

P159-136

Where Do You Want to Go This Year?

# Unit Plan Template

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<b>Unit Plan Title:</b>	Where Do You Want to Go This Year?	
<b>Curriculum-Framing Questions</b>		
Essential Question:	Where Do You Want to Go This Year?	
Unit Questions:	Why travel to the country you chose?	
<b>Unit Summary:</b>		
Students will be given a scenario/context in which they are asked to plan a trip for their classmates to a foreign country. Students will research and plan their trip, creating necessary products (budget, itinerary, etc.). In addition, students will be asked to persuade community members (peers, parents, administrators, etc.) that their destination and trip is well planned, safe, feasible, and educational.		
<b>Subject Area(s):</b> (Click boxes of all subjects that apply)		
<input type="checkbox"/> Business Education	<input type="checkbox"/> Drama	<input type="checkbox"/> Other:
<input type="checkbox"/> Engineering	<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Other:
<input type="checkbox"/> Home Economics	<input type="checkbox"/> Industrial Technology	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Language Arts	<input checked="" type="checkbox"/> Math	
<input type="checkbox"/> Music	<input type="checkbox"/> Physical Education	
<input type="checkbox"/> School to Career	<input type="checkbox"/> Science	
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Technology	
<b>Grade Level:</b> (Click boxes of all grade levels that apply)		
<input type="checkbox"/> K-2	<input type="checkbox"/> 3-5	
<input checked="" type="checkbox"/> 6-8	<input type="checkbox"/> 9-12	
<input type="checkbox"/> ESL	<input type="checkbox"/> Resource	
<input type="checkbox"/> Gifted and Talented	<input type="checkbox"/> Other:	
<b>Student Objectives/Learning Outcomes:</b>		
1. Students will work collaboratively to research and present information gathered while researching a country of their choice.		
2. Students will find and analyze information from a variety of resources.		
3. Students will prepare reports and presentations for a variety of audiences (country reports, trip itineraries, travel brochures, Web sites, e-mail, etc.).		
4. Students will present a multimedia presentation that summarizes their findings to an audience of peers.		
5. Students will create a budget that includes visual representation of data.		
<b>Targeted State Frameworks/Content Standards/Benchmarks:</b>		

## Where Do You Want to Go This Year?

This lesson is designed to meet the Arizona Technology Standards, as well as portions of the Arizona Language Arts and Mathematics Standards, for grades 4-8. Below is a list of the standards met, as well as the specific tasks encompassed by those standards that students will complete in this lesson. (Source: Arizona Department of Education Web site, <http://www.ade.state.az.us/standards/>, accessed on July 22, 1999)

### Arizona Technology Standards

Standard #2: Students know how to solve problems by using current technologies to conduct research, analyze solutions and present results.

### Arizona Language Arts Standards

Standard #2: Students effectively use written language for a variety of purposes and with a variety of audiences.

Standard #4: Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

### Arizona Mathematics Standards

Standard #2: Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.

### **Procedures:**

The following procedures describe student activities throughout this unit. Because this class is intended to teach students advanced computer applications skills, it is assumed that the teacher will explain computer-related tasks along the way, preferably by demonstration and modeling. Accordingly, it is assumed that ALL of these procedures will take place in a computer lab/classroom with 8-32 computers (with necessary software as described in "Materials/Resources" above) and an LCD projector.

If this lesson is being implemented by a content area teacher who does not have access to a computer lab for the entire unit but rather a single classroom computer, then teams may need to access the computer on a rotational basis to complete their projects. Accommodation ideas include more research completed at the school library, before/after school computer lab access, library computer access, etc.

It is also desirable to require students to self-reflect throughout the lesson. A bi-weekly

reflection worksheet has been designed for this purpose.

1. Students will review basic components of computer hardware and operating system procedures. **REQUIRED TECHNOLOGY:** none. **REQUIRED MATERIALS:** none.

2. Students will be placed into teams of four. These teams will work together for the remainder of the unit to complete their projects. **REQUIRED TECHNOLOGY:** none. **REQUIRED MATERIALS:** none.

3. Students will be presented with the following scenario:

Bogle JHS has recently received a \$200,000 travel grant from Intel so that our class can go on a trip to a foreign country. You are in charge of planning that trip. Before you go, you must obtain the approval of fellow students, parents, administration, and school board members. Your task is to plan the trip and persuade students, parents, administration, and school board members to allow the trip to occur. You must accomplish these tasks using the following computer applications: Microsoft Word 2000 (word processing), Microsoft Excel 2000 (spreadsheet), Microsoft PowerPoint 2000 (multimedia presentation), Microsoft Publisher 2000 (desktop publishing), Netscape Communicator 4.5 (Internet).

**REQUIRED TECHNOLOGY:** none. **REQUIRED MATERIALS:** none.

4. Teams will collaboratively choose their country, gathering preliminary research from the Internet, Microsoft Encarta, and other sources as needed. **REQUIRED TECHNOLOGY:** Internet access and software, Microsoft Encarta, Microsoft Word. **REQUIRED MATERIALS:** travel planning Web resources handout.

