

# **TIES** 2003

Teachers in Industry for Educational Support

## **Enticing Parents Into the School Community**

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## **Enticing Parents into the School Community Curriculum Unit Overview**

### **Summary**

The purpose of this curriculum is to encourage parents to become involved in their child's education. Students will develop media to spotlight the benefits of parents becoming actively involved in the educational process. Parents will be encouraged to take advantage of the supplemental aids that are available for them. The purpose of this activity is to demonstrate to parents the importance of becoming involved in the process, not only at school, but also at home.

### **Big Picture**

The purpose of this unit is to help students understand how the same idea can be taught in several subject areas to attain different results. The Language Arts, Math, and Technology classes will be working toward a joint final presentation. Even though each area has different projects, each one will be needed to make the final project happen.

### **Preparation for the Unit**

Students will need to work with the:

1. administration to set up time and place for final activity;
2. Technology Coordinator to find out process of using computer lab;
3. Language Arts teacher to include activity into lesson plans
4. Math teacher to include activity into lesson plans;
5. Music teacher to include activity into lesson plans;
6. Library Media Specialist to secure necessary technology for production and viewing of infomercial;
7. Custodian on setup and restoration of space before and after activity.

### **Overview**

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

## Bringing Parents into the School Community Curriculum Unit Summary

Language Arts	Technology	Math/Music
<p><b>ALT 1 - Let Me See It In Writing!</b> Students will work on their writing skills as they research, collect and assimilate materials for the articles they will write regarding the success of their involvement in the day to day to day activities of their child. This will include both in school and out of school activities.</p>	<p><b>ALT 1 – Let Me See It In Writing!</b> Students will design a brochure for parents relating the value of their involvement to the success of the student’s educational process with an emphasis on the proficiency test.</p>	<p><b>ALT 1 – Let Me See It In Writing!</b> <b>Math</b> students will determine the number of parents to receive the brochure. They will then create a budget to determine how much the materials needed to produce the brochure will cost</p>
<p><b>ALT 2 – Curtains Up</b> Students will write two (2) skits, to be presented to parents, which demonstrate the results of parent attitudes, both negative and positive.</p>	<p><b>ALT 2 – Curtains Up Ad Campaign</b> Students will create an advertising campaign for the parent meeting at which the two (2) skits will be presented.</p>	<p><b>ALT 2 - Curtains Up Music</b> students create a musical background for the skits. They will find, edit and record music that will appropriately enhance the scenes.</p>
<p><b>ALT 3 – Lights! Camera! Action!</b> Students will find research on the effectiveness of parental involvement in a child’s education. They will layout a five (5) minute infomercial demonstrating this theme.</p>	<p><b>ALT 3 – Lights! Camera! Action!</b> Students will research in the internet procedures for making an infomercial. Students will video tape and edit a five (5) infomercial for airing at parent meeting.</p>	<p><b>ALT 3 – Lights! Camera! Action!</b> Math students will determine how much time can be spent on each area of the five (5) minute infomercial for taping and airing purposes They will develop a timeline for the technology students to follow when videotaping.</p>
<p><b>Transfer or Culminating Activity</b> Students from the Language Arts, Technology, Math, and Music Classes will develop, organize, and advertise an event that will encourage parents to attend. This activity will include:</p> <ol style="list-style-type: none"> <li>1. skits to be performed by the Language Arts students,</li> <li>2. a parent brochure to be disseminated by the technology students, as well as</li> <li>3. an infomercial to be aired.</li> </ol> <p>All of these will be designed to help parents understand why they should become actively and positively involved the educational process of their child.</p>		

## **Section One: Language Arts**

### **ALT One: Let Me See It In Writing!**

#### **Summary**

Students will gather information needed for a brochure for parents relating their involvement to the success of the student's educational process with an emphasis on the proficiency test.

Students will work on their writing skills as they research, collect and assimilate materials for the articles they will write regarding the success of their involvement in the day to day to day activities of their child. This will include both in school and out of school activities.

#### **Competencies**

1. Students will learn how to gather information.
2. Students will learn how to assimilate information
3. Students will learn how to write articles for media purposes.
4. Students will learn how to proofread someone else's work.
5. Students will learn how to use search engines on the World Wide Web.
6. Students will learn how to use a word processing program on the computer.

