.**

- a. Calculate the mean, median, mode, and range of a dataset.
- b. Calculate the average, given the frequency counts of all the data values.
- c. Calculate a weighted average and understand the effect of outliers.

**11. Determine sample space and use probability models to interpret data.**

- a. Use counting techniques to solve problems and determine combinations and permutations.
- b. Determine the probability of simple and compound events.
- c. Recognize and explain probability in context.
- d. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
- e. Determine the probability of mutually exclusive, dependent, and independent events.
- f. Predict changes in probability based on changes in context.

**12. Understand and apply the appropriate tools, techniques, and units in scientific investigations.**

- a. Identify and use proper measurement tools for each type of measurement.
- b. Identify, use, and describe proper units for each type of measurement (e.g., centimeters for length).
- c. Convert between metric units and between metric and non-metric systems of measure given data and conversion factors.

# ***Condensed ASE Content Standards for Reading, Social Studies, Science, Writing, Usage, and Speaking and Listening***

## **CONDENSED WRITING STANDARDS FOR NRS LEVELS 5 & 6**

### **TYPES AND PURPOSES**

#### **1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

- a. Introduce precise, knowledgeable claims; establish the significance of the claims; distinguish the claims from alternate or opposing claims; and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- b. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text; create cohesion; and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

#### **2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text; create cohesion; and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### **3. Write narratives from a prompt in a formatted manner to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

## **PRODUCTION AND DISTRIBUTION OF WRITING**

**4. Produce clear, varied, coherent, consistent, and engaging writing in which the development, organization, style, tone, and voice are appropriate to task, purpose, and audience. Write an analysis based on a given prompt.**

- a. Differentiate between example and reason when given a writing prompt.
- b. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or evaluating and trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**5. Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.**

**6. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.**

## **RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

**7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.**

- a. Narrow or broaden the inquiry when appropriate.
- b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- c. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively.
- d. Assess the strengths and limitations of each source, in terms of task, purpose, and audience.
- e. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- f. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**

**9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

## **RANGE OF WRITING**

**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific, purposes, and audiences.**

# ***Condensed ASE Content Standards for Reading; Social Studies; Science; Writing; Language, Vocabulary, and Usage; and Speaking and Listening***

## **CONDENSED LANGUAGE, VOCABULARY, AND USAGE STANDARDS FOR NRS LEVELS 5 & 6**

### **CONVENTIONS OF STANDARD ENGLISH**

#### **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

- a. Edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its).
- b. Edit to correct errors in straightforward subject-verb agreement.
- c. Edit to correct errors in pronoun usage, including pronoun-antecedent agreement, unclear pronoun references, and pronoun case.
- d. Edit to eliminate non-standard or informal usage (e.g., correctly use "try to win the game" instead of "try and win the game").
- e. Edit to eliminate dangling or misplaced modifiers or illogical word order (e.g., correctly use "to meet almost all requirements" instead of "to almost meet all requirements").
- f. Edit to ensure parallelism and proper subordination and coordination.
- g. Edit to correct errors in subject-verb or pronoun antecedent agreement in more complicated situations (e.g., with compound subjects, interceding phrases, or collective nouns).
- h. Edit to eliminate wordiness or awkward sentence construction.
- i. Edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity.

#### **2. Demonstrate command of the conventions of standard English capitalization and punctuation when writing.**

- a. Edit to ensure correct use of capitalization (e.g., proper nouns, titles, and beginnings of sentences).
- b. Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
- c. Edit to ensure correct use of apostrophes with possessive nouns.
- d. Edit to ensure correct use of punctuation (e.g., commas in a series or in appositives and other non-essential elements, end marks, and appropriate punctuation for clause separation).

### **KNOWLEDGE OF LANGUAGE**

#### **3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.**

- a. Vary syntax for effect, consulting references for guidance as needed.
- b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



## VOCABULARY USAGE

### **4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.**

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized 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, its part of speech, its etymology, or its standard usage.
- 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).

### **5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

### **6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

- a. Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.

# ***Condensed ASE Content Standards for Reading; Social Studies; Science; Writing; Language, Vocabulary, and Usage; and Speaking and Listening***

## **CONDENSED SPEAKING AND LISTENING STANDARDS FOR NRS LEVELS 5 & 6**

### **COMPREHENSION AND COLLABORATION**

**1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making; set clear goals and deadlines; and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**

**3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

**4. Demonstrate active listening skills.**

- a. Interpret verbal and non-verbal cues and behaviors to enhance communication.

**5. Comprehend key elements of oral information for:**

- a. Cause and effect.
- b. Comparison/contrast.
- c. Conclusion.
- d. Context.
- e. Purpose.
- f. Charts, tables, and graphs.
- g. Evaluation/critiques.
- h. Mood.

- i. Persuasive text.
- j. Sequence.
- k. Summaries.
- l. Technical subject matter.

**6. Identify and evaluate oral information for:**

- a. Conclusions/solutions.
- b. Fact/opinion.
- c. Assumption.
- d. Propaganda.
- e. Relevancy.
- f. Accuracy/sufficiency.
- g. Appropriateness/clarity.
- h. Validity.
- i. Relationships of ideas.

**7. Predict potential outcomes and/or solutions based on oral information regarding trends.**

**PRESENTATION OF KNOWLEDGE AND IDEAS**

**8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**

**9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.**

**10. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.**

**a. Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.**

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 1 & 2, Lesson 1**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Identify skills learned and skills needed.</p> <p>Identify 2014 GED/HSE social studies skills already learned in Bridge Semester 1.</p> <p>Evaluate the Bridge Semester 1 student support practices and identify lessons learned.</p>	<p><b>SPEAKING AND LISTENING</b></p>	<p><b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12</i> topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
<p><b>Writing homework:</b>            Essay on student support strategies.</p>	<p><b>WRITING</b></p>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

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## Weeks 1 & 2, Lesson 1

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Course Introduction

#### OBJECTIVES:

- Conduct an ice breaker to identify goals students met in the Bridge Semester 1 course and goals they still need to meet.
  - Identify 2014 GED/HSE social studies skills already learned in Bridge Semester 1.
  - Evaluate Bridge Semester 1 student support practices and identify lessons learned.
- 

#### MATERIALS:

##### For Activity #1:

- Handout (attached): Make one copy for each student.  
*Hospitality Bridge Goals and Course Descriptors*
- Handout (attached): Make one copy for each student.  
*2014 GED/HSE Social Studies Standards*

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Self-Assessment Template for Hospitality Career Bridge Semester 2*
  - Handout (attached): Make one copy for each student.  
*I Believe Statements on Providing Student Supports*
- 

#### Activity #1: Ice Breaker – 40 minutes.

- Welcome students to the Hospitality Career Bridge Semester 2 course.
- Introduce yourself and tell students why you will be a strong and supportive teacher.
- Tell students that the goals for the Bridge Semester 2 class are similar to those in Bridge Semester 1, with these modifications:
  - Students will be focusing on 2014 GED/HSE Social Studies as well as Science topics in Bridge Semester 2.
  - The level of difficulty in the reading will be higher.
  - The level of comfort with lots of writing based on readings will be higher.
- Pass out the *Hospitality Goals and Course Descriptors* and have students:
  - Check off those skills they made real progress on in Bridge Semester 1.
  - Mark those skills they still need to work on with an “x”.
  - Choose and circle the top three skills with check marks, the skills they were the strongest in by the end of Bridge Semester 1.
  - Choose and circle the top three skills with “x’s, the skills they feel need the most attention.

- Tell students they will work in pairs to learn about their partner's selections in order to introduce their partner to the class.
  - Ask: What are the questions you will need to ask your partner about their selections to introduce them? List student answers on the board.
  - Put students in pairs and tell them to:
    - Present their three top skills check marks and their three top skills with "x's to each other.
    - Listeners should ask questions to better understand their partner's selections.
    - Find out if students have additional goals for themselves for Bridge Semester 2.
  - Go round robin to have students introduce each other.
- 

### **Activity #2: Review 2014 GED/HSE Social Studies Standards – 40 minutes.**

- Pass out the 2014 GED/HSE Social Studies Standards.
  - Tell students that Bridge Semester 2 focused on Social Studies topics as well as 2014 Standards around Reading, Writing, and Language. Emphasize that the Bridge courses cover a large number of standards, but not all of them.
  - Have students:
    - Read through these standards and put a check next to those standards that they used in Bridge Semester 1.
    - Get a new partner to compare lists and come up with a combined list that they agree on. They should have an example for each standard they checked off from the Bridge Semester 1 class.
  - Go round robin to have each person read a Social Studies Standard that was used in the Bridge Semester 1 class and an example of how it was used.
  - Be prepared to add to the list with skills that were covered so students can get a full picture of the 2014 GED/HSE skills they have already been exposed to in Bridge Semester 1.
- 

### **ACTIVITY #3: Evaluate the Bridge Semester 2 Student Support Practices and Identify Lessons Learned – 40 minutes.**

- Pass out the Self-Assessment Template.
- Have students fill in the goals they identified in the last two exercises that they want to make as their primary goals for the course.
- Go round robin to have student declare these goals.
- Review the Bridge Semester 1 class criteria for punctuality, attendance, homework completion and teamwork by asking:
  - What were the criteria for each? Write these on the board.
  - Ask if these criteria need to stay the same for Bridge Semester 2? Why or why not?
  - Come to consensus on these standards.
- Tell students the class needs to set up student support practices to make sure every student gets the most out of the Bridge Semester 2 course.
- Ask students: What were your feelings about the effectiveness of the class' student support practices in Bridge Semester 1? Write student responses on the board.
- Pass out the *I Believe Statements*.
- Have students to review the statements and mark those statements that best represent their point of view.
- Go round robin to have students present their strongest statement and to relate it to their experience of the student support that was given in Bridge Semester 1.



- Pair like-minded students together and have them identify what student support strategies worked in Bridge Semester 1 and to come up with recommendations for how to improve on the student support practices from Bridge Semester 1.
  - Tell students to share their lists of what worked and their recommendations for improvements. Write these on the board.
  - Tell students their first homework assignment is to write about the recommendations they think will be most effective.
- 

### **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 an essay that answers the following three questions:

- What do you think is the best overall strategy for delivering student support services in class?
  - Which support strategies do you think worked in Bridge Semester 1?
  - What recommendations would you make to improve the class' support strategies for Bridge Semester 2?
- Have students make sure that their essays contain:
    - 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 paragraph.

Be aware the audience for this essay is their classmates. They are telling them how they think the class can improve its student support practices, 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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## **Culinary/Hospitality Career Bridge Semester 2 Goals and Course Descriptors**

### **Course Academic Goals:**

- Improve your test scores in reading, writing, and language skills for the TABE, the 2014 GED or HiSET, and, for those going on to college, the college placement test.
- Cover some Science and Social Studies GED and HISET skills in the context of issues that are relevant to the hospitality field. This course will cover some history and some environmental science topics relevant to the 2014 GED and HISET.
- 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 Bridge Semester 1 course, you have practiced narrative, informative, and explanatory writing.) This course will focus on persuasive writing for 2014 GED and HISET, so 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.
  - Give group and individual presentations.
  - Learn to outline your thesis, evidence, and recommendations quickly.
  - Practice the 45-minute essay.
  - Complete a final writing project based on class reading and activities.

### **Course Career Goals:**

- Explore topics that are directly relevant to hospitality 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 workplace.

### **Additional Course Descriptors:**

- The theme for this course is: Global Impact of the Tourism Industry
- There are essay or other writing assignments every week and one final project for this course. 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 and HISET standards.
- All activities are tied to your experience, questions, and research.

- Course boundaries: This course does not cover those GED and HISET 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.

## **CONDENSED SOCIAL STUDIES STANDARDS FOR NRS LEVELS 5 & 6**

### **1. Drawing Conclusions and Making Inferences**

- a. Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
- b. Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.

### **2. Analyzing Events and Ideas**

- a. Identify the chronological structure of a historical narrative and sequence steps in a process.
- b. Analyze in detail how events, processes, and ideas develop and interact in a written document; determine whether earlier events caused later ones or simply preceded them.
- c. Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.
- d. Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.

### **3. Reading and Interpreting Graphs, Charts and Other Data Representation**

- a. Interpret, use, and create graphs (e.g., scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g., do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
- c. Distinguish between correlation and causation.

### **4. Measuring the Center of a Statistical Dataset**

- a. Calculate the mean, median, mode, and range of a dataset.

### **5. Interpreting Meaning of Symbols, Words and Phrases**

- a. Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.

### **6. Analyzing Purpose and Point of View**

- a. Identify aspects of a historical document that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- b. Identify instances of bias or propagandizing.
- c. Analyze how a historical context shapes an author's point of view.
- d. Evaluate the credibility of an author in historical and contemporary political discourse.
- e. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### **7. Integrating Content Presented in Different Ways**

- a. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

- b. Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, and political cartoons.
- c. Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words.

#### **8. Evaluating Reasoning and Evidence**

- a. Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document.
- b. Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.

#### **9. Analyzing Relationships between Texts**

- a. Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.

### SELF-ASSESSMENT FOR CULINARY/HOSPITALITY CAREER BRIDGE SEMESTER 2

	WEEKS 1 & 2					WEEKS 3 & 4					WEEKS 5& 6					WEEKS 7 & 8					WEEKS 9 & 10					WEEKS 11 & 12					WEEKS 13 & 14					WEEKS 15 & 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					
Punctuality																																								
Attendance																																								
Homework Completion																																								
Focused teamwork.																																								

### CLASSROOM ASSESSMENT

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

	WEEKS 1 & 2	WEEKS 3 & 4	WEEKS 5 & 6	WEEKS 7 & 8	WEEKS 9 & 10	WEEKS 11 & 12	WEEKS 13&14	WEEKS 15&16
Goal #1:								
Rating:								
Goal #2:								
Rating:								
Goal #3:								
Rating:								
Goal #4:								
Rating:								
Goal #4:								
Rating:								

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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 counsel 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' issues, like punctuality, attendance, completing homework, etc. because they have to deal with them every day 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 other students solve student 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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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 1 & 2, Lesson 2**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate homework essays.	<b>READING</b>	<p><b>5.Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b></p> <p>a.Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>b.Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).</p> <p>c.Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p>d.Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a.Determine an author's point of view or purpose of a text.</p> <p>b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c.Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d.Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>a.Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.</p> <p>b.Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p>c.Distinguish claims that are supported by reasons and evidence from claims that are not.</p> <p>d.Assess whether the reasoning is valid; identify fallacious</p>

		reasoning in an argument and evaluate its impact. e. Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.
Decide on the lessons learned and the student support process for this class.	<b>SPEAKING AND LISTENING</b>	<b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12</i> topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Describe your international dream vacation.		
<b>On-line research homework:</b> Make a specific plan for your dream international vacation.	<b>WRITING</b>	<b>4. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b>

## Weeks 1 & 2, Lesson 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)



Class to be held in the Technology Lab

#### Theme: Your International Dream Vacation

#### OBJECTIVES:

- Evaluate homework essays.
- Decide on the lessons learned and the student support process for this class.
- Describe your international dream vacation.

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#### MATERIALS:

##### For Activity #1:

- Student Work: Student must bring one copy of their essay.
- Handout: Make one copy for each student.  
*GED Essay Scoring Rubric*  
<http://www.unm.edu/~tinan/writing/rubric.htm>

##### For Activity #2:

- Classroom Resources: Flip chart and markers, enough to provide two sheets of flip chart paper for each group of three students.

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#### ACTIVITY #1: Student Evaluation of 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?
- Ask student to remember the criteria for a good essay discussed in Bridge Semester 1. Write these items on the board. Students should also keep notes in their notebook as these criteria will continue to be used throughout the course.
- Pass out the GED Essay Scoring Rubric and tell students they are going to use the whole Rubric for evaluating essays for Bridge Semester 2.
- Review the “Conventions of Edited American English” and “Word Usage” in the rubric.
- Have students describe what each category means for each of the two categories.
- Ask: What does the essay look like or sound like overall for each of the scoring categories?
- 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.
  - What score would they give the other two categories: “Conventions of Edited American English” and “Word Usage”? Explain why for each.
- Go round robin to have students read their thesis statements aloud. As each student reads their thesis, summarize the thesis on the board and put their name under it. Group the names of students together on the board who have similar thesis statements and put them into groups of three.
  - Tell all students to get out two blank sheets of paper.
  - Have students pass their essays to the left. Students are to read the writing assignments, write comments based on the criteria, and answer the questions on the board.
  - After students have evaluated the first essay, they should pass it to their left and evaluate a new essay.
  - Next, students should give their evaluations to the authors and the authors should read their comments.
  - Tell students that you will also evaluate their essay 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.
- What score would they give the other two categories: “Conventions of Edited American English” and “Word Usage”? Explain why for each.