5. Teams will begin planning their trip in more detail, including creating a preliminary budget, itinerary, etc. using the teacher-created travel planning guide. Teams will continue their research using the sources described in the previous procedure. In addition, students will be required to e-mail an outside resource to request information regarding their country (e.g., students will e-mail a foreign tourism office, which can be located from the Tourism Offices Worldwide Directory located at <http://www.towd.com>). **REQUIRED TECHNOLOGY:** Internet access and software, Microsoft Encarta, Microsoft Word. **REQUIRED MATERIALS:** travel planning guide template, travel planning Web resources handout.

6. After appropriate information has been gathered, students will create a one-page country information sheet using Microsoft Word. No electronic example or template will be provided,

## Where Do You Want to Go This Year?

but students will have access to a hard copy example for reference. Proper formatting, spelling, grammar, etc. is expected. **REQUIRED TECHNOLOGY:** Microsoft Word. **REQUIRED MATERIALS:** country information sheet example.

7. Teams will create a detailed itinerary of their trip using Microsoft Word and the teacher-created itinerary template. If desired, students can modify the template for their own use or create their own template. **REQUIRED TECHNOLOGY:** Microsoft Word. **REQUIRED MATERIALS:** itinerary template, itinerary evaluation rubric.

8. Teams will create a detailed budget of their trip using Microsoft Excel and the teacher-created budget template. If desired, students can modify the template for their own use or create their own template. **REQUIRED TECHNOLOGY:** Microsoft Excel. **REQUIRED MATERIALS:** budget template, budget evaluation rubric.

9. A local travel agent will speak to the class about the uses of technology in the travel industry. Students will reflect on the impact of technology in the workplace. **REQUIRED TECHNOLOGY:** none. **REQUIRED MATERIALS:** none.

10. Using Microsoft Publisher, teams will create a four-page newsletter describing their country and planned trip to a wide audience. Students will be expected to gather information and images from various sources (Internet, Encarta, etc.) Web sites to visit include Lonely Planet Online (<http://www.lonelyplanet.com>) and the CIA World Factbook (<http://www.odci.gov/cia/publications/factbook/index.html>). Teams will have access to a teacher-created example, as well as previous student team examples (if available). **REQUIRED TECHNOLOGY:** Internet access and software, Microsoft Encarta, Microsoft Publisher. **REQUIRED MATERIALS:** student newsletter example, newsletter evaluation rubric, travel planning Web resources handout.

11. Using Microsoft PowerPoint, teams will create a persuasive multimedia presentation describing their country and planned trip. Students will be expected to gather information and images from various sources (Internet, Encarta, etc.). Presentations should effectively persuade their audience (see following procedure) that their trip is well planned, safe, feasible, and educational. **REQUIRED TECHNOLOGY:** Internet access and software, Microsoft Encarta, Microsoft PowerPoint. **REQUIRED MATERIALS:** student presentation example, presentation evaluation rubric, travel planning Web resources handout.

12. Students will present their final products (newsletters, multimedia presentations, etc.) to an audience of their peers, teachers, parents, and administrators. The teacher and audience

will evaluate the presentations, and a self-evaluation is also expected. **REQUIRED TECHNOLOGY:** Microsoft PowerPoint. **REQUIRED MATERIALS:** presentation evaluation rubric.

13. If time allows, students will publish their work to the school Website. PowerPoint presentations and/or Publisher newsletters will be converted to HTML and posted to the WWW. If students created Websites instead of newsletters (see "Modifications for Differentiated Instruction") then these will be posted, as well. **REQUIRED TECHNOLOGY:** Internet access and FTP software, Web server space. **REQUIRED MATERIALS:** none.

14. Students will reflect back on the processes used to complete their projects, the new skills they have learned, and the overall success of the project. Students at this time will complete their cooperation assessments. **REQUIRED TECHNOLOGY:** none. **REQUIRED MATERIALS:** cooperation assessment worksheet.

**Approximate Time Needed:** (Example: 45 minutes, 4 hours, 1 year, etc.)

One semester

**Prerequisite Skills:**

This class is an advanced computer applications class offered to 8th grade students. Thus, most of the skills necessary to complete this lesson will be taught in the class. However, it should be assumed that students have a basic knowledge of using computer hardware (keyboard, mouse, etc.). There will be a brief (1- to 3-day) review of such skills at the beginning of the unit.