#### **Time**

450 minutes

#### **Materials**

Tape recorders

Paper

Pencils/pens

Computer with Microsoft Word

Printer

Internet access

#### **Instructions**

1. Students will develop of list of article subjects and titles.
2. Students will create a list of people to interview.
3. Students will be divided up in groups of two (2).
4. Students will divide interview list up among themselves.
5. Students will set up interviews.
6. Each group will collectively write the assigned article for publication.
7. Each group will have two (2) other groups proof read their article.
8. Students will make necessary corrections.
9. Articles will be submitted to teacher for final correction.
10. Finished article will be given to technology students for publication.

### **Evaluation/Assessment of Student's Competency**

1. Students will be given a rubric to follow when writing their articles (See Appendix One).
2. Two (2) other groups to determine how closely the rubric was followed will proof each article.
3. The Language Arts teacher will then grade each article according to the rubric given to determine their grade. Only articles receiving an A will be considered for publication published.

### **Closure**

All articles will be read to the class. From these the class will choose the articles they would like to publish. Should an article be read that did not receive an A but had worthwhile information, the class may recommend that the topic be re-written to publication standards. Students will discuss ways that the articles can be "brought to life."

## **Section One: Language Arts**

### **ALT Two: Curtains Up!**

#### **Summary**

Students will write two (2) skits, to be presented to parents, which demonstrate the results of parent attitudes, negative and positive.

#### **Competencies**

1. Students will learn how to brainstorm to come up with ideas for a project.
2. Students will develop a theme by putting ideas into a dialogue format.
3. Students will learn play writing skills.
4. Students will learn to work together in groups.

#### **Time**

450 minutes

#### **Materials**

Computer with word processing program

Printer

Paper

Pencils

#### **Instructions**

1. Students will review information gathered for writing project.
2. Students will highlight the major points.
3. Students will create two themes, one negative and one positive, to be developed into skits.
4. Students will write two skits to be presented at a parent meeting.
5. Students will select a director.
6. Students will audition for parts.
7. Students will rehearse and prepare skits for public presentation.

#### **Evaluation/Assessment of Student's Competency**

1. Students will be given a rubric to follow when writing their skits (See Appendix Two).
2. Skits will be evaluated according to the rubric.
3. The two skits will be performed at the upcoming parent meeting.

#### **Closure**

The learning activity will end with the final preparations being carried out to prepare for presentation to parents.

## **Section One: Language Arts**

### **ALT Three: Lights! Camera! Action!**

#### **Summary**

Students will find research on the effectiveness of parental involvement in a child's education. They will then layout an infomercial demonstrating this theme.

#### **Competencies**

1. Students will learn to do research on the Internet using search engines.
2. Students will work on their public speaking skills.
3. Students will learn to work together in groups.

#### **Time**

450 minutes

#### **Materials**

Computer with Internet access

Printer

Paper

Pencils

#### **Instructions**

1. Students will research information on the Internet regarding the effectiveness of parental involvement in a child's education.
2. Students will interview teachers for their opinions on parental involvement.
3. Students will interview parents for their opinions on parental involvement.
4. Students will research infomercials on the internet, looking for:
  - a. the value of infomercials
  - b. what makes a good infomercial
5. Students will decide, as a group, what information to include in the infomercial.
6. Students will create a five (5) minute infomercial to be aired at the upcoming parent meeting following the requirements stated in the rubric.

#### **Evaluation/Assessment of Student's Competency**

The project will be assessed by having the students not in the infomercial watching a rehearsal. During this time each will make notes on the following: (1) continuity; (2) content; and (3) relevance to topic.

#### **Closure**

This session will end with the students performing "live" the infomercial to be videotaped.

## **Section Two: Technology**

### **ALT One: Let Me See It In Writing**

#### **Summary**

Students will design a brochure relating the value of parental involvement to the success of the student's educational process in general with an emphasis on the proficiency test. The articles for the brochure will have been written in the Language Arts class.

#### **Competencies**

1. Students will use a brainstorming process to agree on a title.
2. Students will learn how to use desktop publishing software.
3. Students will learn how to include graphics into a publication.
4. Students will become familiar with design and layout of a publication.

#### **Time**

450 minutes

#### **Materials**

Computer

A desktop publishing program

Internet access or another type of program which includes graphics/clip art.