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

## **ACTIVITY #2: Lessons Learned and an Improved Student Support Process – 40 minutes.**

- Remaining in their groups of three, give each group two sheets of flip chart paper and markers.
- Have the groups discuss their recommendations. They need to be able to:
  - Present the recommendations they decide to make to the class.
  - Present the reasons for those recommendations.
  - Put their group answers on the flip chart paper and present them.
  - Make sure each student has a role in the presentation.
- Have groups to give their presentations.
- Work with the class to come to consensus by asking the following questions:
  - Are the recommendations really similar or different?
  - What are the primary differences?
  - What are some of the strongest arguments?
  - How does the class propose we come to consensus? A straight up vote or further discussion?
  - What do we need to talk through?
- Come to consensus and make sure the student support practices are very specific, i.e.:

- How to flag a problem a student is having.
  - How often meetings should occur.
  - What the follow-up to those meetings should be if students need further support.
- 

### **ACTIVITY #3: Describe your International Dream Vacation – 40 minutes.**

- Tell students they are going to explore Global Tourism starting with descriptions by describing their dream vacations.
- Ask:
  - Have you ever dreamed of going on a vacation somewhere outside the US?
  - If you had a large budget for an international dream vacation, what country would you go to? Write student answers on the board.
  - Why would you want to go on this vacation? List student answers on the board.
  - Are there other reasons why someone might want to go on an international vacation? Make sure student answers include:
    - To relax.
    - To spend time with family.
    - To learn about other cultures.
    - To explore the wilderness.
    - To go shopping.
    - To sightsee.
  - What would be their reasons for going on an international vacation?
- Tell students they are to get on the computer to find 5 pictures that best show what their international dream vacation would look like. They can find pictures by using the following subject lines:
  - Images of international vacations.
  - Images of eco-vacations.
  - Images of cultural vacations.
  - Images of vacations in (their destination country).
- Students are to send these pictures to their e-mails so they can use them for tomorrow's homework assignment.

### **Prepare for the homework:**

- Tell students about what is required for the Treasure Hunt.
  - Review on-line search strategies for finding these items.
  - Clarify the kinds of notes they are to take and bring in tomorrow.
- 

### **HOMEWORK:**

**Online Treasure Hunt:** Have students conduct a treasure hunt with the following instructions:

- Decide on their “dream” time to go on their “dream” vacation.
- Find a flight: Write down the airline, flight number, departure and arrival times, and cost.
- Find a place to stay: Write down the details of where they will stay and the cost.
- Identify needed car transportation and the cost for a rent-a-car, if needed. Write down all the details on transportation decisions.
- Find two videos on travel to their chosen destination on YouTube. Write down these website addresses.
- Identify activities they would want to do while they are on their vacation. Write down the activities, details they find about the activities and costs, if possible.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 1 & 2, Lesson 3**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Create a presentation about your international dream vacation.	<b>SPEAKING AND LISTENING</b>	<p><b>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p><b>9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p>
Give your presentation from your computer.		
<b>Writing homework:</b> About the specifics of your dream international vacation.	<b>WRITING</b>	<p><b>2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

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## Weeks 1 & 2, Lesson 3

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)



Class to be held in the Technology Lab

#### Theme: Your International Dream Vacation

#### OBJECTIVES:

- Create a presentation about your international dream vacation.
- Give your presentation from your computer.

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#### MATERIALS:

##### For Activity #1:

- Video: My Dream Vacation:  
<http://www.youtube.com/watch?v=-lfbXUML-Ts> (running time - 3:21)
- Video: My Dream Vacation Video:  
[http://www.youtube.com/watch?v=pb\\_IYoVtBOc](http://www.youtube.com/watch?v=pb_IYoVtBOc) (running time – 2:44)
- Classroom Resource: Flip chart and markers.

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#### ACTIVITY #1: Prepare Presentations - 60 minutes

- Catch up with students' research:
  - What did they find? What do they still need to find?
- Tell students they are to put together a simple 5-minute presentation on their international dream vacation. They can use PowerPoint or part computer and part flip chart paper or pictures and notes in their notebook. Their presentation is to cover the following (write these on the board):
  - An introduction to their international destination. (Use pictures to show what you like about the destination or to show what kind of vacation you want to take).
  - Where the destination is on a world map. (To find a map on the Internet, students might use Google Images.)
  - Reasons they want to go to this destination. (PowerPoint or flip chart slide.)
  - What they want to see and do once they get there. (Pictures or description).
  - The estimated cost for travel, lodging, transportation, and other costs.
  - How they think this trip will change them.
  - Additional information they want to find out about their international destination.
- Tell students they will watch two videos on dream vacations.
- Show first video (My Dream Vacation: <http://www.youtube.com/watch?v=-lfbXUML-Ts>), and then have students answer the following questions:
  - Where does the person want to go?
  - What are the reasons the person wants to go there?
  - What do they want to see and do once they get there?
  - Do we know anything about the costs for the vacations?

- How does the person think the trip will change them?
  - Show second video (My Dream Vacation Video: [http://www.youtube.com/watch?v=pb\\_IYoVtBOc](http://www.youtube.com/watch?v=pb_IYoVtBOc)), and then have students answer the same questions:
    - Where does the person want to go?
    - What are the reasons the person wants to go there?
    - What do they want to see and do once they get there?
    - Do we know anything about the costs for the vacations?
    - How does the person think the trip will change them?
  - Before the next activity, go round robin asking students what materials they want to use to do their presentations.
- 

### **ACTIVITY #2: Give Presentations - 60 minutes**

- Have students give their five-minute presentations at their computers.
  - Allow students to ask questions after each student presentation.
  - After each presentation, ask students:
    - What was effective about this presentation?
    - What parts of the presentation do you want to know more about?
- 

### **HOMEWORK:**

**Write:** Tell students to imagine that they have all the money they need and have them describe their international dream vacation. Make sure their description includes:

- The reasons they want to go to the country chosen.
- What they want to see and do in their destination country.
- The costs they anticipate as part of their vacation.
- How they think they will be changed by this international vacation experience.

**TEACHER NOTES:** Remind student to bring their *GED Essay Scoring Rubric* to the next lesson. The Rubric was first used in Weeks 1 & 2, Lesson 2.

**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 3 & 4, Lesson 1**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate homework essay.	<b>READING</b>	<p><b>5.Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b>  a.Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  b.Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).  c.Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.  d.Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b>  a.Determine an author's point of view or purpose of a text.  b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.  c.Infer an author's implicit as well as explicit purposes based on details in text.  d.Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  a.Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.  b.Evaluate the relevance and sufficiency of evidence offered in support of a claim.  c.Distinguish claims that are supported by reasons and evidence from claims that are not.  d.Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.  e.Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Present note-taking strategies for the course.	<b>SPEAKING AND LISTENING</b>	<b>4. Demonstrate active listening skills.</b> a. Interpret verbal and non-verbal cues and behaviors to enhance communication.
Read and analyze report on Travel Careers for facts.	<b>READING</b>	<b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b> a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  <b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b> a. Comprehend explicit details and main ideas in text. b. Summarize details and ideas in text. c. Make sentence level inferences about details that support main ideas. d. Infer implied main ideas in paragraphs or whole texts. e. Determine which detail(s) support(s) a main idea. f. Identify a theme, or identify which element(s) in a text support a theme. g. Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.
<b>Reading homework:</b> Articles on global tourism, general.		

## Weeks 3 & 4, Lesson 1

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Positive Impacts of International Tourism

#### OBJECTIVES:

- Evaluate homework essay.
  - Present note taking strategies for the course.
  - Read and analyze a report on Travel Careers for facts.
- 

#### MATERIALS:

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*GED Essay Scoring Rubric* (last used in Weeks 1 & 2, Lesson 2)  
<http://www.unm.edu/~tinan/writing/rubric.htm>

##### For Activity #2:

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

##### For Activity #3:

- Handout: Make one copy for each student.  
*Fast Forward: Travel Creates Opportunity and Launches Careers*  
[https://www.ustravel.org/sites/default/files/Media%20Root/e-Fast\\_Foward.pdf](https://www.ustravel.org/sites/default/files/Media%20Root/e-Fast_Foward.pdf)

##### For Homework:

- Handout (attached): Make one copy for each student.  
*International tourism exceeds expectations with arrivals up by 52 million in 2013*  
<http://media.unwto.org/press-release/2014-01-20/international-tourism-exceeds-expectations-arrivals-52-million-2013>
  - Handout (attached): Make one copy for each student.  
*Tourism and Poverty Alleviation*  
<http://step.unwto.org/content/tourism-and-poverty-alleviation-1>
- 

#### ACTIVITY #1: Evaluate Homework 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?
- Tell students to get out their notes on criteria for a good essay, last used in Weeks 1 & 2, Lesson 2. Write these items on the board.
- Tell students to get out their GED Essay Scoring Rubric and tell students they are going to use the whole Rubric for evaluating essays for Bridge Semester 2.
- Review the “Conventions of Edited American English” and “Word Usage” in the rubric.
- Have students describe what each category means for each of the two categories.
- Ask: What does the essay look like or sound like overall for each of the scoring categories?
- 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 “Response to Prompt”, “Organization” or “Development and Details” score would you give this rough draft? Explain why for each one.
  - What score would they give the other two categories: “Conventions of Edited American English” and “Word Usage”? Explain why for each.
- Put students into groups of three and tell them to each to get out two blank sheets of paper.
- Have students pass their essays to the left. Students are to read the writing assignments, write comments based on the criteria, and answer the questions on the board.
- After students have evaluated the first essay, they should pass it to their left and evaluate a new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- Tell students that you will also evaluate their essay 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.
- What score would they give the other two categories: “Conventions of Edited American English” and “Word Usage”? Explain why for each.

When you hand back the essays, include the peer evaluations as part of the package as well. Provide a due date for rewritten essays which will be done as homework.

## **ACTIVITY #2: Present Note Take Strategies for the Course - 20 minutes.**

- Tell students that they will need to take notes in a certain way for this whole class. If they do a good job in taking notes for this class, their final project will be easy for them.
- Ask students to remember way back to Bridge Semester 1 to answer the following question:
  - What is plagiarism?
  - Why is it considered a serious offense?



- Why is it so important to have everything in your own words?
    - How does taking plagiarism seriously protect the authors you read?
    - How does taking plagiarism seriously protect and promote your own thinking?
  - What are some study strategies that can protect students from plagiarizing?
    - Write student ideas on the board.
  - Introduce the note-taking strategies you want used for this class. This is a two-part note-taking process:
    - First part: Highlight just those parts in the text that are needed for the assignment.
    - Second part: Take notes on those parts that are highlighted. Keep notes short and in your own words.
  - Other note-taking requirements include:
    - Write the title, authors, date of publication, and where the article was published at the top of your paper.
    - Give a title to each group of notes you are taking. In this course, we will be looking for notes on:
      - Basic facts on the assigned topic that is related to international tourism.
      - The pros of international tourism.
      - The cons of international tourism.
      - The recommendations for improving the outcomes of international tourism.
  - Using this strategy will allow students to:
    - Easily cite the sources for their information.
    - Organize the facts, pros, cons, and recommendations to support their own thinking on the issues that surround international tourism.
    - Write great GED/HSE essays that now require students to talk about their own thinking after reading a set of primary sources.
- 

### **ACTIVITY #3: Read and Analyze Report on Travel Careers – 60 minutes.**

- Pass out the “Fast Forward” reading.
- Tell students you are looking for the maximum number of facts that show why the travel industry is such a good industry to go into. Have them read the article and highlight the facts they find.
- When students finish, put them in pairs to come up with a final count of facts they found. They can share the facts they might have missed with each other to make sure they each get the maximum number.
- Go round robin to get the grand total from each pair and put these numbers on the board.
- Ask students: What is the title, authors, date of publication, and publishers of this article?
- Write the correct answers on the board and have each student put that on a page in their notebooks.
- Ask: What did you take notes on? Tell students to put “Facts on Travel Careers” as the title to their notes.
- Have pairs go over the highlighted portions of their reading and jot down notes for each fact they found in their own words as needed. They should:
  - Take turns reading a new highlight aloud; decide what the note should be on the fact, and both jot down the same notes in their notebooks.
  - They can make sub-titles in their notes to help organize their notes even further.
- When all students are done, go round robin to each student and have them read a new fact aloud from their notebooks until all facts have been identified. If students think the note sounds plagiarized, tell them to raise their hands. Then have them provide a version of the note that is not plagiarized.
- Next, ask students:
  - What are their general conclusions about Travel Careers based on the facts?
  - How does this presentation of the facts sell the Travel industry?

- Do students think the Travel industry has this kind of positive impact on their international dream destination? Why or why not?
- 

### **HOMEWORK:**

**READ:** Have students read, “International tourism exceeds expectations with arrivals up by 52 million in 2013” and “Tourism and Poverty Alleviation”.

- While reading “International tourism exceeds expectations with arrivals up by 52 million in 2013”, have students:
  - Highlight all the facts.
  - Take notes on the facts sorting into general facts or by continent. Be sure to include the source information at the top of the page, an overall heading, and any subheadings that make the facts easier to understand.
- While reading “Tourism and Poverty Alleviation”, have students:
  - Highlight facts, pros of international tourism, cons of international tourism, and significant recommendations.
  - Take notes on the highlights that include:
    - The source at the top of the page.
    - Title headings and subtitle heading as needed.
    - Put everything in their own words.

# 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.”<sup>1</sup> 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](#).

<sup>1</sup> <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**

1. A short, formal indication of the source of information or quoted material.
2. The act of quoting material or the material quoted.
3. 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 are likely to be the products 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, and
- 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.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 3 & 4, Lesson 2**

<b>OBJECTIVES / ACTIVITIES</b>	<b>STANDARD CATEGORY</b>	<b>STANDARD</b>
Review note taking on homework readings.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.</p> <p>b.Summarize details and ideas in text.</p> <p>c.Make sentence level inferences about details that support main ideas.</p> <p>d.Infer implied main ideas in paragraphs or whole texts.</p> <p>e.Determine which detail(s) support(s) a main idea.</p> <p>f.Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Set up short research on positive impacts of tourism on your international destination.	<b>WRITING</b>	<p><b>4. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b></p>
Conduct research.		
<b>Presentation homework:</b> Prepare for tomorrow's presentation.		

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## Weeks 3 & 4, Lesson 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)



Class to be held in the Technology Lab

#### Theme: Positive Impacts of International Tourism

##### OBJECTIVES:

- Review note taking on homework readings.
- Set up short research activity on positive impacts of tourism on your international destination.
- Conduct research.

---

##### MATERIALS:

##### For Activity #1:

- Classroom Resource: Flip chart and markers.
- Handout: Make one copy for each student.  
International Tourism: A Driving Force for Economic Growth of Commonwealth Countries  
[http://www.academia.edu/982748/International\\_tourism\\_a\\_driving\\_force\\_for\\_economic\\_growth\\_of\\_Commonwealth\\_countries](http://www.academia.edu/982748/International_tourism_a_driving_force_for_economic_growth_of_Commonwealth_countries)

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#### ACTIVITY #1: Review Note Taking on Homework Readings – 50 minutes.

##### Activity #1, Part 1: International Tourism Exceeds Expectations Article

- Put students into pairs and give each pair two pieces of flipchart paper and a marker.
- Have pairs count off by four and form groups based on their number.
- Write the following on the board:
  - #1: Pie chart.
  - #2: Bar graph.
  - #3: Line graph.
  - #4: Chart.
- Ask each group to be able to summarize the type of chart they have been assigned and how these charts can provide multiple data sets in one chart. They must be able to show and explain how to use the chart or graph type they have been assigned. Their presentations must also include all the people in the group.
- Have each group “teach” their assigned chart or graph type.
- Put students into pairs and assign each pair a chart or graph type and have each create a chart or graph that summarizes key data on continents they have gathered from their first reading from the homework: “International tourism exceeds expectations with arrivals up by 52 million in 2013”.
- Have students put their charts together by type on the wall.

- Have students present their chart or graph quickly and clearly. When each pair is finished, ask:
  - What are the strengths of this chart/graph?
  - Does this chart/graph present information so you can make good comparisons?