**Materials and Resources Required For Unit**

Technology - Hardware: (Click boxes of all equipment needed)

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Camera                         | <input type="checkbox"/> Laser Disk                   | <input type="checkbox"/> VCR                       |
| <input checked="" type="checkbox"/> Computer(s)         | <input type="checkbox"/> Printer                      | <input type="checkbox"/> Video Camera              |
| <input type="checkbox"/> Digital Camera                 | <input checked="" type="checkbox"/> Projection System | <input type="checkbox"/> Video Conferencing Equip. |
| <input type="checkbox"/> DVD Player                     | <input type="checkbox"/> Scanner                      | <input type="checkbox"/> Other:                    |
| <input checked="" type="checkbox"/> Internet Connection | <input type="checkbox"/> Television                   |  |

Technology - Software: (Click boxes of all software needed)

Where Do You Want to Go This Year?

<input type="checkbox"/> Database/Spreadsheet <input checked="" type="checkbox"/> Desktop Publishing <input type="checkbox"/> E-mail Software <input checked="" type="checkbox"/> Encyclopedia on CD-ROM	<input type="checkbox"/> Image Processing <input checked="" type="checkbox"/> Internet Web Browser <input checked="" type="checkbox"/> Multimedia	<input checked="" type="checkbox"/> Web Page Development <input checked="" type="checkbox"/> Word Processing <input type="checkbox"/> Other:
Printed Materials:	<ol style="list-style-type: none"> <li>1. Atlases, almanacs, miscellaneous reference books (note: these items will be used only if comparable electronic sources, such as Microsoft Encarta Reference Suite 99, are not available)</li> <li>2. Software application manuals</li> <li>3. Internet resource guide (teacher-created)*</li> <li>4. Evaluation rubrics</li> </ol> <p>* This document will also be supplied to students in electronic form so they may be utilized or completed using the computer.</p>	
Supplies:	<ol style="list-style-type: none"> <li>1. Samples of expected products (newsletter, Web site, PowerPoint show)</li> <li>2. Budget and itinerary templates for student use*</li> <li>3. Travel planning guide template*</li> <li>4. Bi-weekly reflection worksheet templates*</li> </ol> <p>Cooperation assessment template*</p>	
Internet Resources:	<ol style="list-style-type: none"> <li>1. Content area teachers will be consulted to provide interdisciplinary insight and resources.</li> <li>2. A local travel agent will speak to the class, discussing the uses of technology in the travel industry and how technology has changed the way people travel.</li> <li>3. Students will obtain either a district-provided POP3 e-mail account or a Web-based e-mail account (Hotmail, Yahoo! Mail, etc.) that will be used to communicate with group members, the teacher, foreign resources, etc.</li> <li>4. Parents will be asked to share their experiences with foreign travel, as well as to help assess students' final projects.</li> </ol>	
Others:		
<b>Accommodations for Differentiated Instruction</b>		

Resource Student:

Many accommodations for special needs students are already built in to the unit. For example, cooperative groups allow students with special needs to be assisted by other members of the group or pick a portion of the project that will be better suited to their abilities. Teacher-created templates and guides will also provide students with special needs further assistance in creating their products. In addition, students with special needs will be accommodated with one-on-one teacher assistance, resource specialists, extra time allowances, and online tutorials. Computer assistance can also be given using the Accessibility Options control panel provided with Windows 95/98.

Gifted Student:

Many accommodations for gifted students are already built in to the unit. For example, teacher-created templates contain "bonus activities" which more advanced students can complete for extra credit (i.e., "Produce a chart showing the percentage of your budget used by each category."). In addition, gifted students will be given the opportunity to complete alterations or extensions of their products. An example of an alteration would be producing a Web site instead of a newsletter (this would take more time and require the student to find related Web sites, troubleshoot their links, etc.). An example of an extension would be to produce a travel roster database (using Microsoft Access 2000) including students' names, addresses, medical problems, etc. Extensions or alterations and their worth are negotiable with the teacher.

	<p>The following student products will be assessed: travel planning guide (25 points), one-page country information sheet (25 points), itinerary (50 points), budget (50 points), newsletter/Web site (50 points), and multimedia presentation (50 points). The teacher will assess the first two products by checking to see that questions are answered appropriately with accurate information, proper grammar, and clear layout. For the remainder of these products, the teacher will complete assessments using product-specific rubrics.</p> <p>In addition, students will also be assessed on reflection (75 points), cooperation (75 points), and participation (100 points). Reflection will be assessed using 5 bi-weekly reflection worksheets worth 15 points each. Reflection worksheets will be completed using the reflection worksheet template. Cooperation will be assessed by teammates using cooperation assessment worksheets (15 points per teammate) and by the teacher (30 points). Students will complete the cooperation assessment worksheets using the template. The teacher will assess participation using informal observation. Students will receive 2 points per day for excellent participation, 1 point for fair participation, and 0 points for insignificant participation.</p> <p>Thus, there will be a total of 500 points possible for this unit. Final grades will be given using a standard 10% scale (90%-100% is an A, 80%-89% is a B, etc.). Clearly, teachers may modify assessment rubrics and scales to suit the individual needs of their students, classroom, or content area.</p>
<b>Student Assessment:</b>	
<b>Key Word Search:</b>	trip, travel, plan, itinerary, budget, destination, brochure