Printer

Paper

Pencils

#### **Instructions**

1. Students will read the articles selected by the Language Arts Students.
2. Each article will be printed separately, using a desktop publishing program.
3. Using the Internet (or any type of programs which has graphics), students will find graphics that will appropriately enhance the purpose of the brochure.
4. Students will decide on the basic layout of the brochure (tri-fold, bi-fold, etc.)
5. Students will experiment with different ways to include all of the required materials.
6. Students will design the cover of the brochure.

#### **Evaluation/Assessment of Student's Competency**

Students will be assessed according to the Rubric found in Appendix Three.

#### **Closure**

To end this activity students will produce a final copy of their brochure. The brochure will be duplicated for distribution at the upcoming parent/family meeting.

## **Section Two: Technology**

### **ALT Two: Curtains Up Advertising Campaign**

#### **Summary**

Students will design and develop an advertising campaign for the upcoming parent meeting. They will create publicity centered on the skits and infomercial written by the Language Arts class. They will also include details about the importance of parent involvement to the success of the educational process.

#### **Competencies**

1. Students will learn to use the brainstorming process to create ideas for an activity.
2. Students will learn to work together in a group.
3. Students will learn how to use art/graphic(s) to enhance an idea.
4. Students will learn how ad campaigns are created.
5. Students will learn how ad campaigns are developed.
6. Students will learn how to "mark up" an ad campaign.
7. Students will learn the relationship between the visual and written components.
8. Students will learn how to objective review the campaign.

#### **Time**

450 minutes

#### **Materials**

Computer  
Printer  
Paper  
Pencils

#### **Instructions**

1. Students will select a theme.
2. Students will create a title for the campaign that will get across the theme.
3. Students will sort through graphics.
4. Students will select appropriate graphics to enhance the meaning of the campaign.
5. One half of the class will layout the campaign.
6. The other half will review the layout to determine if the campaign has successfully portrayed the theme.
7. Together the class will make the necessary revisions.
8. Once the final copy has been achieved, the campaign will be printed for distribution.

### **Evaluation/Assessment of Student's Competency**

The technology teacher will review the final product to determine:

1. the originality;
2. the creativity;
3. success of portraying the basic idea/theme;
4. relevance of art to words;
5. the effect of the overall visual presentation.

### **Closure**

This activity will close with the final copy being printed for distribution as the upcoming parent meeting.

## **Section Two: Technology**

### **ALT Three: Lights! Camera! Action!**

#### **Summary**

Students will research in the internet procedures for making an infomercial. Students will video tape and edit a five (5) infomercial for airing at parent meeting.

#### **Competencies**

1. Students will develop a theme by putting ideas into a dialogue format.
2. Students will learn how to work together as a group.
3. Students will learn how to use the internet.
4. Students will learn how to use search engines to find specific research.
5. Students will learn the basic components of putting together an infomercial.
6. Students will learn how to use a video camera.
7. Students will learn how to edit and sequence video footage to create an infomercial.

#### **Time**

450 minutes

#### **Materials**

Video camera

Video tapes

Television

Video cassette player

Paper

Pencils

Computer with Internet access

Graphics program

#### **Instructions**

1. Students will review research selected by the Language Arts class on parent involvement.
2. Students will create a basic overall plan laying out the sequence of events to occur in the infomercial.
3. Students will designate class members to the following positions:
  - a. camera people;
  - b. interviewers;
  - c. participants; and
  - d. editors.
4. Camera crew will begin taping interviews.
5. Once the taping is completed the editors will edit the film into segments.
6. The segments will then be spliced together and reviewed for continuity.

7. The supplemental materials will then be added, i.e., animation, text, and/or graphics.
8. The class will review the film in it's entirely for any needed revisions.
9. Revisions will be made to complete production.
10. The final editing will be done.

### **Evaluation/Assessment of Student's Competency**

The technology teacher will review the final product to determine:

1. the originality;
2. the creativity;
3. success of portraying the product;
4. relevance of art to words;
5. the effectiveness of the interviews
6. the effect of the overall visual presentation.

### **Closure**

This activity will close with the technology class, the Math class and the Language Arts class viewing the infomercial.

## Section Three: Math/Music

### ALT One: Let Me See It In Writing!

#### Summary

**Math** students will determine the number of parents to receive the brochure. They will then create a budget to determine how much the materials to produce the brochure needed will cost. The final budget will be present to the proper authorities in an effort to have it actually approved so that the brochure may actually be printed for distribution to the parents.