### Activity #1, Part 2: A Driving Force for Economic Growth

- Pass out the “International Tourism” article.
- Ask: What is a commonwealth country? Allow students to use smart phones, a computer, or dictionary to find the answer.
- Ask:
  - What is colonialism? (Allow students to look up this word if needed).
  - What was the British Empire?
  - How is a commonwealth country related to the old British Empire?
  - What do you think might be some relationships between international tourism and colonialism?
- Look at the charts and graphs. Ask:
  - What are some of the conclusions you can make about the international tourism growth rates in the different continents? For the world in general.
  - Look at each column separately and ask questions about:
    - Which year’s annual growth was the highest? The lowest?
    - What is the story in more recent years?
    - What are some key differences between continents?
    - What might some of the reasons be?
  - Repeat this exercise with the colored line graph. From looking at the graph, what conclusions can they make about:
    - Africa?
    - The Americas?
    - East Asia Pacific?
    - Africa?
    - Middle East?
    - South Asia?
  - How do the chart and graph compare with the charts and graphs done by the class?
- Next, assign each pair a positive impact from page two of the article. Tell each pair to paraphrase the positive impact they have been assigned. Before they start, ask:
  - What does paraphrase mean?
  - Why is this skill so important when taking notes?
- When students have completed paraphrasing, go from pair to pair using the following process:
  - Read the positive impact they were to paraphrase aloud from the text.
  - Have the group give their paraphrase.
  - Tell the class to evaluate the paraphrase. Did the paraphrase capture the gist of the description? What needs to be changed to make the paraphrase more complete?
- Write the final paraphrase on the board.
- Lastly, ask: How would being a good paraphraser help with note taking?

### Activity #1, Part 3: Tourism and Poverty Alleviation

- Tell students to get out their homework reading on poverty alleviation.
- Have pairs:
  - Compare the list of pros from this article and the “commonwealth” article.
    - Do they indicate the same issues? What are the similarities and differences?
    - What do you think are the differences in the author’s concerns? What is your evidence?



- Create two columns on the board: Similarities and Differences.
  - Go round robin from pair to pair for each to indicate a similarity. Write these on the board.
  - Repeat for differences.
  - Ask: What do you think are the differences in the author's concerns? What is your evidence?
- 

### **ACTIVITY #2: Set up Short Research Project on International Destination – 10 minutes.**

- Tell students they are to conduct a short research project on the positive effects of international tourism on their international destination. To do this short project, they must:
    - Find and print two articles on the topic.
    - Print them out.
    - Highlight the positive effects and the facts that describe them in the article. They must be sure to paraphrase the positive effects for their notes so that everything in their notes is in their own words.
    - Find or create at least one graph that shows the positive impact of tourism over time.
    - Prepare a presentation on what they found. Include:
      - Sources. (Ask: How do you know a good source, as opposed to a source that is not good, when you see it?)
      - The facts about the tourism industry in your destination country.
      - The positive impacts of the tourism industry on your destination country.
  - Tell students they will have an hour today and an hour in the next lesson to prepare for their presentation. They can choose to either use flip chart paper or build a short PowerPoint presentation. Students should also plan to work on their research and presentations for homework.
- 

### **ACTIVITY #3: Conduct Research – 60 minutes.**

- Before students start their research, ask: What are some good Internet search strategies for finding the kind of information needed for this project? List the good strategies students provide on the board.
  - After students complete their research for the day, go round robin and ask:
    - What were you able to achieve today?
    - What do you still have to complete?
    - What do you plan to complete for homework?
- 

### **HOMEWORK:**

**PREPARE:** Have students complete their research and prepare a presentation for the next lesson.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 3 & 4, Lesson 3**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Prepare for the presentation.	<b>SPEAKING AND LISTENING</b>	<p><b>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p><b>9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p>
Students give their presentations.		
<p><b>Writing homework:</b>  Write up presentation on positive impacts of your dream international destination.</p>	<b>WRITING</b>	<p><b>2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

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## Weeks 3 & 4, Lesson 3

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)



Class to be held in the Technology Lab

#### **THEME: Positive Impacts of International Tourism**

#### **OBJECTIVES:**

- Prepare for and give presentations.
- 

#### **MATERIALS:**

- Classroom Resource: Flip chart and markers.
- 

#### **ACTIVITY #1: Prepare for the Presentation – 60 minutes.**

- Write the following on the board:
    - What were your sources?
    - What are the basic facts of tourism in your destination country?
    - What are some of the positive impacts of tourism on your destination country?
  - Go round robin to ask students:
    - What were you able to complete for homework?
    - What do you need to complete today?
  - Make flip chart paper and markers available so students can get prepared. Allow them to set up in different parts of the classroom.
- 

#### **ACTIVITY #2: Give Presentations – 60 minutes.**

- As a class, move around from presentation to presentation.
  - After each student gives their presentation, ask students:
    - Do you have any questions about the material that was presented?
    - Does this presentation leave you curious about any other aspects of the country's tourism?
  - After all the presentations have been given, ask:
    - Is tourism the same in all the countries?
    - What are some of the similarities and differences?
    - What other conclusions can you draw about the positive impacts of international tourism from these presentations?
- 

#### **HOMEWORK:**

**WRITE:** Have students put their presentation into written form by writing an essay that:

- Describes why their chosen destination country is so attractive to tourists.
- Presents the basic facts about tourism in this country.

- Provides a separate paragraph for each of the major ways that tourism has impacted the country positively.

**TEACHER NOTES:** Let students know that they will have to bring a number of articles and handouts from previous classes for the next lesson. They should bring their copies of:

- The *GED Essay Scoring Rubric*, last used in Weeks 1 & 2, Lesson 2.
- Tourism and Poverty Alleviation (attached to Weeks 3 & 4, Lesson 1)  
<http://step.unwto.org/content/tourism-and-poverty-alleviation-1>

**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 5 & 6, Lesson 1**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate homework essays.	<b>READING</b>	<p><b>5.Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b>  a.Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  b.Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).  c.Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.  d.Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b>  a.Determine an author's point of view or purpose of a text.  b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.  c.Infer an author's implicit as well as explicit purposes based on details in text.  d.Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  a.Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.  b.Evaluate the relevance and sufficiency of evidence offered in support of a claim.  c.Distinguish claims that are supported by reasons and evidence from claims that are not.  d.Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.  e.Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Predict the negative impacts of international tourism.	<b>SPEAKING AND LISTENING</b>	<b>7. Predict potential outcomes and/or solutions based on oral information regarding trends.</b>
Research negative impacts on Tourism Concern site.	<b>WRITING</b>	<b>4. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b>
<b>Reading homework:</b> Articles on that detail negative impacts of international tourism.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.</p> <p>b.Summarize details and ideas in text.</p> <p>c.Make sentence level inferences about details that support main ideas.</p> <p>d.Infer implied main ideas in paragraphs or whole texts.</p> <p>e.Determine which detail(s) support(s) a main idea.</p> <p>f.Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>



## Weeks 5 & 6, Lesson 1

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Negative Impacts of International Tourism

#### OBJECTIVES:

- Evaluate homework essays.
  - Predict the negative impacts of international tourism.
  - Research negative impacts on Tourism Concern site.
- 

#### MATERIALS:

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
GED Essay Scoring Rubric (last used in Weeks 1 & 2, Lesson 2)  
<http://www.unm.edu/~tinan/writing/rubric.htm>

##### For Activity #2:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
Tourism and Poverty Alleviation (attached to Weeks 3 & 4, Lesson 1)  
<http://step.unwto.org/content/tourism-and-poverty-alleviation-1>
- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
International Tourism: A Driving Force for Economic Growth of Commonwealth Countries (attached to Weeks 3 & 4, Lesson 2)  
[http://www.academia.edu/982748/International\\_tourism\\_a\\_driving\\_force\\_for\\_economic\\_growth\\_of\\_Commonwealth\\_countries](http://www.academia.edu/982748/International_tourism_a_driving_force_for_economic_growth_of_Commonwealth_countries)

##### For Activity #3:

- Handout: Make one copy for each student.  
Tourism Concern: Action for Ethical Tourism  
<http://tourismconcern.org.uk/indigenous-people-and-tourism/>

##### For Homework:

- Handout: Make one copy for each student.  
Tourism's Negative Impact on Hawaiians  
<http://mphawaii.tripod.com/Tourism/TourismsNegativeImpact.htm>
-

### ACTIVITY #1: Evaluate Homework 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?
- Tell student to get out their notes on criteria for a good essay, last used in Weeks 3 & 4, Lesson 1. Write these items on the board.
- Tell students to get out their GED Essay Scoring Rubric and tell students they are going to use the whole Rubric for evaluating essays for Bridge Semester 2.
- 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 "Response to Prompt", "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.
  - What score would they give the other two categories: "Conventions of Edited American English" and "Word Usage"? Explain why for each.
- Go round robin to have students read their thesis statements aloud. As each student reads their thesis, summarize the thesis on the board and put their name under it. Group the names of students together on the board who have similar thesis statements and put them into groups of three.
- Tell all students to get out two blank sheets of paper.
- In their small groups, have students pass their essays to the left. Students are to read the essay, write comments based on the criteria, and answer the questions on the board.
- After students have evaluated the first essay, they should pass it to their left and evaluate a new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- Tell students that you will also evaluate their essay 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.
- What score would they give the other two categories: "Conventions of Edited American English" and "Word Usage"? Explain why for each.

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

### **ACTIVITY #2: Predict the Negative Impacts of International Tourism - 20 minutes.**

- Tell students they are not going to think of the negative impacts of international tourism.
  - Have students to get out the two of the articles they chose for their research project to understand the positive aspects of tourism.
  - Put groups of three together to paraphrase the negative impacts in one of the articles. Make sure there are equal numbers of students working on each article. Tell the groups to:
    - Read each negative impact aloud.
    - Work on a good clear paraphrase of the impact.
    - Have a “scribe” record the paraphrase the groups decide on.
  - Use the following process to paraphrase the first article:
    - Read a negative impact aloud.
    - Have each group read their paraphrased impact.
    - Decide on the clearest and most accurate paraphrase. Write the final one the board.
  - Repeat this process for the second article.
  - Ask students: What are your conclusions based on these two articles?
    - Which do you think has a stronger impact on a country, the positive or negative impacts of tourism?
    - Does this change depend on the country? Why or why not?
- 

### **ACTIVITY #3: Research Negative Impacts on Tourism Concern Site - 60 minutes.**

- Tell students they are to do a Treasure Hunt of negative impacts on the “Tourism Concern” site. They can do this Treasure Hunt with a partner or independently. In either case, they are to:
    - Write down the name of each article they look through.
    - Note the words that are new to them or that they do not understand.
    - Paraphrase the negative impacts of international tourism that they find for each article.
  - Model this analysis using the article that is on the screen when you open up the link. The article is called “Indigenous people and tourism”.
  - Tell the students to open up this article on their computers.
  - Before they start, ask: What does “indigenous” mean?
  - Tell students to:
    - Write down the name of the article.
    - Read the article and write down words that are new for them.
    - Paraphrase the negative impact described in the article.
  - Go round robin, having each student identify one word and write these on the board.
  - Tell students to provide definitions to the words they know.
  - Go round robin to have students read their paraphrased impacts.
  - Decide on the clearest and most accurate paraphrase. Write the final one the board.
  - Tell students they are to read the articles on the right hand side of the page and use this process for each article. Be sure to note the countries they mention that are given as examples. Be able to answer the questions: Does the negative impact you are reading about impact your country? Why or why not?
-

### **HOMEWORK:**

**READ:** Have students read the articles on the Tourism Concern website that they were not able to get to in class and *Tourism's Negative Impact on Hawaiians*.

For each of these articles, tell students to:

- Highlight the different reasons the author thinks tourism has had a negative effect on Hawaii.
- Create a list of questions based on their understanding of the reading to quiz their classmates during the next lesson.

**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 5 & 6, Lesson 2**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Review Tourism Concern's negative impacts.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>  a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b>  a.Comprehend explicit details and main ideas in text.  b.Summarize details and ideas in text.  c.Make sentence level inferences about details that support main ideas.  d.Infer implied main ideas in paragraphs or whole texts.  e.Determine which detail(s) support(s) a main idea.  f.Identify a theme, or identify which element(s) in a text support a theme.  g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Review the negative impacts of tourism on Hawaii.	<b>READING</b>	<p><b>3.Analyze how individuals, events, and ideas develop and interact over the course of a text.</b>  a.Order sequences of events in texts.  b.Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.  c.Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.  d.Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).  e.Analyze the roles that details play in complex literary or informational texts.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b>  a.Determine an author's point of view or purpose of a text.  b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to</p>

		<p>conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p>
Prepare for reading on Imperialism.	<b>READING/ LANGUAGE</b>	<p><b>READING</b></p> <p><b>4. Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</b></p> <p>a. Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p>b. Analyze how meaning or tone is affected when one word is replaced with another.</p> <p>c. Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.</p> <p><b>LANGUAGE</b></p> <p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized 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, its part of speech, its etymology, or its standard usage.</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><b>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p>a. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.</p>

<p><b>Reading homework:</b> Article on imperialism.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b> a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b> a.Comprehend explicit details and main ideas in text. b.Summarize details and ideas in text. c.Make sentence level inferences about details that support main ideas. d.Infer implied main ideas in paragraphs or whole texts. e.Determine which detail(s) support(s) a main idea. f.Identify a theme, or identify which element(s) in a text support a theme. g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations. h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
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## Weeks 5 & 6, Lesson 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Negative Impacts of International Tourism

#### OBJECTIVES:

- Review Tourism Concern's negative impacts.
  - Review the negative impacts of tourism on Hawaii.
  - Prepare for reading on Imperialism.
- 

#### MATERIALS:

##### For Activity #1:

- Classroom Resource: Flip chart and markers.

##### For Activity #3:

- Classroom Resource: Dictionaries.
- Classroom Resource: Flip chart and markers.
- Put the following words from the homework reading on index cards: imperialism, obliterate, sanitize, expropriate, pernicious, cartel, plunder, exploit, despoliation, accelerate, ideological blather, capitalism, agribusiness, disenfranchised, shantytown, transnational corporations, Third World, super profits, fervent, underdevelopment, pillage, abduction, denizens, cultural backwardness, supremacy, emblematic, autocratic, ecosphere, subsidies, prohibitive, tariffs, over exploited, imposition, agribusiness, dragoon, euphemistic, enunciate, White Man's Burden, territorial imperialism, sovereignty, neo-imperialism, dissidents, comprador, recompense

##### For Homework:

- Handout: Make one copy for each student.  
*Imperialism 101*  
<http://www.michaelparenti.org/Imperialism101.html>
- 

#### ACTIVITY #1: Review Tourism Concern's Negative Impacts – 40 minutes.

- Ask: What was your response to all the negative impacts listed on the Tourism Concern site? Where they:
  - Surprising?
  - Convincing?
  - Depressing?
  - Why or why not.
- Create three columns on the board with these headings: Environmental Impacts, Social Structure Impacts, Economic Impacts.
- Ask students:
  - What are the differences between these kinds of impacts?
  - What are some examples that illustrate their differences?

- Have students find a partner whose dream international destination is on the same continent as theirs.
  - Tell pairs to:
    - Make a comprehensive list of the negative impacts they discovered on the Tourism Concern list.
    - Label their negative impacts as:
      - EN for Environmental Impact.
      - SS for Social Structure Impact.
      - EC for Economic Impact.
  - Put pairs into one of three groups and assign each of these larger groups an impact type. Give each group flip chart paper and a marker and ask them to:
    - Come up with a comprehensive list of impacts for just that impact type.
    - Come up with a comprehensive list of new words with the definitions they know.
    - Put this list of impacts on one flip chart paper and the words on another.
    - Prepare to present their list to the class.
  - After each group's presentation, ask:
    - Are all these impacts in the right category?
    - Are there any impacts your group came up with that should be added?
    - Tell students to come and add these to flip chart paper for that category.
  - Make sure students each have all the negative impacts and new words written down in their notebooks for use in upcoming exercises. If you choose, tell them that the new words will be used for a vocabulary quiz later on.
  - Have students go back to their original partner whose dream destination is on the same continent and:
    - Choose those impacts they predict apply most to their dream international vacation country and tell why they selected those impacts.
    - Discuss whether or not the primary impacts to their country also impact their shared continent, and tell why they made these conclusions about their shared continent.
  - Go round robin to have groups make their predictions and explain why.
- 

### **ACTIVITY #2: Review Negative Impacts of Tourism on Hawaii – 40 minutes.**

- Tell students to get their Hawaii readings out with the questions that they know the answers to.
  - Tell students they are to quiz each other on the reading using their questions. Explain that they will use the following process:
    - One student will ask a question.
    - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
    - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
    - This process will continue until students have no new questions.
  - Go round robin for a round up of all the negative impacts from the article and write these on the board. Ask:
    - What are the impacts from the Tourism Concern site that are having particular impact in Hawaii?
    - Why do you think Hawaii has been hit so hard?
    - Which of the other classroom dream international vacation countries are probably hit by some of the same impacts as Hawaii?
- 

### **ACTIVITY #3: Prepare for Reading on Imperialism – 40 minutes.**

- Put students into new pairs.

