



# OH! The Places You Can Go!



**Lesson Title:** OH! The Places You Can GO!

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## ***Great Ideas Lesson Planner***

**Lesson Title:** Oh! The Places You Can Go!

**Subject:** Business Computers and Communications

**Time Duration:** 7.5-8.5 hours

**Teacher:** Leigh Anne Parks **School:** King's Fork High School

<b>Content Standards/Competencies:</b>	<b>Related SOL Objectives:</b>
<p>BUS6611.017 Key and format letters, memoranda, reports, outlines, and tables, using the English writing process steps.</p> <p>BUS6611.018 Compose and format letters, memoranda, reports, outlines, and tables, using the English writing process steps.</p> <p>BUS6611.019 Edit documents using techniques such as delete, insert, typeover, block, move, and copy.</p> <p>BUS6611.020 Enhance documents by using different fonts and features such as bold, italics, lines, and boxes.</p> <p>BUS6611.039 Enhance spreadsheet document by incorporating graphic elements.</p> <p>BUS6611.042 Create visual communications involving text and graphic data.</p>	<p><u>English</u></p> <p><b>10.4 The student will read and interpret informational materials.</b></p> <p><b>10.7 The student will develop a variety of writing, with an emphasis on exposition.</b></p> <p><b>10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b></p> <p><u>MATHEMATICS</u></p> <p><b>10.11 The student will collect, evaluate, organize, and present information.</b></p> <p><b>COM 1 The student will apply programming techniques and skills to solve practical problems in mathematics arising from consumer, business, and other applications in mathematics. Problems will include opportunities for students to analyze data in charts, graphs, and tables and to use their knowledge of equations, formulas, and functions to solve these problems.</b></p>

# 1. DESIRED RESULTS

## Essential Questions

## Knowledge and Skills

1. What do students know about the 50 states?
2. How many students have traveled in the U.S. previously?
3. Do students understand the travel vocabulary listed below?
4. Do students know how to use search engines?
5. Do students know how to navigate through a WebQuest?
6. Can students compose analytical and explanatory summaries? Do they know the meaning of each?
7. Do students understand the instructions given on the WebQuest?
8. Do they understand the information they will be reading?

### Students will know:

1. How to compose tables in Microsoft Word
2. How to perform basic calculations in a Word table
3. How to format a full-block style business letter
4. How to compose and format an unbound report
5. How to create an itinerary using Word tables
6. How to use Word Art, utilize various fonts and font sizes, insert graphics, etc. in a Word document
7. How to differentiate between informative, explanatory, and analytical summaries

### Students will do:

Students will have one partner for this project. First, they will research a chosen state. Students will use at least four valid Web sites and one book. They will research and read for the following information:

1. State points of interest (Students must read and recommend points of interest from their chosen state.)
2. Transportation costs-  
\*\*Must be researched and recorded in cost table
3. Hotels and Lodging (the best and most affordable places to stay within a given budget)--Students must read reviews of hotels.  
\*\*Cost of hotel must be recorded in cost table and reviews must be included in unbound report.
4. Misc. costs and information about their journey

### (Subject) Vocabulary

#### Travel Vocabulary:

- Domestic
- International
- Stopover
- Transit
- Jet Lag
- Destination
- Excursion

#### Technical Vocabulary:

- Mixed punctuation
- Split/Merge Cells
- Compute Formulas
- Explanatory, Informative, and Analytical Summaries

## 2. STUDENT ASSESSMENT

<p>Prior knowledge</p> <ul style="list-style-type: none"> <li>▪ Creating tables in Microsoft Word</li> <li>▪ Performing calculations in Microsoft Tables</li> <li>▪ Composing and formatting unbound reports</li> <li>▪ Composing and formatting block style business letters</li> <li>▪ Composing explanatory and analytical summaries</li> </ul>	<p>Ongoing throughout lesson</p> <ol style="list-style-type: none"> <li>1. Participation from each group member</li> <li>2. Staying on task with each assignment</li> <li>3. Project Organization (students plan according to their time in each class block.)</li> <li>4. Understanding of materials (reading and utilizing information appropriately)</li> </ol>	<p>By the end of the lesson</p> <p>Students will increase their knowledge and skills in the following areas:</p> <ol style="list-style-type: none"> <li>1. Organization skills</li> <li>2. Properly composing business letters from new information</li> <li>3. Formatting unbound reports using explanatory and analytical writing</li> <li>4. Reading comprehension</li> <li>5. Using formulas to perform basic math operations</li> </ol>
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## 3. LEARNING ACTIVITIES/INSTRUCTION

<p>Introduction (hook)</p> <p>Web Quest (Introduction Page) *Please see attached WebQuest.</p>	<p>What students are doing</p> <p>Students will be completing a WebQuest which will outline the Web site and sources they must use to complete the project. They will be guided step-by-step through the WebQuest to complete all documents required.</p>	<p>Conclusion</p> <p>Students will have a complete travel portfolio that contains all of their research within the documents stated in the WebQuest.</p>
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### ***Accommodations***

### ***Required or Supplemental Materials and Resources***

<p>Extra support-</p> <ul style="list-style-type: none"> <li>▪ Students will be given time to visit the library during one class period to choose appropriate books on their chosen states.</li> <li>▪ Students will be given step-by-step instructions using the WebQuest and linked resources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Computers</li> <li>▪ Internet Access</li> <li>▪ Travel Worksheet (linked)</li> <li>▪ Unbound Report Guideline (linked)</li> <li>▪ Valid Internet sources (given on WebQuest)</li> <li>▪ Printing Capability</li> </ul>
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<p>Enrichment or early finishers-</p> <ul style="list-style-type: none"> <li>▪ Create a brochure about the state using Microsoft Publisher</li> </ul> <p>Various learning styles</p> <ul style="list-style-type: none"> <li>▪ Hands-on (students will actually be obtaining materials via Internet and WebQuest.)</li> <li>▪ Audio--Teacher will be guiding students through process using class discussion.</li> <li>▪ Visual--Students will be able to see all information via WebQuest.</li> </ul> <p>Limited English proficiency</p>	
<b><i>Related Technology</i></b>	
<ul style="list-style-type: none"> <li>▪ Computers</li> <li>▪ SmartBoard</li> <li>▪ Internet</li> </ul>	<b><i>Research/Best Practices/Strategy</i></b>
<b>4. WRAP-UP (5-10 min.)</b>	
<b><i>Evidence of student learning/understanding</i></b>	<b><i>Homework</i></b>
<ol style="list-style-type: none"> <li>1. Each document has been thoroughly prepared and each step has been completed.</li> <li>2. Project has been compiled as stated in WebQuest.</li> <li>3. Students have continually interacted with partners creating avenues to encourage learning through creativity and organizational skills.</li> <li>4. Students have been thoroughly engaged during assignment.</li> </ol>	<i>n/a</i>
<b>5. Other Resources Needed/Comments (<i>optional</i>)</b>	