#### Competencies

1. Students will learn to how to develop and administer a survey
2. Students will learn how to compare prices for purchasing necessary products.
3. Students will learn how to make a budget using a spreadsheet program (i.e. Excel)
4. Students will learn how to work together as a group.

#### Time

450 minutes

#### Materials

Computer with a spreadsheet program (i.e. Excel)

Printer

Paper

Pencils

#### Instructions

1. Students will survey the student body to establish the number of people expected at the meeting.
2. Students will determine the size of paper to be used for the brochure.
3. Students will determine the number of pages needed for each brochure.
4. Students will ascertain exactly what kind of paper is needed for the brochure.
5. Students will survey several area office supply store for the best price per ream of paper.
6. Students will survey several area printing companies to determine the most cost effective way of having brochure printed.
7. Students will then prepare and present a final budget, with recommendations as to the most cost effective way of carrying out this project.

#### Evaluation/Assessment of Student's Competency

The final budget presented will be graded as a class activity with every student participating receiving the same grade. The grade will be determined by using the Creating A Budget Rubric (found in Appendix Four).

## **Closure**

Students will present their budget to the teacher and administration for the purpose of having it approved. If approved, then the brochure will be responsible for following through with the activity by having the appropriate number of copies printed.

## **Section Three: Math/Music**

### **ALT Two: Curtains Up**

#### **Summary**

**Music** students create a musical background for the skits. They will find, edit and record music that will appropriate enhance the scenes.

#### **Competencies**

1. Students will learn how different kinds of music will affect the way people listen to and absorb any dialogue accompanying it.
2. Students will learn to work together in groups

#### **Time**

180 minutes

#### **Materials**

Cassette tape and/or compact disk player

Cassette tapes and/or compact disks of a wide variety of styles of music

Paper

Pencils

#### **Instructions**

1. Students will read skits written by Language Arts students.
2. Student will decide what style of music would effectively enhance the dialogue as background music.
3. Students will bring in selections of music written in the style decided upon
4. Students will actively listen to the music as the dialogue is read.
5. Students will decide which music will be used for each skit.
6. Students will learn to work together as a group.

#### **Evaluation/Assessment of Student's Competency**

Students will play music for the Music teacher, the Language Arts teacher and students as the skits are being read. Together they will decide if the musical selections chosen enhance the music or if it disturbs the purpose of the skit.

#### **Closure**

This activity will end with the incorporation of the music with both skits to determine the effectiveness of the music.

## **Section Three: Math/Music**

### **ALT Three: Lights! Camera! Action!**

#### **Summary**

Math students will figure out how much time can be spent on each area of the infomercial for taping and airing purposes They will develop a timeline for the technology students to follow when videotaping.

#### **Competencies**

1. Students will learn the production process of making an infomercial.
2. Students will learn how to budget time.
3. Students will learn the benefits of being able to budget.
4. Students will learn how to work together.

#### **Time**

180 minutes

#### **Materials**

Computer  
Printer  
Paper  
Pencils

#### **Instructions**

1. Students will obtain a copy of the infomercial preliminary production layout from the technology students.
2. Students will determine the number of different activities that are scheduled to be used in the five minute infomercial.
3. Students will devise a formula for making a time budget for production activities, i.e., taping, editing, etc.
4. Students will print timeline for technology students to use when filming.

#### **Evaluation/Assessment of Student's Competency**

The final assessment of this activity will be based on the following two questions:

1. Was the infomercial shot on schedule?
2. Did the final product fit within the allotted five (5) minute framework?

#### **Closure**

This activity was end when the final copy of the infomercial is reviewed.



## Transfer Activity

The purpose of this activity is to have the students from the language arts, technology, and math classes pool their resources (brochure, skits, and infomercial) to entice parents to attend a meeting held in their honor. The students will demonstrate their activities to illustrate to the parents the importance of family involvement in the educational process. They will be required to meet with the administration and staff (teachers as well as custodians) to make all the necessary arrangements. These activities will include making arrangements for:

- ◆ building and meeting room;
- ◆ administrators to be present;
- ◆ teachers to be present;
- ◆ necessary custodial staff;
- ◆ audio-visual equipment;
- ◆ the possibility of refreshments being served;
- ◆ student guides for family members;
- ◆ possible child-sitting;
- ◆ guest speakers;
- ◆ for providing live demonstrations on the use of flash cards and computer software for at home assistance;
  - ◆ prepare written contracts for parents to be volunteers at school;
  - ◆ prepare written contracts for parents to become actively involved with their child's educational process at home

It is hoped that students can encourage family members to become an active member of the educational community. Students will be encouraging family members to enlist in this project at home as well as at school. During the school day family members may serve in the capacity of tutors to assist individuals with proficiency test problem areas.