- Deal out the index cards so that each pair has the same number of words to be responsible for.
  - Tell students they will need all the definitions of these words to get the full gist of the homework reading. Tell pairs to:
    - Find definitions for the words on their cards.
    - Paraphrase the definitions into easy to remember definitions.
    - Write the words and the definitions on flip chart paper.
  - All students should copy down all the words and definitions into their notebooks to help with the reading of the homework article.
- 

### **HOMEWORK:**

**READ:** Have students read *Imperialism 101* and answer the following questions in paraphrased form:

- What is the author's overall thesis?
- What is the main idea for each of the sections?
- What is the evidence for each of these main ideas?

Have students create a list of questions based on what they understand from the article to use as part of a class quiz in the next lesson.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 5 & 6, Lesson 3**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Review reading on Imperialism.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>  a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b>  a.Comprehend explicit details and main ideas in text.  b.Summarize details and ideas in text.  c.Make sentence level inferences about details that support main ideas.  d.Infer implied main ideas in paragraphs or whole texts.  e.Determine which detail(s) support(s) a main idea.  f.Identify a theme, or identify which element(s) in a text support a theme.  g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Connect Imperialism to international tourism.	<b>SPEAKING AND LISTENING</b>	<p><b>1.Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>a.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.  b. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.  c.Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.  d.Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;</p>

		resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>Writing homework:</b> Relationship between imperialism and international tourism.	<b>WRITING</b>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

## Weeks 5 & 6, Lesson 3

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Negative Impacts of International Tourism



Class to be held in the Technology Lab

#### OBJECTIVES:

- Review reading on imperialism.
- Connect imperialism to international tourism.

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#### MATERIALS:

##### For Activity #1:

- Classroom Resources: Flip chart and markers.
- Handout: Students should have brought their copies to class, but teachers may wish to have additional copies available.  
*Imperialism 101*  
<http://www.michaelparenti.org/Imperialism101.html>

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#### ACTIVITY #1: Review the Reading on Imperialism - 50 minutes.

- Tell students to get their quiz questions and Imperial 101 reading out.
- Ask: What are your overall impressions of this reading? Was it:
  - Interesting?
  - Convincing?
  - Depressing?
  - Hopeful?
  - In general, do you agree or disagree with the author? (We will return to this question!)
- Tell students to quiz each other on the reading using their questions. Explain that they will use the following process:
  - One student will ask a question.
  - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
  - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
  - This process will continue until students have no new questions.
- Put students into pairs to prepare for the classroom discussion. Assign each pair a different section to outline and give them flip chart paper to use for their presentation. Pairs should answer:
  - What is this author's overall thesis? How do you know?
  - What is the main idea for your assigned sections? How does the author back up their main idea?
  - Students should put together an outline of their answer and put it on flip chart paper.
- Go round robin to ask pairs what the author's overall thesis is and what is the basic evidence for their answer.

- Have pairs present the main idea for their assigned sections and their evidence. If multiple pairs have worked on the same section, have them go right after each other and put their flip chart paper next to each other. After each presentation, ask:
    - Does anyone have any questions about this pair's answer?
    - Does anyone have anything to add?
- 

## **ACTIVITY #2: Connect Imperialism to International Tourism - 70 minutes.**

### **Activity #2, Part 1:**

- Put two columns on the board with the headings: Is a result of Imperialism; and Can be changed with good company and government policies.
- Ask students: Do you think international tourism is a result of imperialism? Yes, or no? What are your reasons? Take notes on student answers.
- Make sure that both sides of the question get argued to demonstrate how students are thinking about this question.
- Next, ask students:
  - Do you think international tourism is imperialism?
  - Do you think that tourism always has negative impacts on the host countries?
  - How could international tourism exist and not be imperialistic?
- Tell students to get out their notes on Tourism's Negative Impact on Hawaii, Tourism and Poverty Alleviation, and The Driving Force for Economic Growth of Commonwealth Countries. Have students review these to answer the question: Would authors of these articles think that tourism is a result of imperialism?
- When students are prepared, ask:
  - What opinion would the author of Tourism's Negative Impact on Hawaiians have? Why?
  - What opinion would the author of Tourism and Poverty Alleviation have? Why?
  - What opinion would the author of International Tourism: A Driving Force for Economic Growth of Commonwealth Countries have? Why?
- Take notes on student answers. Ask them: Which author do they agree with most? Why or why not?
- Tell students to get out their notes on the impacts of international tourism from the Tourism Concern site as well as the positive impacts of international tourism from last week.
- Tell students to look these through and check off those that they think are the result of imperialism.
- Next, tell students to go back over the list and check off those that they think the tourism industry could fix if tourism companies and governments worked together more effectively. They should put a star next to those impacts they think are just things that are just
- Have students give their answers.
  - Go round robin and have a student read out a new negative impact and state if they think that impact is a result of imperialism and if they think companies and governments could fix the problem or not.
  - Write the impact on the board and put a check in the column "could be changed with good company and government policies".
- At the end of the exercise, ask:
  - Which of you think that tourism will have some negative impacts no matter what?
  - Which of you thinks that most of tourism's negative impacts can be fixed with good policy?

### **Activity #2, Part 2:**

- Put students onto two "sides", those that will argue that international tourism is imperialism and those that will argue that international tourism is a worthwhile industry that needs policy help to improve.



- Have the two sides meet to talk through their arguments for their side. They should assign a different part of the argument to each of the group members.
  - Line up the two teams across from each other and have each team present their argument. Tell the opposing listening team to jot down any new arguments they think of while listening. After each presentation, ask the listening team if they have any questions they would like to ask.
  - After both presentations ask:
    - What were the arguments you wrote down while you were listening?
    - What are the thoughts you had that would strengthen the argument for your side?
- 

### **HOMEWORK:**

**WRITE:** Have students write an essay about whether or not they think international tourism is imperialism or not. Their essays should answer the following questions:

- What is imperialism?
- What is your thesis about the relationship between the idea of imperialism and international tourism?
- What are your arguments for your thesis? Be sure to site your sources and to paraphrase elements you want to use from those sources.
- What do you think should be done to improve the negative impacts of international tourism as you see it?
- You can use the technique of counter-argument. In this technique, you acknowledge the argument of the other “side” and then explain why you disagree.
- Make sure you remember that your audience is the other side, and you are trying to persuade them to think like you do.

**TEACHER NOTE:** Remind students to bring their Social Studies Standards (last used in Weeks 1 & 2, Lesson 1) for use in the next lesson.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 7 & 8, Lesson 1**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate essays.	<b>READING</b>	<p><b>5.Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b>  a.Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  b.Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).  c.Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.  d.Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b>  a.Determine an author's point of view or purpose of a text.  b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.  c.Infer an author's implicit as well as explicit purposes based on details in text.  d.Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  a.Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.  b.Evaluate the relevance and sufficiency of evidence offered in support of a claim.  c.Distinguish claims that are supported by reasons and evidence from claims that are not.  d.Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.  e.Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Review 2014 GED/HSE Social Studies standards and preview the Science Standards.	<b>SPEAKING AND LISTENING</b>	<p><b>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12</i> topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
Introduce the unit on Climate Change.		
<p><b>Reading homework:</b> Read background essays on climate change.</p>	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence-level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence-based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

## Weeks 7 & 8, Lesson 1

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

**Theme: What is Climate Change?**

#### **OBJECTIVES:**

- Evaluate essays.
  - Review 2014 GED/HSE Social Studies standards and preview the Science Standards.
  - Introduce the unit on Climate Change.
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#### **MATERIALS:**

##### **For Activity #2:**

- Handout: Students should have brought their copies to class, but teachers may wish to have extra copies on hand.  
*2014 GED/HSE Social Studies Standards* (last used in Weeks 1 & 2, Lesson 1)
- Handout (attached): Make one copy for each student.  
*2014 GED/HSE Science Standards*

##### **For Activity #3:**

- Video: *Take Aim at Climate Change*  
<http://passporttoknowledge.com/polar-palooza/whatyoucando/taacc/>
- Video: *Sandy and Climate Change*  
<http://illinois.pbslearningmedia.org/resource/nvin.sci.earth.sandy-1/sandy-and-climate-change/>  
(running time: 3:12)

##### **For Homework:**

- Handout/Multi-Media Materials (Video, Background Essay, and Discussion Questions):  
Make one copy for each student of the Background Essay.  
*Climate Change*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.climatechange/climate-change/>  
(video running time: 5:48)
  - Handout/Multi-Media Materials (Graphs, Background Essay, and Discussion Questions):  
Make one copy for each student of the Background Essay.  
*Greenland Ice Sheet Project 2: A Record of Climate Change*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.greenland/greenland-ice-sheet-project-2-a-record-of-climate-change/>
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#### **ACTIVITY #1: Set Criteria for Good Essay Writing - 50 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?
- Tell student to get out their notes on criteria for a good essay, last used in Weeks 5 & 6, Lesson 1. Write these items on the board.
- Tell students to get out their GED Essay Scoring Rubric and tell students they are going to use the whole Rubric for evaluating essays for Bridge Semester 2.
- 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 "Response to Prompt", "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.
  - What score would they give the other two categories: "Conventions of Edited American English" and "Word Usage"? Explain why for each.
- Put students into groups of three and tell them to each to get out two blank sheets of paper.
- Have students pass their essays to the left. Students are to read the writing assignments, write comments based on the criteria, and answer the questions on the board.
- After students have evaluated the first essay, they should pass it to their left and evaluate a new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.  
Tell students that you will also evaluate their essay so they will have three sets of input to help them with their re-writes.

### **An addition:**

- Have students to return to the essays they have just reviewed and to choose a particularly strong introduction.
- Go round robin to have pairs read their chosen introduction aloud.
- Ask:
  - What was strong about these introductions?
  - What were some good techniques people used to get the reader's attention?
  - What draws the reader in?
- Ask students:
  - What were some strong arguments you read?
  - What kinds of details in their arguments were particularly convincing?

**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.
- What score would they give the other two categories: "Conventions of Edited American English" and "Word Usage"? Explain why for each.

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

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### **ACTIVITY #2: Review 2014 GED/HSE Social Studies Standards - 30 minutes.**

- Have students get out their 2014 GED/HSE Social Studies Standards that were handed out the first day of class.
  - Ask student to remember what they have done so far in the class:
    - List their answers on the board. Make sure they remember the readings, class activities, and essays.
  - Tell students to check off those skills they used related to the 2014 GED/HSE Social Studies standards.
  - Put students into pairs to talk through their choices and to make a complete set of selections.
  - When students are finished, ask:
    - What are the major skill sets that we have used?
    - What are some of the skills that we have touched on?
    - What kinds of skills did we not use in this class?
  - Now, tell students to get out their 2014 GED/HSE Science standards. Tell them that this next week they are going to be doing a science unit that will directly relate to some of these standards as well as to their overall theme of Impacts of International Tourism.
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### **ACTIVITY #3: Introduce the Subject of Climate Change and Watch Two Videos - 40 minutes.**

- Tell students that in order to open the topic of climate change, they will need to put everything on the table regarding what they already know about climate change.
  - Have students get into new pairs to list the facts they know.
  - Go round robin from pair to pair and list all their knowledge on the board.
  - Have students to watch the introduction video, Take Aim at Climate Change, to see if there is anything else they can add to the list.
  - Watch Take Aim at Climate Change.
  - Ask:
    - Is there any new information you want to add to your knowledge list? Add new items.
    - Do you think this is an effective video in getting youth interested in the issue? Why or why not?
  - Have pairs think of severe or weird weather occurrences they think might be tied to climate change. Tell them to think nationally and internationally about this question.
  - Go round robin from pair to pair and list severe or weird weather occurrences. Write these on the board.
  - Tell students to watch the video to find out the relationship between hurricane Sandy and climate change.
  - Watch the Sandy and Climate Change video, having students take notes on the facts.
  - Ask: What were the factors that contributed to the development of hurricane Sandy?
  - Ask: What questions do you have about climate change that you hope will be answered this week? List these on the board.
- 

### **HOMEWORK:**

**READ:** Have students read two Background Essays (found near the bottom of the page of each web-link), one on Climate Change and one on the Greenland Ice Sheet Project 2. For each Background Essay, students should:

- Highlight and take notes on the facts. They will need these for later writing assignments.
- Create a list of questions based on what they understand from the article to use a part of a class quiz for the following lesson.

Also, have students research the words “isotope”, “greenhouse gasses” and be able to report their meanings clearly.



## CONDENSED SCIENCE STANDARDS FOR NRS LEVELS 5 & 6

### 1. Determining Details and Making Inferences

- a. Cite specific textual evidence to support inferences, conclusions or analyses of technical texts, attending to the precise details of explanations or descriptions of a process, event, phenomenon, or concept.
- b. Understand and explain the basic features of a scientific hypothesis or investigation and verify claims made based on evidence provided.

### 2. Determining Central Ideas, Hypotheses, and Conclusions

- a. Determine the central ideas or conclusions of a stimulus.
- b. Identify the hypotheses, conclusions, and data in a technical text, verifying the evidence and data when possible and corroborating or challenging conclusions with other sources of information.
- c. Provide an accurate summary of the stimulus.
- d. Develop valid (testable, objective) questions, evaluate whether questions are testable and objective, and refine hypotheses.
- e. Make evidence-based generalizations based on data and results.
- f. Draw conclusions based on scientific evidence, and indicate whether further information is needed to support a specific conclusion or to discriminate among several possible conclusions.

### 3. Analyzing events and ideas

- a. Determine which explanation best accords with evidence.
- b. Analyze in detail a series of events or results described in a stimulus; determine whether earlier events/results caused later ones or are simply correlated with later events/results.
- c. Understand and analyze basic processes, methods, and tools in scientific concepts, theories, and designs of simple scientific experiments and investigations.
- d. Analyze key issues and assumptions in scientific models, theories, or experiments.

### 4. Interpreting Meaning of Symbols and Terms

- a. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context.
- b. Identify and interpret independent and dependent variables in investigations that have controls.
- c. Interpret and apply scientific terms and concepts, formulas, and other symbolic representations of data based on research provided.

### 5. Analyzing Structures

- a. Analyze the structure of the relationships among concepts in a stimulus, including relationships among key terms and concepts (e.g. force, friction, reaction force, energy).
- b. Determine how the value of one variable changes as the value of another variable changes in a complex data presentation.
- c. Predict the results of an additional trial or measurement in an experiment.
- d. Predict the future state of a model or system based on given information.

### 6. Integrating Content Presented in Diverse Ways

- a. Integrate quantitative or technical information expressed in words in a stimulus with a version of that information expressed visually (e.g. in a flowchart, diagram, model, graph, or table).
- b. Translate quantitative or technical information expressed in words in a stimulus into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. in an equation) into words.
- c. Use numerical data to describe and compare experimental processes and results that are described in stimulus.
- d. Record and organize information in tables and graphs to communicate given scientific information, and identify relationships they reveal.

## **7. Evaluating Reasoning and Evidence**

- a. Distinguish among facts, reasoned judgment based on research findings, and speculation in a stimulus.
- b. Assess the extent to which the reasoning and evidence in a stimulus support the author's claim or recommendation for solving a technical problem.
- c. Identify discrepant results and identify possible sources of error or uncontrolled conditions.
- d. Evaluate whether information (data, model) supports or contradicts a hypothesis, prediction, or conclusion, and why.
- e. Design an experiment to test a given hypothesis.
- f. Define, predict, analyze, and alter experimental designs to reduce sources of error.

