

Literacy-in-CTE Lesson Plan Template

Lesson Title: Destination Brochure		Lesson # 10
Author(s):	Phone Number(s):	E-mail Address(es):
Tami Volz	555-912-1234	
Colleen Vancil	555-000-1234	
Occupational Area: Tourism and Travel Management		
CTE Concept(s):		
<ol style="list-style-type: none"> 1. Identify current trends in the travel and tourism industries 2. Discuss tourism research and evaluation 3. Define the process of strategic destination marketing and planning 4. Relate the significance of destination image and positioning 5. Define market segmentation as it applies to the traveling public 6. Evaluate destination marketing partnerships and promotional programs 		
Literacy Standards:		
<p>EL.CM.WR.12 Use precise language, action verbs, sensory details, and appropriate modifiers as they relate to creating a destination brochure.</p> <p>EL CM WR 17 Demonstrate an understanding of proper English usage in conveying your message about the benefits of this destination.</p>		
Other Standards: <i>Don't forget to include standards from Social Studies, Science, Fine Arts, etc. as applicable to this lesson.</i>		
Lesson Objective:	Create an error-free, appealing brochure for your target market.	
Supplies Needed:	Computer, Professional Brochures from a variety of destinations lodging, samples of literature typically found in a room at a resort hotel	

THE "7 ELEMENTS"	TEACHER NOTES (and answer key)
<p>1. Introduce the CTE lesson – compare and contrast brochure samples, making notes of common characteristics & differences, and appealing & essential elements individually and share in small groups (think, pair, share)</p>	<p>Collect professional travel brochures from the community.</p> <p>Have a travel agent come to discuss the use of brochures in their business and desirable qualities.</p> <p>Worksheet for recording common characteristics, differences, and appealing, essential elements</p>

<p>2. Assess students' literacy awareness (vocabulary, background reading, etc) as it relates to the CTE lesson.</p> <p>Students will create a rough draft plan of their brochure and explain their work to class using vocabulary and demonstrating the use of instructional concepts covered in class.</p>	<p>If class is large, divide into smaller groups.</p> <p>Example of instructional concepts: layout, design, determining potential markets, copyright issues, etc.</p> <p>Assess and teach desktop publishing as needed. (Kiss up to the Business teacher!!!)</p>
<p>3. Work through the literacy example(s) embedded in the CTE lesson.</p> <p>Revise (word choice, sentence length & arrangement, verbal tense agreement, professional vs. friendly voice), edit (spelling, grammar, and punctuation) and format brochure text after sharing their work.</p>	<p>With a great smile...deliver your stack of brochures to the English teacher.</p> <p>Use the State's Writing Scoring Guide to give students feedback. (Ideas/Content, Organization, Sentence Fluency, Voice, Word Choice, Conventions) The Scoring Guide can found at: http://www.ode.state.or.us/teachlearn/testing/scoring/guides/2007-08/asmtwriscorguide0608eng.pdf</p> <p>This assignment could be used for a Work Sample if the text is long enough. Negotiate with the chocolate-filled English teacher the minimum length.</p>
<p>4. Work through related, contextual literacy-in-CTE examples.</p> <p>Analyze room or destination literature, ie. spa flyer, menus, recreational activities, local attractions, etc. for target audience, layout & presentation, effectiveness, appeal, cost comparison, etc.</p>	<p>Collect samples of destination literature from a variety of sources ranging from inexpensive to more costly.</p> <p>Guest speaker from a resort or hotel to explain their choices in what to place in rooms, how material is developed or chosen, the impact on their revenue, etc.</p>
<p>5. Work through traditional literacy examples.</p> <p>Discuss with students a five (or not) paragraph format – paragraph 1) tell audience what you want them to do or think, 2) explain reason #1, 3) explain reason #2, 4)</p>	<p>Listen to and read a variety of persuasive texts—reading letters to the editor or editorial articles, listening to a good tattle story on the playground, or the explanation given to a traffic court for the ticket received, etc.</p> <p>Analyze persuasiveness of sample travel brochures.</p>

<p>explain reason #3, 5) tell them again what you want them to do or think.</p>	
<p>6. Students demonstrate their understanding.</p> <p>Students will write a 1 page essay to explain their rationale for the grade they assign themselves for this project, to explain their learning from this work, and how they might apply these concepts in other areas.</p> <p>Students will unveil their brochure to the class and explain their rationale.</p>	<p>Papers will be written formally and evaluated against the State Writing Scoring Guide.</p> <p>(The WESD hires scoring staff and train them in scoring of the state writing samples. It's a great opportunity to learn the process and become quick at scoring selections.)</p> <p>Presentations can be scored using the Speaking Scoring Guide.</p>
<p>7. Formal assessment.</p> <p>Brochures and final presentations will be graded and scored using state scoring guides.</p>	<p>Special Note: Powerful assignments require students to create, produce, explain, justify and share their thinking. This is a prime opportunity for all of those!</p>