The success of this activity will be determined by

1. the number of parents or family members who attend the program;
2. the number of people who sign up to be school volunteers;
3. the number of parents who sign a written agreement to assist their child with school work at home, primarily proficiency preparation.

## Appendix One: Language Arts

### ALT One: Let Me See It In Writing!

#### Rubric for Grading Written Information

CATEGORY	4	3	2	1
<b>Introduction</b>	First paragraph has a "grabber" or catchy beginning.	First paragraph has a weak "grabber".	A catchy beginning was attempted but was confusing rather than catchy.	No attempt was made to catch the reader's attention in the first paragraph.
<b>Focus on Assigned Topic</b>	The entire story is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the story is related to the topic. The story wanders off at one point, but the reader can still learn something about the topic.	Some of the story is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the story to the assigned topic.
<b>Organization</b>	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
<b>Accuracy of Facts</b>	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
<b>Writing Process</b>	A lot of time and effort devoted to the writing process (pre-writing, drafting, re-viewing, editing). Works hard to make the story wonderful.	Sufficient time and effort devoted to the writing process (pre-writing, drafting, re-viewing, editing). Works and gets the job done.	Some time and effort devoted to the writing process but was not very thorough. Does enough to get by.	Little time and effort devoted to the writing process. Doesn't seem to care.

## Appendix Two: Language Arts

### ALT Two: Curtains Up!

#### Rubric for Evaluating Written Skit

CATEGORY	4	3	2	1
<b>Role</b>	Arguments, point-of-view & solutions proposed were consistently in character.	Arguments, point-of-view & solutions proposed were often in character.	Arguments, point-of-view & solutions proposed were sometimes in character.	Arguments, point-of-view & solutions proposed were rarely in character.
<b>Knowledge Gained</b>	Can clearly explain many ways the character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways the character "saw" things differently than other characters.	Can clearly explain one way character "saw" things differently than other characters.	Cannot explain ways character "saw" things differently than other characters.
<b>Props/Costume</b>	Student uses several props (could include costume) that fit the period, show considerable work & creativity and make the presentation better.	Student uses a few props that fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

## Appendix Three: Technology

### ALT One: Let Me See It In Writing!

### Making A Brochure

CATEGORY	4	3	2	1
<b>Writing - Organization</b>	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
<b>Writing - Grammar</b>	There are no grammatical mistakes in the brochure.	There are no grammatical mistakes in the brochure after feedback from an adult.	There are 1-2 grammatical mistakes in the brochure even after feedback from an adult.	There are several grammatical mistakes in the brochure even after feedback from an adult.
<b>Spelling &amp; Proofreading</b>	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
<b>Attractiveness &amp; Organization</b>	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
<b>Content - Accuracy</b>	All facts in the brochure are accurate.	99-90% of the facts in the brochure are accurate.	89-80% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.

## Appendix Four: Math

### ALT One: Let Me See It In Writing!

#### Creating A Budget

CATEGORY	4	3	2	1
<b>Mathematical Concepts</b>	Explanation shows complete understanding of the mathematical concepts used to solve the problem(s).	Explanation shows substantial understanding of the mathematical concepts used to solve the problem(s).	Explanation shows some understanding of the mathematical concepts needed to solve the problem(s).	Explanation shows very limited understanding of the underlying concepts needed to solve the problem(s) OR is not written.
<b>Working with Others</b>	Student was an engaged partner, listening to suggestions of others and working co-operatively throughout lesson.	Student was an engaged partner but had trouble listening to others and/or working cooperatively.	Student cooperated with others, but needed prompting to stay on-task.	Student did not work effectively with others.
<b>Explanation</b>	Explanation is detailed and clear.	Explanation is clear.	Explanation is a little difficult to understand, but includes critical components.	Explanation is difficult to understand & missing several components OR was not included.
<b>Strategy/ Procedures</b>	Typically, uses an efficient and effective process to solve the problem(s).	Typically, uses an effective process to solve the problem(s).	Sometimes uses an effective process to solve problems, but does not do it consistently.	Rarely uses an effective strategy to solve problems.
<b>Neatness and Organization</b>	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.