## **8. Analyzing Relationships Between Sources**

- a. Compare findings presented in a stimulus to those from other sources, noting when the findings support or contradict other explanations or accounts.
- b. Identify strengths and weaknesses among one or more models or experiments.
- c. Identify similarities and differences between models and experiments.
- d. Determine which models or experiments would be supported or weakened by new data or evidence.

## **9. Reading and interpreting graphs, charts and other data representations**

- a. Interpret, use, and create graphs (e.g. scatterplot, line, bar, circle) including proper labeling. Predict reasonable trends based on the data (e.g. do not extend trend beyond a reasonable limit).
- b. Represent data on two variables (dependent and independent) on a graph. Analyze and communicate how the variables are related.
- c. Describe patterns in a dataset such as clustering, outliers, positive/negative association, and linear/nonlinear association and describe their implications.
- d. Distinguish between correlation and causation (i.e. correlation does not imply causation)

## **10. Measuring the center of a statistical dataset**

- a. Calculate the mean, median, mode, and range of a dataset.
- b. Calculate the average, given the frequency counts of all the data values.
- c. Calculate a weighted average and understand the effect of outliers.

## **11. Determining sample space and using probability models to interpret data**

- a. Use counting techniques to solve problems and determine combinations and permutations.
- b. Determine the probability of simple and compound events.
- c. Recognize and explain probability in context.
- d. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest.
- e. Determine the probability of mutually exclusive, dependent, and independent events.
- f. Predict changes in probability based on changes in context.

## **12. Understanding and applying the appropriate tools, techniques and units in scientific investigations**

- a. Identify and use proper measurement tools for each type of measurement.
- b. Identify, use, and describe proper units for each type of measurement (e.g. centimeters for length).
- c. Convert between metric units and between metric and non-metric systems of measure given data and conversion factors.

**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 7 & 8, Lesson 2**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Answer student quiz questions on the homework readings.</p> <p>Watch a video on climate change.</p>	READING	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.</p> <p>b.Summarize details and ideas in text.</p> <p>c.Make sentence level inferences about details that support main ideas.</p> <p>d.Infer implied main ideas in paragraphs or whole texts.</p> <p>e.Determine which detail(s) support(s) a main idea.</p> <p>f.Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Analyze graphs from ice core data.	READING	<p><b>7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a.Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b.Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c.Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a.Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text</p>

		<p>and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p>
<p><b>Reading homework:</b> Background essays for two more segments on climate change.</p>	<p><b>READING</b></p>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2. Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a. Comprehend explicit details and main ideas in text.</p> <p>b. Summarize details and ideas in text.</p> <p>c. Make sentence level inferences about details that support main ideas.</p> <p>d. Infer implied main ideas in paragraphs or whole texts.</p> <p>e. Determine which detail(s) support(s) a main idea.</p> <p>f. Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g. Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h. Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

## Weeks 7 & 8, Lesson 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: What is Climate Change?

#### OBJECTIVES:

- Answer student quiz questions on the homework readings.
- Watch a video on climate change.
- Analyze graphs from ice core data.

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#### MATERIALS:

##### For Activity #2:

- Handout/Multi-Media Materials (Video, Background Essay, and Discussion Questions):  
Make one copy for each student of the Discussion Questions.  
Students should have brought their copies of the Background Essay to class. However, teachers may want to have extra copies on hand.  
*Climate Change*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.climatechange/climate-change/>  
(video running time: 5:48)

##### For Activity #3:

- Handout/Multi-Media Materials (Graphs, Background Essay, and Discussion Questions):  
Make one copy for each student of the Discussion Questions.  
Students should have brought their copies of the Background Essay to class. However, teachers may want to have extra copies on hand.  
Make one copy of each of the four graphs under the “Analysis” tab after you hit “Launch.” Also be prepared to project the graphs in class.  
*Greenland Ice Sheet Project 2: A Record of Climate Change*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.greenland/greenland-ice-sheet-project-2-a-record-of-climate-change/>

##### For Homework:

- Handout/Multi-Media Materials (Graphs, Background Essay, and Discussion Questions):  
Note that accessing these materials will require registration.  
Make one copy of the Background Essay for each student.  
*Climate Change in Djibouti*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.naturalchange/natural-climate-change-in-djibouti-africa/>
- Handout/Multi-Media Materials (Video, Background Essay, and Discussion Questions):  
Make one copy of the Background Essay for each student.  
*Global Warming: The Physics of the Greenhouse Effect*  
<http://illinois.pbslearningmedia.org/resource/phy03.sci.phys.matter.greenhouse2/global-warming-the-physics-of-the-greenhouse-effect/> (video running time: 2:15)

### **ACTIVITY #1: Answer Student Quiz Questions on the First Homework Readings - 30 minutes.**

- Tell students they are to quiz each other on the homework reading on climate change using the questions they developed for homework. Explain that they will use the following process:
    - One student will ask a question.
    - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
    - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
    - This process will continue until students have no new questions.
- 

### **ACTIVITY #2: Watch a Video on Climate Change – 40 minutes.**

- Pass out the Discussion Questions before watching the Climate Change video.
  - Ask:
    - Which questions we have already answered?
    - What are the questions we still need to answer?
  - Watch the Climate Change video. Tell students to take notes on the facts.
  - Watch the video a second time if needed.
  - Go round robin to have each student state a new fact.
  - Answer the remaining Discussion Questions.
  - Ask:
    - What is the thesis of this video?
    - Is this video about climate change as we currently use the term?
    - How does it help to understand a topic in the context of a previous history?
    - What specific evidence do the essay and video use to describe climate change in the past?
  - Tell students to:
    - Get out their notes on the facts of climate change thus far and write a summary in their own words on what they have learned. Questions that can help students structure their writing include:
      - What is the thesis of the essay and video?
      - What are the facts that support the thesis and make the most sense to you?
      - What else would you like to know to better understand the history of climate change?
- 

### **ACTIVITY #3: Analyze Graphs from Ice Core Data - 50 minutes.**

- Have students to get out their Greenland Ice Sheet Project 2 Background Essays.
- Tell students they are to quiz each other on the reading using the questions they developed for homework. They must include questions on “isotopes” and “greenhouse gases”. Explain that they will use the following process:
  - One student will ask a question.
  - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
  - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
  - This process will continue until students have no new questions.

- Pass out the four graphs from the Greenland Ice Sheet: A Record of Climate Change (they can be found under the Analysis tabs: Temperature/ Methane Concentration/ Calcium Dust/ Isolation.)
  - Put students into pairs and tell them to read each of the graphs and discuss: What does each graph say?
  - Project the graphs on an overhead. Go over each of them to determine the meaning in each using the following questions. For each graph, add the Temperature portion to see how this element relates to the graph being explained.
    - What is the story before 8,000 years ago?
    - What is the story over the past 8,000 years?
    - How do these graphs relate to each other?
  - Tell students to make some overall statements concerning the data.
  - Tell students to write a summary of the data they have reviewed.
  - Go round robin so that students can read their summaries aloud.
  - Identify those summaries that make good use of the facts, are clear, and are easily understandable.
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### **HOMEWORK:**

**READ:** Have students read two Background Essays (found near the bottom of the page of each web-link), one on Natural Climate Change and one on the Physics of the Greenhouse Effect. For each Background Essay, students should:

- Highlight and take notes on the facts. They will need these for later writing assignments.
- Create a list of questions based on what they understand from the article to use a part of a class quiz for the following lesson.

**Teacher Preparation:** Before the next lesson, review the World Climate Maps, and choose one for use in the next lesson:

[http://www.google.com/search?q=World+Climate+Map&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=S4\\_xUf7yMIS08QSg4YHgBA&ved=0CCwQsAQ&biw=1077&bih=583](http://www.google.com/search?q=World+Climate+Map&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=S4_xUf7yMIS08QSg4YHgBA&ved=0CCwQsAQ&biw=1077&bih=583)

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 7 & 8, Lesson 3**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Answer student quiz questions on Natural Climate Change and watch a video.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.</p> <p>b.Summarize details and ideas in text.</p> <p>c.Make sentence level inferences about details that support main ideas.</p> <p>d.Infer implied main ideas in paragraphs or whole texts.</p> <p>e.Determine which detail(s) support(s) a main idea.</p> <p>f.Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Act out the Background Essay on natural climate change.	<b>SPEAKING AND LISTENING</b>	<p><b>1.Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>a.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well- reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c.Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d.Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;</p>

		resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Watch a video on the physics of the Greenhouse Effect.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.  b.Summarize details and ideas in text.  c.Make sentence level inferences about details that support main ideas.  d.Infer implied main ideas in paragraphs or whole texts.  e.Determine which detail(s) support(s) a main idea.  f.Identify a theme, or identify which element(s) in a text support a theme.  g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
<b>Write homework:</b> A summary on the impact of CO <sub>2</sub> on the environment.	<b>WRITING</b>	<p><b>2.Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>a.Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b.Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  c.Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d.Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  e.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  f.Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

## Weeks 7 & 8, Lesson 3

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: What is Climate Change?

#### OBJECTIVES:

- Answer student quiz questions on Natural Climate Change and watch a video.
- Act out the Background Essay on Natural Climate Change.
- Watch a video on the physics of the Greenhouse Effect.

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#### MATERIALS:

##### For Activity #1:

- Handout/Multi-Media Resource (Video, Background Essay, and Discussion Questions):  
Students should have brought their copies of the Background Essay to class. However, teachers may want to have extra copies on hand.  
*Climate Change in Djibouti:*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.naturalchange/natural-climate-change-in-djibouti-africa/>

##### For Activity #2:

- World Climate Map: Choose one map for use in this lesson.  
[http://www.google.com/search?q=World+Climate+Map&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=S4\\_xUf7yMIS08QSg4YHgBA&ved=0CCwQsAQ&biw=1077&bih=583](http://www.google.com/search?q=World+Climate+Map&client=safari&rls=en&tbm=isch&tbo=u&source=univ&sa=X&ei=S4_xUf7yMIS08QSg4YHgBA&ved=0CCwQsAQ&biw=1077&bih=583)

##### For Activity #3:

- Handout/Multi-Media Resource (Video, Background Essay, and Discussion Questions):  
Make one copy for each student of the Discussion Questions.  
*Global Warming: The Physics of the Greenhouse Effect*  
<http://illinois.pbslearningmedia.org/resource/phy03.sci.phys.matter.greenhouse2/global-warming-the-physics-of-the-greenhouse-effect/> (video running time: 2:15)

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#### Activity #1: Answer Student's Quiz Questions and Watch the Video on Natural Climate Change - 50 minutes.

- Write the following on the board and solicit students' answers:
  - What is "natural climate change"?
  - What are some basic forces that cause "natural climate change"?
- Tell students they are to quiz each other on the reading Natural Climate Change in Djibouti using the questions they developed for homework. They must include questions on "isotopes" and "greenhouse gases". Explain that they will use the following process:
  - One student will ask a question.
  - Students that know the answer will raise their hand. The questioner will select someone to answer the question.

- The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
  - This process will continue until students have no new questions.
  - Pass out the Discussion Questions and ask:
    - What are the questions we have already answered?
    - What are the questions we still need to answer?
  - Watch the “Natural Climate Change in Djibouti” video and answer remaining Discussion Questions.
  - Ask:
    - What is the significance of understanding natural climate change?
    - Why is this important in trying to understand the current climate change issues?
- 

## **Activity #2: Act Out the Background Essay on Natural Climate Change - 40 minutes.**

- Pass out and/or project the world climate map that you (the teacher) have chosen before class.
  - Have students name countries that are that are:
    - Polar.
    - Temperate.
    - Arid.
    - Tropical.
    - Mediterranean.
    - Mountainous.
  - Have students describe each type of climate.
  - Write the following words on the board: elliptical, orbit, axis, precession.
  - Tell students to define each word and write their definitions on the board.
  - Put students into three groups and assign a word (elliptical, orbit, axis, precession) to each group to present to the class (one group will have two words). They should discuss the word’s meaning before they present it.
  - Have groups present the words.
  - After the words are presented, assign each group a paragraph (either paragraph #2, #3, or #4) from the Background Essay on Natural Climate Change in Djibouti and have the group:
    - Select a reader and select actors.
    - Choreograph what is happening in the paragraph.
    - Have the reader stand and read the paragraph aloud while the actors act out what is happening.
    - Then, after the paragraph has been read, the group must demonstrate the answers to these questions:
      - In this variation, when is it summer in North Pole?
      - When is it summer in Antarctica?
      - When in the cycle are things coldest?
      - When in the cycle are things warmest?
  - Have groups read and act out the information in their paragraph.
  - Have the class explain paragraph #5. Read it aloud a sentence at a time and ask students what is happening in each sentence. Then ask: Why was Djibouti so much wetter in the past than it is today?
  - Have the students relate their explanations to the world map. How were climates different before?
-

### ACTIVITY #3: Watch a Video on the Greenhouse Effect - 30 minutes.

- Tell students they are to quiz each other on the Natural Climate Change reading using the questions they developed. They must include questions on “isotopes” and “greenhouse gases”. Explain that they will use the following process:
    - One student will ask a question.
    - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
    - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
    - This process will continue until students have no new questions.
  - Pass out the Discussion Questions and ask:
    - What are the questions we have already answered?
    - What are the questions we still need to answer?
  - Watch the “Greenhouse Effect” video. Tell students to take notes on the facts.
  - Go round robin to have each student state a new fact and then answer remaining Discussion Questions.
  - Tell students to write a summary on the Greenhouse Effect using the following questions as needed:
    - What is the Greenhouse Effect and how does it work?
    - What has been happening since the Industrial Revolution that has increased greenhouse gases in the atmosphere?
    - What are the dangers of additional CO<sub>2</sub> in the atmosphere?
  - After students are finished writing, have them share their summaries.
  - Identify those summaries that incorporate interesting facts, are clear, and are easily understood.
- 

### HOMEWORK:

**READ:** Have students find information from the Internet about the impact of carbon dioxide on the climate from at least two sources. Read these articles for facts that show the connection between carbon dioxide and global warming.

**WRITE:** Have students write a longer summary on the Greenhouse Effect that:

- Provides an introduction on the impact of the CO<sub>2</sub> on the climate.
- Presents the facts using correct citations.
- Provides a conclusion that begins to connect the changes in CO<sub>2</sub> levels to global warming.
- Includes a bibliography.

Warn students against plagiarism! Students may NOT use the words from the articles. Instead, they must put the facts in their own words and cite where they got the facts.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 9 & 10, Lesson 1**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Evaluate homework summaries.	<b>READING</b>	<p><b>5.Analyze the structure of texts, including how specific sentences or paragraphs relate to each other and the whole.</b>  a.Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  b.Analyze the structural relationship between adjacent sections of text (e.g., how one paragraph develops or refines a key concept or how one idea is distinguished from another).  c.Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.  d.Analyze how the structure of a paragraph, section, or passage shapes meaning, emphasizes key ideas, or supports an author's purpose.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b>  a.Determine an author's point of view or purpose of a text.  b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.  c.Infer an author's implicit as well as explicit purposes based on details in text.  d.Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p> <p><b>8.Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  a.Delineate the specific steps of an argument the author puts forward, including how the argument's claims build on one another. Identify specific pieces of evidence an author uses in support of claims or conclusions.  b.Evaluate the relevance and sufficiency of evidence offered in support of a claim.  c.Distinguish claims that are supported by reasons and evidence from claims that are not.  d.Assess whether the reasoning is valid; identify fallacious reasoning in an argument and evaluate its impact.  e.Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p>

Watch, read about, and discuss the “Ice and Global Warming”.	<b>READING</b>	<p><b>7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a.Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b.Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c.Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a.Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b.Compare two passages in similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c.Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
Analyze the graph and discuss the “Concentrations at Mauna Loa Observatory, Hawaii”.		
<b>Vocabulary homework:</b> Define words needed for a video marathon for the next day.	<b>READING/ LANGUAGE</b>	<p><b>READING</b></p> <p><b>4.Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</b></p> <p>a.Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p>b.Analyze how meaning or tone is affected when one word is replaced with another.</p> <p>c.Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.</p> <p><b>LANGUAGE</b></p> <p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p>



		<p>c. Consult general and specialized 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, its part of speech, its etymology, or its standard usage.</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><b>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p>a. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.</p>
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## Weeks 9 & 10, Lesson 1

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: International Tourism's Environmental Impact

#### OBJECTIVES:

- Evaluate homework summaries.
  - Watch, read about, and discuss the "Ice and Global Warming".
  - Analyze the graph and discuss the "Concentrations at Mauna Loa Observatory, Hawaii".
- 

#### MATERIALS:

##### For Activity #2:

- Handout/Multi-Media Materials (Video, Background Essay, and Discussion Questions):  
Make one copy for each student of the Background Essay.  
Make one copy for each student of the Discussion Questions.  
*Earth System: Ice and Global Warming*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.earthsys.esglaciers/earth-system-ice-and-global-warming/> (video running time: 8:50)

##### For Activity #3:

- Handout/Multi-Media Materials (Video, Background Essay, and Discussion Questions):  
Make one copy for each student of the Background Essay.  
Make one copy for each student of the Discussion Questions.  
*CO<sub>2</sub> Concentrations at Mauna Loa Observatory, Hawai'i*  
<http://illinois.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.maunaloadata/cosub2sub-concentrations-at-mauna-loa-observatory-hawaii699i/>

##### For Homework:

- Handout (attached): *Vocabulary in Preparation for the Al Gore TED Talk*
- 

#### ACTIVITY #1: Evaluate Homework Summaries - 40 minutes.

- Put students in groups of three and have each group get out two pieces of paper.
- Have each student pass their summaries to the left, read the summary that is in front of them, and write an evaluation that:
  - States what is working well in the summary.
  - Makes suggestions for improvements.
- Repeat this process twice so that each student has read the summaries in their group.
- Have groups members take turns presenting their evaluations to the writer and comparing their evaluations. Writers should have the chance to ask questions.
- Tell group members to choose really strong paragraphs from the summaries to read aloud.
- Go round robin from group to group to read the paragraphs they have chosen.
- Ask students to comment on the clarity and interest level of the paragraph's presentation of facts.

- Tell students you will also evaluate and fill out the same sheet for each summary.
- Tell students to turn in their summaries with the peer evaluations from their group.

**Teacher Note:** Write your evaluation on a separate piece of paper and answer the same questions as the student evaluators. Does the summary:

- State what is working well in the essay?
- Make suggestions for improvements?

### **ACTIVITY #2: Watch, Read About, and Discuss the “Ice and Global Warming” - 40 minutes.**

- Create two columns on the board titled:
  - Why are glaciers important in the study of global warming?
  - What impact do glaciers have on the climate?
- Watch the video and have students to take notes on the facts.
- Go round robin and have students present a new fact and, for each one, ask: What question does this fact help answer? Write the fact in the correct column.
- Pass out the Background Essay on Global Warming and have students read it for new information and write questions on what they understand for a quiz.
- Tell students to quiz each other on the reading. Explain that they will use the following process:
  - One student will ask a question.
  - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
  - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
  - This process will continue until students have no new questions.
- Pass out and review the Discussion Questions and ask:
  - Did we answer all the Discussion Questions?
  - What do we still need to answer?
- Watch the video again, if needed and ask for answers to the remaining questions.

### **ACTIVITY #3: Analyze the Graph and Discuss the “Concentrations at Mauna Loa Observatory, Hawaii” – 40 minutes.**

- Pass out and project the Mauna Loa Observatory data.
- Ask students what the data tells them and take notes on the board.
- Pass out the Background Essay and the Discussion Question.
- Put students into pairs and tell them to:
  - Review the data.
  - Read the Background Essay for additional data.
  - Make a list of the new facts.
  - Answer the Study Questions.
- Go round robin from pair to pair for an additional new fact to add to the list on the board.
- Go over the Discussion Questions.
- Ask:
  - What connections can you make between the increase of CO<sub>2</sub> and the rise of international tourism in Hawaii?
  - What specific kinds of changes must be going on to create this situation?
  - How do you think international tourism is impacting other countries?

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**HOMEWORK:**

**VOCABULARY:** Have students complete the vocabulary worksheet using the instructions at the top. Tell students they are preparing for a video marathon for the next class and that they will need to know these words to understand the significance of one of the videos. They will be quizzing each other on these words in the next lesson.

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## **VOCABULARY IN PREPARATION FOR THE AL GORE TED TALK**

Please look up these word and concepts on the Internet, write a definition, and put the word or concept into a sentence.

1. Al Gore and the Florida Recount

2. Optimism

3. Pessimism

4. Intellectual posture

5. Context

6. Geothermal wells

7. Strategic conflicts

8. Political will

9. Skeptics on global warming

10. Stratosphere

11. Priorities

12. Urgency

13. Revenue neutral

14. Emissions trading

15. Market capitalism

16. Sub-prime mortgages

17. Equivalent

18. Ratify

19. Kyoto Protocols

20. Banal



**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 9 & 10, Lesson 2**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Watch videos on the impacts and solutions to Global Warming: National Geographic and UNEP.	<b>READING</b>	<p><b>7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a.Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b.Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c.Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9.Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a.Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b.Compare two passages in similar or closely related genre that share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c.Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
Take student quiz on vocabulary and watch an Al Gore TED talk.	<b>READING/ LANGUAGE</b>	<p><b>READING</b></p> <p><b>4.Interpret words and phrases that appear frequently in texts from a wide variety of disciplines, including determining connotative and figurative meanings from context and analyzing how specific word choices shape meaning or tone.</b></p> <p>a.Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p>b.Analyze how meaning or tone is affected when one word is replaced with another.</p> <p>c.Analyze the impact of specific words, phrases, or figurative language in text, with a focus on an author's intent to convey information or construct an argument.</p>

		<p><b>LANGUAGE</b></p> <p><b>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</b></p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>c. Consult general and specialized 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, its part of speech, its etymology, or its standard usage.</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><b>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p>a. Demonstrate use of content, technical concepts and vocabulary when analyzing information and following directions.</p>
Watch Johan Rockstrom TED talk and compare with Al Gore's position.	<b>READING</b>	<p><b>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a. Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b. Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c. Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p> <p><b>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>a. Draw specific comparisons between two texts that address similar themes or topics or between information presented in different formats (e.g., between information presented in text and information or data summarized in a table or timeline).</p> <p>b. Compare two passages in similar or closely related genre that</p>

		<p>share ideas or themes, focusing on similarities and/or differences in perspective, tone, style, structure, purpose, or overall impact.</p> <p>c.Compare two argumentative passages on the same topic that present opposing claims (either main or supporting claims) and analyze how each text emphasizes different evidence or advances a different interpretation of facts.</p>
<p><b>Writing homework:</b> Summarize and compare Al Gore and Johan Rockstrom's recommendations.</p>	<p><b>WRITING</b></p>	<p><b>2. Write informative/explanatory texts from a prompt in a formatted manner to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>a.Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b.Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c.Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d.Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e.Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f.Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

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## Weeks 9 & 10, Lesson 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: International Tourism's Environmental Impact

#### OBJECTIVES:

- Watch videos on the impacts and solutions to Global Warming: National Geographic and UNEP.
  - Take student quiz on vocabulary and watch an Al Gore TED talk video.
  - Watch Johan Rockstrom's TED talk and compare with Al Gore's position.
- 

#### MATERIALS:

##### For Activity #1:

- Video: *Global Warming: A Way Forward: Facing Climate Change* - National Geographic – 24hToday.com (running time: 8 minutes)  
<https://www.youtube.com/watch?v=pAA7FEqYTjA>
- Video: UNEP: Resource Page with Video and Reports. (running time: 06:00)  
Focus on video only.  
<http://www.unep.org/geo/>

##### Activity #2:

- Video: TED Talk: Al Gore: *New Thinking on the Climate Crisis*  
Only watch the first 21 minutes of the presentation; do not watch the question and answer session as it is dated.  
[https://www.ted.com/talks/al\\_gore\\_s\\_new\\_thinking\\_on\\_the\\_climate\\_crisis](https://www.ted.com/talks/al_gore_s_new_thinking_on_the_climate_crisis) (running time: 29:48)

##### Activity #3:

- Video: Johan Rockstrom: Let the Environment Guide our Development:  
[http://www.ted.com/talks/johan\\_rockstrom\\_let\\_the\\_environment\\_guide\\_our\\_development.html](http://www.ted.com/talks/johan_rockstrom_let_the_environment_guide_our_development.html)  
(running time: 18:00)

##### For Homework:

- Classroom Resources: Dictionaries.
  - Handout: Make one copy for each student.  
Environmental Impacts of Tourism-Global Level  
<http://drustage.unep.org/resourceefficiency/environmental-impacts-tourism-global-level>
- 

#### ACTIVITY #1: Watch Videos on the Impacts and Solutions for Global Warming - 40 minutes.

- Tell students today they will watch a video marathon. They will see short and long videos that summarize the climate crisis and give recommendations for dealing with the situation. Students need to

beware, some of the facts are pretty depressing so that getting to good recommendations will be important. Their job in their notes is to:

- Write down the name of the YouTube video.
  - Write down new facts they don't have in their notes under the heading of "Facts".
  - Write down recommendations under the heading of "Recommendations".
  - Tell students they will watch the first two short videos twice so they can use one of the following strategies while they watch:
    - Simply watch the first time and, after they finish, write down what they remember. Then take more detailed notes when they watch the second time.
    - Take notes on just facts the first time and just recommendations the second time.
    - Take notes during both showings.
  - Go round robin to find out which strategy each student has chosen.
  - Watch the National Geographic video for the first time.
    - Go round robin to find out a different fact. Encourage students to take notes on these facts.
    - Go round robin to find out what recommendations students have.
    - Watch the National Geographic video again and repeat round robin exercises.
  - Watch the UNEP video for the first time.
    - Repeat the processes used for the first video.
  - At the end of both videos ask:
    - What are your overall responses to these videos? What emotional response do you have to them?
    - What are the key similarities and differences between these two videos?
    - Why do you think the initial UN agreements featured in the second video have not been met?
    - Why do you think governments have not made global warming a priority? Write these answers on the board.
- 

## **ACTIVITY #2: Take Student Vocabulary Quiz and Watch Al Gore TED Talk - 40 minutes.**

- Tell students their vocabulary words will be necessary for better understanding the Al Gore TED talk they will be watching.
  - Tell students to get out their vocabulary worksheets and quiz each other using the following process:
    - One student will name a word from the list.
    - Students that know the definition and have the definition in sentence will raise their hand. The questioner will select someone to answer the question.
    - The selected student will give the definition and put the word in a sentence.
    - After a student gives a sentence, as other students to offer their examples. This process will continue until all words have been defined and put in a sentence.
  - Tell students they are going to watch this 21-minute video only once. Again, they are to take notes on facts and recommendations.
  - After the video, go round robin for facts, then recommendations. Write the recommendations on the board. Again, encourage students to take notes on each other's share for facts or recommendations they may have missed.
  - After the students have gotten all they can out of watching the video ask:
    - What are the primary recommendations Al Gore makes?
    - How would a carbon tax work? Who would it impact? What would be the outcomes?
    - Why is Al Gore optimistic, even though his data is not?
-

### ACTIVITY #3: Watch Johan Rockstrom's TED Talk and Compare with Al Gore's Position - 40 minutes.

- Tell students they are now going to watch a very important but very difficult TED talk featuring Johan Rockstrom. The video is difficult because Rockstrom talks quickly and uses lots of scientific language. However, the major points he is trying to make are very interesting and very important. The good news is that students do not need to take notes while they are watching the video. Instead they should try to get the main ideas from this talk by listening carefully. If there is something that Rockstrom says that they do not understand, they are not to worry. Just keep listening for the big messages.
  - Before starting the video, write the following words on the board:
    - Transformative change.
    - Paradigm.
    - Paradigm shift.
    - Threshold.
    - Geographical era.
    - Biodiversity.
    - Linear and non-linear processes.
  - Have students meet in pairs to define or look up these words using dictionaries, smart phones, or computers.
  - Go round robin from pair to pair to give definitions to these words. Write the definitions on the board.
  - Watch video.
  - After the video, write the following three questions on the board:
    - What does Rockstrom say is the problem?
    - What does Rockstrom think has to change?
    - What are the similarities and differences between Rockstrom and Al Gore?
  - Have an open discussion on these questions.
- 

### HOMEWORK:

**WRITE:** Have students use the discussion questions on the Rockstrom video to write a summary of Rockstrom's ideas and to talk about the similarities and differences between Rockstrom and Al Gore. This is not a full essay, but students should write this for an audience that has not seen the video and wants to know more about what important thinkers are offering as solutions. This writing should include:

- An introduction that introduces Rockstrom and Gore as important thinkers on global warming.
- A summary of Rockstrom's ideas and recommendations.
- A summary of Gore's ideas and recommendation.
- A comparison between the two that can help us all better understand how to move forward.

**READ:** Have students read *Environmental Impacts of Tourism-Global Level* and:

- Highlight and take notes on the different impacts of tourism on the environment and the impacts of the environment on tourism.
- Create a list of questions based on what you understand from the article to use a part of a class quiz for the next lesson.

**TEACHER NOTES:** Remind student to bring their *GED Essay Scoring Rubric* to the next lesson. The Rubric was first used in Weeks 1 & 2, Lesson 2. They will also need their notes and lists from Week 5 & 6, Lesson 1 related to the Tourism Concerns materials for use in Activity #1 in the next lesson.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 9 & 10, Lesson 3**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Analyze homework reading and writing.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>  a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b>  a.Comprehend explicit details and main ideas in text.  b.Summarize details and ideas in text.  c.Make sentence level inferences about details that support main ideas.  d.Infer implied main ideas in paragraphs or whole texts.  e.Determine which detail(s) support(s) a main idea.  f.Identify a theme, or identify which element(s) in a text support a theme.  g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p> <p><b>3.Analyze how individuals, events, and ideas develop and interact over the course of a text.</b>  a.Order sequences of events in texts.  b.Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.  c.Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.  d.Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).  e.Analyze the roles that details play in complex literary or informational texts.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b>  a.Determine an author's point of view or purpose of a text.  b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to</p>

		<p>conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p>
<p>Set up short research project on impacts of tourism on the environment in your International Destination.</p> <p><b>Research homework:</b> Conduct needed research on presentation assignment.</p>	<b>WRITING</b>	<p><b>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</b></p> <p>a. Narrow or broaden the inquiry when appropriate.</p> <p>b. Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>c. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively.</p> <p>d. Assess the strengths and limitations of each source in terms of task, purpose, and audience.</p> <p>e. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>f. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p><b>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>

## Weeks 9 & 10, Lesson 3

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: International Tourism's Environmental Impact

#### OBJECTIVES:

- Analyze homework reading and writing.
  - Set up a short research project on impacts of tourism on the environment in your international destination.
- 

#### MATERIALS:

##### For Activity #1:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*GED Essay Scoring Rubric (last used in Weeks 1 & 2, Lesson 2)*  
<http://www.unm.edu/~tinan/writing/rubric.htm>
- Handout (attached): Make multiple copies for each student  
*Blank GED Essay Scoring Rubric*

##### For Activity #2:

- Handout (attached):  
*Presentation Evaluation Rubric*
- 

#### ACTIVITY #1: Analyze Homework Reading and Writing - 40 minutes.

- Have students get into pairs to prepare for a discussion on the writing.
- Pass out the Blank GED Essay Scoring Rubric and tell pairs to:
  - Read each other's writing.
  - Fill out the GED Essay Scoring Rubric.
  - Present their comments to their partner.
  - Choose an excellent paragraph from each piece to read to the class.
- Go round robin to read good parts from student essays. Tell students to comment on what worked well in these paragraphs. Allow students to ask questions for clarification as needed.
- Tell students to get a new partner to look at the reading. These new partners should:
  - Review their notes on the impacts of tourism on global warming and impacts of global warming on tourism.
  - Create a master list for each.
  - Get out their lists from "Tourism Concern" to extend their list on impacts of tourism on the environment.
- Create two columns on the board: Impacts of Tourism/ Impacts of Global Warming.
- Go round robin to have each pair contribute one feature for the first column and then the next. Write their responses in the correct column.
- After the lists on the board are complete, ask:

- Which of the impacts of tourism cause you the most concern?
  - Which impacts of tourism do you think have the greatest impact in your dream international destination?
- 

**ACTIVITY #2: Set Up and Start Short Research Project - 80 minutes.**

- Tell students they are to work the rest of this lesson and over the weekend to prepare for a short research project. The theme of the project is: the impact of tourism on the environment of their dream destination country and the impact of the global warming on their country. Students are to:
    - Do an Internet search to find articles on these two topics.
    - Print the articles, highlight them, and take notes on them in the categories that we have used in the course: facts and recommendations.
    - Their final project can be a PowerPoint presentation or set of flip chart papers that cover the following:
      - What are impacts of tourism on the local environment in your dream destination country?
      - What are impacts of global warming on your dream destination country?
      - What are the recommendations you would make to your dream destination country that would result in more positive impacts?
      - Some visuals that will spice up their presentation.
  - Pass out a copy of the Presentation Evaluation form that students will use to evaluate their work. Tell them they will use all categories, except teamwork, unless there are students who will be working together because they have the same dream international destination.
  - Before students start their research, ask: What are some good Internet search strategies for finding the kind of information they will need for this project? List the good strategies students provide on the board.
  - After students complete their research for the day, go round robin and ask:
    - What were you able to achieve for the day?
    - What do you still have to complete?
    - What do you plan to complete this weekend?
- 

**HOMEWORK:**

**CONTINUE:** Have students conduct research and prepare for their presentation.

## BLANK ESSAY SCORING RUBRIC

WRITER: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

	<b>Effective 4</b>	<b>Adequate 3</b>	<b>Marginal 2</b>	<b>Inadequate 1</b>
<b>Response to prompt</b>				
<b>Organization</b>				
<b>Development and Details</b>				
<b>Conventions of EAE (Edited American English)</b>				
<b>Word Choice</b>				

### EVALUATOR'S SUMMARY:

What worked:

Some suggestions:

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Name of Presentation \_\_\_\_\_ Date \_\_\_\_\_

Name of Evaluator \_\_\_\_\_

### Presentation Evaluation Rubric

ORAL	1	2	3	4
<i><b>Content</b></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><b>Eye Contact</b></i>	Made no eye contact; entire presentation was read from notes.	Displayed minimal eye contact with audience and read mostly from notes.	Made 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><b>Delivery</b></i>	Spoke so that it 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><b>Layout</b></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><b>Visual</b></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><b>Teamwork</b></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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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 11 & 12, Lesson 1**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Complete final preparation for presentations.	<b>SPEAKING AND LISTENING</b>	<p><b>PRESENTERS</b></p> <p><b>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p><b>9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p> <p><b>LISTENERS</b></p> <p><b>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</b></p> <p><b>4. Demonstrate active listening skills.</b>  a. Interpret verbal and non-verbal cues and behaviors to enhance communication.</p> <p><b>5. Comprehend key elements of oral information for:</b>  a. cause and effect  b. comparison/contrast  c. conclusion  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> <p><b>6. Identify and evaluate oral information for:</b>  a. conclusions/solutions  b. fact/opinion</p>
Give and evaluate presentations.		

		c.assumptions d.propaganda e.relevancy f.accuracy/sufficiency g.appropriateness/clarity h.validity i.relationships of ideas
<b>Reading homework:</b> Article on "conscious travel".	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.</p> <p>b.Summarize details and ideas in text.</p> <p>c.Make sentence level inferences about details that support main ideas.</p> <p>d.Infer implied main ideas in paragraphs or whole texts.</p> <p>e.Determine which detail(s) support(s) a main idea.</p> <p>f.Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>

## Weeks 11 & 12, Lesson 1

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

**Theme: Recommendations for Reversing the Effects of Climate Change**

**OBJECTIVES:**

- Complete final preparations for presentations.
  - Give and evaluate presentations.
- 

**MATERIALS:**

**For Activity #1:**

- Classroom Resources: Flip chart and markers.

**For Activity #2:**

- Handout: Make enough copies that students can evaluate each presentation they will see.  
*Presentation Evaluation Rubric* (attached to Weeks 9 & 10, Lesson 3)

**For Homework:**

- Handout: Make one copy for each student.  
*Conscious Travel: Signposts Towards a New Model for Tourism* - by Anna Pollock:  
<http://conscious tourism.files.wordpress.com/2011/02/conscious-travel-signposts-towards-a-new-model.pdf>
- 

**ACTIVITY #1: Complete Final Presentations - 60 minutes.**

- Write the following on the board:
    - What are impacts of tourism on the local environment in your dream destination country?
    - What are impacts of global warming on your dream destination country?
    - What are the recommendations you would make to your dream destination country that would result in more positive impacts?
  - Go round robin to ask students:
    - What were you able to complete over the weekend?
    - What do you need to complete today?
  - Make flip chart paper and markers available so students can prepare their presentations. Allow them to set up in different parts of the classroom.
- 

**ACTIVITY #2: Give and Evaluate Evaluations - 60 minutes.**

- Ask students: What makes a good presentation? Put their answers on the board.
- Pass out the Presentation Evaluation sheet. Tell students they will use these to give feedback on presentations.
- After each evaluation, go round robin for students to answer:

- What really worked about the essay?
  - What suggestions do they have for the next presentation (the final project)?
- 

### **HOMEWORK:**

**READ:** Have students read *Conscious Travel: Signposts Towards a New Model for Tourism*

<http://conscious tourism.files.wordpress.com/2011/02/conscious-travel-signposts-towards-a-new-model.pdf>

For this article, students should:

- Look up and know the definitions of the following words or phrases:
  - Commodity.
  - Quantitative.
  - Qualitative.
  - Rate of return.
  - Zero sum game.
  - Humanistic.
  - Mechanistic.
- Be able to explain each part of Anna Pollock's diagrams.
- Highlight those portions of the text that makes the meaning of these diagrams clear.
- Take notes on your highlighted portions under the two headings of: Old Industrial Model and The Alternative Model.
- Create a list of questions based on what you understand from the article to use a part of a class quiz for the next lesson.

**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 11 & 12, Lesson 2**

<b>OBJECTIVES / ACTIVITIES</b>	<b>STANDARD CATEGORY</b>	<b>STANDARD</b>
Analyze homework reading.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.</p> <p>b.Summarize details and ideas in text.</p> <p>c.Make sentence level inferences about details that support main ideas.</p> <p>d.Infer implied main ideas in paragraphs or whole texts.</p> <p>e.Determine which detail(s) support(s) a main idea.</p> <p>f.Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
Watch videos on being a conscious traveler, by Anna Pollock.	<b>READING</b>	<p><b>7.Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>a.Analyze how data or quantitative and/or visual information extends, clarifies, or contradicts information in text, or determine how data supports an author's argument.</p> <p>b.Compare two passages that present related ideas or themes in different genre or formats (e.g., a feature article and an online FAQ or fact sheet) in order to evaluate differences in scope, purpose, emphasis, intended audience, or overall impact when comparing.</p> <p>c.Compare two passages that present related ideas or themes in different genre or formats in order to synthesize details, draw conclusions, or apply information to new situations.</p>
Evaluate Anna Pollock's recommendations.		
<b>Reading homework:</b> Article on ecotourism in Costa Rica.	<b>READING</b>	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from</p>

		<p>the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b></p> <p>a.Comprehend explicit details and main ideas in text.</p> <p>b.Summarize details and ideas in text.</p> <p>c.Make sentence level inferences about details that support main ideas.</p> <p>d.Infer implied main ideas in paragraphs or whole texts.</p> <p>e.Determine which detail(s) support(s) a main idea.</p> <p>f.Identify a theme, or identify which element(s) in a text support a theme.</p> <p>g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.</p> <p>h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p>
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## Weeks 11 & 12, Lesson 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Recommendations for Reversing the Effects of Climate Change

##### OBJECTIVES:

- Analyze homework reading.
  - Watch videos on being a conscious traveler.
  - Evaluate Anna Pollock's recommendations.
- 

##### MATERIALS:

##### For Activity #1:

- Classroom Resources: Flip chart and markers.

##### For Activity #2:

- Video: *The Purpose of Tourism – Presentation to Tourism Vancouver*  
<https://www.youtube.com/watch?v=Mk168cmo9ZQ> (running time: 3:05 minutes)
- Video: *What is a Conscious Host*  
<http://www.youtube.com/watch?v=TBeNO9-G1yw> (running time: 6:01 minutes)
- Video: CONSCIOUS TRAVEL - Anna Pollock  
<https://www.youtube.com/watch?v=uqPBHvgUWfM> (running time: 8:21 minutes)

##### For Homework:

- Handout: Make one copy for each student.  
*Below the Surface: The Impacts of EcoTourism in Costa Rica:*  
<http://www.umich.edu/~csfound/545/1998/narayans/chap07.htm>
- 

#### ACTIVITY #1: Analyze Homework Reading - 40 minutes.

- Tell students this is Anna Pollock day. They are going to make sure they understand her paper that they read for homework and then watch three short videos that feature her talking further about her ideas. By the end of the day students should be able to talk about her approach to international tourism and their opinions about her approach.
- Write the following quote on the board: Problems cannot be solved with the same level of awareness that created them. -Albert Einstein
- Ask:
  - What does this statement mean in general?
  - What does it mean in the context of international tourism?
  - What would Anna Pollock say about this statement?
- Write the following words on the board for discussion later:

- Commodity.
    - Quantitative.
    - Qualitative.
    - Rate of return.
    - Zero sum game.
    - Humanistic.
    - Mechanistic.
  - Tell students they are to quiz each other on the reading (Conscious Travel) using their questions. Explain that they will use the following process:
    - One student will ask a question.
    - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
    - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
    - This process will continue until students have no new questions.
  - Put students into four groups and assign them the following task:
    - Diagram #1 from Conscious Travel: Signposts Towards a New Model For Tourism.
    - Diagram #2.
    - Diagram #3.
    - Major differences between Diagrams #2 with #3.
  - Have each group:
    - Use flip chart and markers to draw their diagram.
    - Go through their notes to give a full description of their diagram(s).
    - Prepare a brief presentation that utilizes everyone in the group.
  - Have groups make their presentations, giving listeners time for questions and answers after each and giving them the opportunity to add ideas or information.
  - After everyone has given their presentations, ask:
    - How would you summarize Anna Pollock's ideas?
    - Why do you think these ideas are significant to the hospitality industry?
- 

## **ACTIVITY #2: Watch Videos on Being a Conscious Traveler - 40 minutes.**

- Write the following words on the board:
    - Conscious Capitalism.
    - Conscious Consumers.
    - Conscious Travelers.
    - Interdependence.
    - Multi-national.
  - Tell students to define these words. If they are struggling, put them into pairs to talk it out and present their ideas.
  - Tell students they are to simply watch the next three short videos and only take notes on those things they want to remember to answer the following questions (write these on the board):
    - What are the additional aspects of Anna Pollock's ideas you learned from watching these videos?
    - Do you agree or disagree with Anna Pollack's ideas?
    - Why or why not?
  - Watch the three videos and after each one ask: What are new facts of ideas that we learned by watching this video? Take notes on student answers on the board.
  - After all the videos, ask the three questions on the board to get students' initial responses.
-



### ACTIVITY #3: Evaluate Anna Pollock's Recommendations - 40 minutes.

- Tell students they are to have a writing conversation with a partner about their opinions of Anna Pollock's ideas.
  - Write the following questions on the board:
    - What is your opinion on Anna Pollock's ideas?
    - What are the reasons you have this opinion?
    - If you agree, what impacts do you think her approach would have on the hospitality industry?
    - If you disagree, what other approaches do you think would work better than her approach?
  - Tell students that to be a good partner, they must ask good questions to get good clear information from their partner to make the homework assignment easier. The more good prose they write now, the less they will have to do tonight!
  - Tell students to write the first question at the top of a piece of paper and answer it. Then, hand their notebooks to their partner. Their partner can ask more questions for clarification or, if the partner thinks the writing is clear and complete, write down the next question from the board until all the questions have been asked.
  - After everyone has finished, go round robin to have students introduce their partner's opinions and reasons for those opinions.
- 

### HOMEWORK:

**WRITE:** Have students do a simple rewrite of the writing conversation on their opinion on Anna Pollock's theories. This does not need to be a fully developed essay, but a clear articulate statement of their position.

**READ:** Have students read *Below the Surface: The Impacts of EcoTourism in Costa Rica* and do the following:

- Highlight those elements that help them understand the article and then take notes on those portions they have underlined.
- Create a list of questions based on what they understand from the article to use as a part of a class quiz for the next lesson.

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 11 & 12, Lesson 3**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Analyze the homework reading.	READING	<p><b>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>  a.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>2.Determine central ideas or themes of texts and analyze their development; summarize the key supporting details and ideas.</b>  a.Comprehend explicit details and main ideas in text.  b.Summarize details and ideas in text.  c.Make sentence level inferences about details that support main ideas.  d.Infer implied main ideas in paragraphs or whole texts.  e.Determine which detail(s) support(s) a main idea.  f.Identify a theme, or identify which element(s) in a text support a theme.  g.Make evidence based generalizations or hypotheses based on details in text, including clarifications, extensions, or applications of main ideas to new situations.  h.Draw conclusions or make generalizations that require synthesis of multiple main ideas in text.</p> <p><b>3.Analyze how individuals, events, and ideas develop and interact over the course of a text.</b>  a.Order sequences of events in texts.  b.Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.  c.Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.  d.Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).  e.Analyze the roles that details play in complex literary or informational texts.</p> <p><b>6.Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b>  a.Determine an author's point of view or purpose of a text.  b.Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p>
Analyze recommendations for government involvement.		
Form opinions on the role of government in international tourism.		

		<p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).</p>
<p><b>Writing homework:</b> Prepare for a 45-minute essay on the most effective recommendations for improving international tourism.</p>	<p><b>WRITING</b></p>	<p><b>PREPARE TO:</b></p> <p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>

## Weeks 11 & 12, Lesson 3

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Recommendations for Reversing the Effects of Climate Change

#### OBJECTIVES:

- Analyze the homework reading.
  - Analyze recommendations for government involvement.
  - Form opinions on the role of government in international tourism.
- 

#### MATERIALS:

##### For Activity #1:

- Classroom Resources: Flip chart and markers.

##### For Activity #2:

- Handout (attached): Make one copy for each student.  
*Global Tourism and Travel Industry: Recommendation for Transition to a Green Economy*
- 

#### ACTIVITY #1: Analyze the Homework Reading – 40 minutes.

- Tell student they will be thinking about the importance of government involvement in the international tourism industry to solve environmental problems.
- Tell students they are to quiz each other on the reading about EcoTourism in Costa Rica using the questions they developed. Explain that they will use the following process:
  - One student will ask a question.
  - Students that know the answer will raise their hand. The questioner will select someone to answer the question.
  - The selected student will answer the question. If the answer is incorrect, the questioner will select a different student to answer. If the answer is correct, the student who gave the correct answer will ask a question.
  - This process will continue until students have no new questions.
- Put students in seven groups to summarize different portions of the article. Assign one of the following portions to each groups:
  - What is Ecotourism?
  - Ecotourism in the Developing World.
  - An Introduction to Ecotourism in Costa Rica.
  - The Development of Ecotourism in Costa Rica.
  - Why is Ecotourism so popular in Costa Rica?
  - The Benefits of Ecotourism.
  - The Costs of Ecotourism in Costa Rica.
- Tell groups to put together a clear summary, putting the main points on flip chart paper. Plan to use as many people in the group as possible to present their summaries.
- Have the groups present their summaries.

- Assign the groups two of the four recommendations. Tell each group to paraphrase the recommendations.
  - Read a recommendation aloud and then:
    - Have each group that worked on the recommendation read their paraphrases.
    - Choose a version that is clearest. Write this version on the board.
    - Then, ask the class: How important is the government to the implementation of this recommendation?
    - Tell students to give a score of 1-4 for each recommendation: with 1 positioning the government as not involved and 4 positioning the government as very involved.
  - After all the recommendations have been paraphrased and rated, ask:
    - Did Anna Pollock talk about government involvement in creating a more sustainable international tourism industry?
    - Are the points this author, Sujata Narayan, makes about government involvement strong points?
    - What is your opinion on the importance of government involvement in making the international tourism industry more sustainable? Why or why not?
- 

### **ACTIVITY #2: Analyze Recommendations for Government Involvement – 40 minutes.**

- Pass out the attached set of recommendations and assign the different recommendations to the different groups to:
    - Paraphrase the recommendation. (Write all final paraphrased recommendations on the board).
    - List all of the industry players that need to be involved in making the change.
    - Provide a rating using the scale in the previous exercise to indicate the level of government involvement that is being recommended.
  - Read each recommendation aloud and have the assigned group(s) give their paraphrase, the list of industry players that need to be involved, and their rating.
  - After the group's presentation ask the class:
    - What is your rating for this recommendation?
    - What are your reasons for your rating?
- 

### **ACTIVITY #3: Form Opinions on the Role of Government in International Tourism – 40 minutes.**

- Tell students to take out the Anna Pollock article on Ecotourism and to look at side by side with the current listing of recommendation on the handout.
- Tell each student to think of each recommendation separately and put a rating next to each recommendation using the following 1-4 scale:
  - 1 is the most critical recommendation.
  - 2 is an important recommendation.
  - 3 is worth doing.
  - 4 is the least critical.
- Next, tell students to look at all those marked #1 and choose their top three. They should mark these in priority order as 1, 2, and 3.
- Have students give their top picks and give their reasons why. Then ask: How important is the role of government in your top pick?
- Point out when students have different picks, different reasons, and different level of involvement required from the government.
- Ask about students' 2<sup>nd</sup> and 3<sup>rd</sup> choices after students have declared their 1<sup>st</sup> choices using the process above.

- After this exercise, ask:
    - What are your general statements about the opinions of this class?
    - How critical is the role of government to students' opinions?
    - What are the important differences in students' opinions?
- 

### **HOMEWORK:**

**PREPARE:** Have students prepare for a 45-minute essay by going over their notes and creating an outline. For the essay, they should:

- Choose what they think are the most effective recommendation(s) they have run across in this course.
  - Summarize the problem they are trying to address.
  - Summarize their recommendations.
  - Give three reasons why they think these recommendations will make a real difference.
  - Give their recommendations on how to best implement these important ideas.
  - Make sure they can cite your sources when they write their essay. Have them available in their outline to use easily while they write your 45-minute essay.

**TEACHER NOTES:** Remind student to bring their *GED Essay Scoring Rubric* to the next lesson. The Rubric was first used in Weeks 1 & 2, Lesson 2.

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## Recommendations on Global Tourism and the Travel Industry

**From the Article:** Global Tourism and Travel Industry: Recommendation for Transition to a Green Economy - <http://www.worldfinancialreview.com/?p=2740>

**Recommendations** This article proposes a set of ten recommendations for the tourism and travel industry to promote its measures for a green economy transition:

1. Appreciation of community-based skills and ways to make more use of local and indigenous knowledge need to be explored and adopted. For example, carbon emissions could be reduced in less expensive ways in many tourism destinations through improved eco-tourism practices, better use of ecosystem management and rainforest conservation measures (e.g. Reducing Emissions from Deforestation and Forest Degradation – REDD+)
2. Added focus on vulnerable groups such as the Small Island Developing States (and poor countries) to mitigate the impacts of climate change, allow investments for green practices and develop tourism-based economic revival frameworks with local stakeholder involvement to enhance community wellbeing and resilience<sup>23</sup>
3. Government funding, private sector investments and expertise need to be improved for the accommodation sector, other SMEs and tour and travel operators in destinations (not only in developing countries but also in developed economies) – to transform their business-as-usual practices to green approaches
4. Improving aircraft design and engines; enhancing road, rail, and water transport to increase fuel efficiency; as well as practicing slow travel forms
5. Reducing the water usage in accommodation sector and improving energy efficiency by using products such as refrigerators, bulbs, and through meaningful building construction and renovation (e.g. more ventilation instead of air-conditioning)
6. Recycling and reducing waste in the hotel, events and cruise industries; mobilizing credit schemes; reducing huddles to favor renewable energy and improve enabling conditions
7. Moving towards green jobs by training the current tourism and travel workforce as well as educating and developing the latest skills among new employees
8. Increasing awareness among tourists; encouraging tourists to buy local produce; tourists and host communities to practice travel and tourism responsibly; behavioral change and marketing; respecting local practices and culture
9. Efficient management and conservation of forests and other natural resources; quantifying the costs of ecosystem services; indicator assessments; monitoring and reporting
10. Regulations and setting standards in relation to emission trading schemes, air passenger duty, and the use of biofuel as well as carbon disclosure, benchmarking destinations to compare and reduce carbon

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**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 13 & 14, Lessons 1 and 2**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Write a 45-minute essay.	<b>WRITING</b>	<p><b>1. Write arguments from a prompt in a formatted manner of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
Evaluate 45-minute essays.	<b>READING</b>	<p><b>3. Analyze how individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>a. Order sequences of events in texts.</p> <p>b. Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts.</p> <p>c. Analyze relationships within texts, including how events are important in relation to plot or conflict; how people, ideas, or events are connected, developed, or distinguished; how events contribute to theme or relate to key ideas; or how a setting or context shapes structure and meaning.</p> <p>d. Infer relationships between ideas in a text (e.g., an implicit cause and effect, parallel, or contrasting relationship).</p> <p>e. Analyze the roles that details play in complex literary or informational texts.</p> <p><b>6. Determine an author's purpose or point of view in a text and explain how it is conveyed and shapes the content and style of a text.</b></p> <p>a. Determine an author's point of view or purpose of a text.</p> <p>b. Analyze how the author distinguishes his or her position from that of others or how an author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>c. Infer an author's implicit as well as explicit purposes based on details in text.</p> <p>d. Analyze how an author uses rhetorical techniques to advance his</p>

		or her point of view or achieve a specific purpose (e.g., analogies, enumerations, repetition and parallelism, juxtaposition of opposites, qualifying statements).
Define the research needed for the final project.	<b>WRITING</b>	<p><b>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b></p> <p><b>4. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</b></p> <p><b>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</b></p> <p><b>9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</b></p>
<b>Writing homework:</b> Self assigned for final project,		

## Weeks 13 & 14, Lessons 1 and 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

**Theme: Letter to a Tourism Official from Your Dream International Destination**



Class to be held in the Technology Lab

#### **OBJECTIVES:**

- Write a 45-minute essay.
  - Evaluate 45-minute essays.
  - Define the research needed for the final project.
- 

#### **MATERIALS:**

##### **For Activity #2:**

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*GED Essay Scoring Rubric (last used in Weeks 1 & 2, Lesson 2)*  
<http://www.unm.edu/~finan/writing/rubric.htm>
  - Handout (attached): Make one copy for each student.  
*Letter to a Tourism Official in Your Dream International Destination*
  - Handout (attached): Make one copy for each student.  
*Work Plan for a Final Project on the Impacts and Recommendations for Improving International Tourism in Your Dream Destination Country*
- 

##### **ACTIVITY #1: 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 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 will 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 #2: Evaluate 45-minute Essay - 30 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?

- Tell students to get out their notes on criteria for a good essay, last used in Weeks 7 & 8, Lesson 1. Write these items on the board.
- Tell students to 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 "Response to Prompt," "Organization" or "Development and Details" score would you give this rough draft? Explain why for each one.
  - What score would they give the other two categories: "Conventions of Edited American English" and "Word Usage"? Explain why for each.
- Put students into groups of three and tell them to each to get out two blank sheets of paper.
- Have students pass their essays to the left. Students are to read the writing assignments, write comments based on the criteria, and answer the questions on the board.
- After students have evaluated the first essay, they should pass it to their left and evaluate a new essay.
- Next, students should give their evaluations to the authors and the authors should read their comments.
- Tell students that you will also evaluate their essay so they will have three sets of input to help them with their re-writes.

### **An addition:**

- Tell students to return to the essays they have just reviewed and to choose a particularly strong paragraph.
- Go round robin to have pairs read their chosen paragraph aloud.
- Ask: What was strong about these paragraphs? What were some good techniques people used to get their points across? What draws the reader in?
- Ask students:
  - What were some strong arguments you read?
  - What kinds of details in their arguments were particularly convincing?

**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.
- What score would they give the other two categories: "Conventions of Edited American English" and "Word Usage"? Explain why for each.

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

### **Activity #3: Introduce and Define the Research Needed for the Final Project - 45 minutes.**

- Pass out the Letter to a Tourism Official (attached).
  - Tell students they are to spend all week and this weekend preparing to write their final project. They will be pleased that they have already written portions of the required parts of the final project and that most of the additional information they will need for the final product is in their notes.
  - 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?
    - Which of these sections can you answer from your notes?
    - Which of these sections will require more research?
  - Tell students they will need to complete a work plan for their work on this final project so they can break down the project into its parts and focus on only one portion at time.
  - Pass out the Work Plan for the Final Project.
  - Have students 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.
  - 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 and what they want to accomplish this evening.
  - Allow students to get started.
- 

### **HOMEWORK:**

**WRITE:** Remind students to work on their self-assigned work on the final project.

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## **LETTER TO A TOURISM OFFICIAL IN YOUR DREAM INTERNATIONAL DESTINATION**

- In one paragraph, introduce yourself (a student who wants to go into the hospitality industry) and your interest in taking a vacation to this country. Explain the kind of trip you had in mind and state what you wanted to gain by taking this vacation.
  - Provide pictures and other visuals that would show how attractive a vacation destination your chosen country is.
- In one paragraph, explain that you have recently done some research into international tourism, that you know more about the country, and want to make some suggestions to improve the tourism industry in the destination country.
- In one paragraph, explain the positive impacts of tourism on your dream international destination.
- In one paragraph, explain the negative impacts of tourism on your dream international destination, including environmental impacts.
  - Integrate 2 charts and graphs or other visuals into your letter, either here or in with the positive impacts paragraph above.
- In two to three paragraphs, make a set of recommendations for improving tourism in your international destination. Make sure each recommendation is fully explained in a separate paragraph.
- In one paragraph, if there are any changes you want to make to original idea of a dream vacation, explain how you now want to visit the country in the future. Include research into responsible tourism, conscious travel, ecotourism that you have done.

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**WORKPLAN FOR A FINAL PROJECT ON THE IMPACTS AND RECOMMENDATIONS FOR IMPROVING INTERNATIONAL TOURISM IN YOUR DREAM DESTINATION COUNTRY**

<b>PORTION OF THE LETTER</b>	<b>DAY 1</b>	<b>Homework</b>	<b>DAY 2</b>	<b>Homework</b>	<b>DAY 3</b>	<b>Homework</b>	<b>WEEKEND</b>
<ul style="list-style-type: none"> <li>Go over and organize all your coursework to identify material you already have that can be used for each of the written sections.</li> </ul>							
<ul style="list-style-type: none"> <li>Introduce yourself and your interest in taking a vacation to this country. Explain the kind of trip you had in mind and state what you wanted to gain by taking this vacation.</li> </ul>							
<ul style="list-style-type: none"> <li>Provide pictures and other visuals that would show how attractive a vacation destination your chosen country is.</li> </ul>							
<ul style="list-style-type: none"> <li>Explain that you have recently done some research into international tourism, that you know more about the country, and want to make some suggestions to improve the tourism industry in the destination country.</li> </ul>							
<ul style="list-style-type: none"> <li>Explain the positive impacts of tourism on your dream international destination.</li> </ul>							
<ul style="list-style-type: none"> <li>Explain the negative impacts of tourism on your dream international destination, including environmental impacts.</li> </ul>							
<ul style="list-style-type: none"> <li>Make a set of recommendations for improving tourism in your international destination. Make sure each recommendation is fully explained in a separate paragraph.</li> </ul>							
<ul style="list-style-type: none"> <li>If there are any changes you want to make to original idea of a dream vacation, explain how you now want to visit the country in the future. Include research into responsible tourism, conscious travel, ecotourism that you have done.</li> </ul>							

Two Required Presentation Features: 1.Research, read, annotate, and quote at least two thinkers who agree with you. Use your notes and readings for the course as needed.							
2.Integrate two charts and graphs or other visuals into your letter.							
• Practice your presentation.							

**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 13 & 14, Lesson 3**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
<p>Students work independently or in groups according to their research and writing plans.</p> <p><b>Writing homework:</b> Self-assigned for project.</p>	<p><b>WRITING/ SPEAKING AND LISTENING</b></p>	<p><b>WRITING</b></p> <p>4. Use technology, including the Internet, to research, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>SPEAKING AND LISTENING</b></p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

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## Weeks 13 & 14, Lesson 3

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

**Theme: Letter to a Tourism Official from Your Dream International Destination**



Class to be held in the Technology Lab

#### **OBJECTIVES:**

- Allow students work independently or in groups according to their research and writing plans.
- 

#### **MATERIALS:**

- None.
- 

#### **ACTIVITY #1: Check-In Before Research/ Writing – 10 minutes.**

- Go round robin to have students state what they completed for homework and what they plan to complete during this day.
  - Ask: Are there students that need help in strategizing on how to do an effective web-search? Work with this subset of students as needed.
- 

#### **ACTIVITY #2: Research and Writing – 90 minutes.**

- Students conduct their research and writing as stated.
- 

#### **ACTIVITY #3: Declare Homework Assignments – 20 minutes.**

- Go round robin to have students state what they completed that day and what they need to get done as homework.

On Weeks 13 & 14, Lesson 3:

- 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:** Have students complete their self-assigned work on the final project.

**TEACHER NOTES:** Remind student to bring their *GED Essay Scoring Rubric* to the next lesson. The Rubric was first used in Weeks 1 & 2, Lesson 2.



**Culinary/Hospitality Bridge Semester 2**  
**ASE Standards Covered for Weeks 15 & 16, Lessons 1 and 2**

OBJECTIVES / ACTIVITIES	STANDARD CATEGORY	STANDARD
Conduct a Writing Workshop.	<b>SPEAKING AND LISTENING</b>	<p><b>PRESENTERS</b></p> <p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>8. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>9. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>LISTENERS</b></p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>4. Demonstrate active listening skills.  a. Interpret verbal and non-verbal cues and behaviors to enhance communication.</p> <p>5. Comprehend key elements of oral information for:  a. cause and effect  b. comparison/contrast  c. conclusion  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>

		<b>6. Identify and evaluate oral information for:</b> a.conclusions/solutions b.fact/opinion c.assumptions d.propaganda e.relevancy f.accuracy/sufficiency g.appropriateness/clarity h.validity i.relationships of ideas
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## Weeks 15 & 16, Lessons 1 and 2

### Culinary/Hospitality Bridge Semester 2 for Adult Secondary Education (ASE)

#### Theme: Writing Workshops

#### OBJECTIVES:

- Conduct a Writing Workshop for each student on his/her letter.
- 

#### MATERIALS:

- Handout: Students should have brought their copy to class. However, teachers may wish to have extra copies on hand.  
*GED Essay Scoring Rubric (last used in Weeks 1 & 2, Lesson 2)*  
<http://www.unm.edu/~tinan/writing/rubric.htm>
  - Handout: Make multiple copies for each student  
*Blank GED Essay Scoring Rubric (attached to Weeks 9 & 10, Lesson 3)*
- 

#### ACTIVITY #1: Writing Workshops – Whole Class – 120 minutes.

- Ask students for the writing criteria they have been using during this course. Write these criteria on the board.
- Pass out the GED Essay Scoring Rubric and designate the three areas students should focus on: Response to Prompt, Organization and Development.
- Have students 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 the class 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?
  - What suggestions do you have?
  - What score would you give for the three GED Rubric items?
- Go round robin to have students briefly state their evaluations.

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## SCORING RUBRIC: WRITTEN AND ORAL

WRITER: \_\_\_\_\_ EVALUATOR: \_\_\_\_\_

WRITTEN	Inadequate 1	Marginal 2	Adequate 3	Effective 4
<i>Response to prompt</i>				
<i>Organization</i>				
<i>Development and Details</i>				
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>	Made no eye contact; entire presentation was read from notes.	Displayed minimal eye contact with audience and read mostly from notes.	Made 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>	Spoke so that it 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.

### EVALUATOR'S SUMMARY:

What worked:

Some suggestions:

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## Culinary/Hospitality Bridge Semester 2

### ASE Standards Covered for Weeks 15 & 16, Lesson 3

**Theme: Celebration**

**OBJECTIVES:**

- Complete Self-Assessments
  - Celebrate students' achievements.
- 

**MATERIALS:**

- Party materials.
  - Certificates for students of your own creation.
- 

**ACTIVITY #1: Celebration Prompts – 120 Minutes**

- Tell students they will do some short evaluation activities before they celebrate.
- Discuss the student-based services students used during the course:
  - Were they effective?
  - How can you continue to use fellow-students for support as move on to full-time college level work?
- Have students get out their Self-Assessments. Ask:
  - Where were you the strongest?
  - What do you have to work on?
  - What will be required of you to be successful in your college level work?
- Ask: In relation to this course:
  - What was valuable about the course?
  - What did you learn that will help you be successful at the college level?
  - What did you learn that will help pass the GED/HSE?
  - What do you think should have been different about this course?
- What are your next steps for continuing with your college level work?
- Give certificates to students for what you think they have accomplished. Make sure each student gets one.