

“Are We There Yet?”

(A 3rd – 5th grade cross-curricular project-based learning unit on planning a family trip)

by Renee Wike

June 2017



INTRODUCTION

This unit titled “Are We There Yet?” is designed for 3rd – 5th grade gifted students. It encompasses the interconnectedness of all subjects—math, social studies/geography, reading/research, writing, science, technology, and art. The students plan an itinerary and budget for a family trip to a destination of their choice. The unit may last from 1 week to 4 weeks, depending on class time and additions to the project.

The rationale for this unit is geared towards everyday skills that people use when planning and budgeting. Many of the skills are not just for planning a trip, but can be used for other aspects of life. Those skills include: basic math-- addition, subtraction, multiplication, division, budgeting time, geography/landforms/landmarks/culture/weather of a place, reading maps, research skills, use of technology/programs, and communication through writing and speaking. The students will be able to analyze various travel destinations by listing, grouping and regrouping according to specific categories, research and explore travel destinations, decide on travel destination for final project (performance task), utilize decision making and problem solving skills, analyze/synthesize how Exploration fosters Knowledge, analyze art through a geography lens considering perspective, infer based on art, evaluate and explore surroundings of own travel destination to gain knowledge of geography (landforms/architecture= landmarks), think/act like a travel agent and describe/apply what travel agents do, create/evaluate a budget, apply planning skills while saving/spending money, apply adding, subtracting, multiplying, and dividing skills when planning travel budget, problem solve and think critically, apply critical thinking skills and make decisions about travel destination, analyze and discover new knowledge about travel destinations, create/evaluate a persuasive presentation, & analyze problems within planning a trip.

The content of this unit is important for students to know because they will need to plan and budget for themselves or their family in the future. The content improves their vocabulary, increases knowledge about the world around them, and challenges them to think about topics not previously explored. The content knowledge of this unit is as follows: Exploration is traveling through an unfamiliar area in order to learn about it; Knowledge is facts, information, and skills learned through experiences; Travel is going to a place to explore all it has to offer; Destinations are places to travel; Perspective is one’s point of view; Landforms are natural features on the Earth’s surface-- know those found at own travel destination/friends’ destinations; Structures, buildings, statues, etc. (architecture) are man-made features--know those found at destination/friends’ destinations; research things to do/places to visit at own destination; A travel agent plans trips/vacations; A mathematician is an expert or specialist in math; Addition is when 2 numbers are put together to make a larger number (sum); Subtraction is when a smaller number is taken away from a larger number (difference); Multiplication means adding a number to itself a certain amount of times to create a larger number (product); Division means to break apart a number to see how many times another number is contained within it (quotient); Problem solving is when answers are figured out with certain information given--In this case, it is when decisions are made to create a plan/budget; A budget is a money saving/spending plan; An itinerary is a detailed travel plan; Persuasion is coaxing or urging

someone to do or believe something; Knowledge/Facts pertaining to travel destination-- location, important landmarks, geography (landforms, structures/buildings, statues, etc.), things to do/see, places to eat, etc.

The concepts of Exploration and Knowledge are fostered in this unit when students explore to gain knowledge. The new knowledge empowers and challenges them to want to learn more about a topic, in this case, a travel destination. The students get excited and feel worth when they have ownership of the end **product** (performance task). Exploration fosters Knowledge: the more you explore, the more you learn, thus the more knowledge you have!

Differentiation is utilized in this unit. The **content** is **challenging**, the **process** uses different models for lesson planning (Taba, VTS, Bruner & PBL), the end **product** (performance task) is **challenging**, with a **complex** mix of subject areas, **creativity** and decision-making, giving ownership to the gifted students, and **the learning environment** is open, free-range, and fun, allowing students to feel safe in their opinions and thoughts. In the Taba lesson, students will experience the concept and essential understanding through the process of list making/regroupings, categories, and critical thinking skills with discussions. In the VTS lesson the content is explored when “El Capitan” by Ansel Adams & “Cologne, Germany” (cathedral and surrounding area) photos are ones that most students have not had the opportunity to examine. Students use observation and critical thinking skills to create individual and personal meaning/opinions about art/travel destination through use of a VTS model (process). This model uses higher level thinking/questioning to discuss a concept and in **depth** thoughts about perspectives. In the Bruner lesson, the content is taught with higher-level math skills that are incorporated with critical thinking skills to “be a travel agent” and budget/plan a trip. The Bruner model (process) is used to think critically about travel agents. The PBL (Project) model (process) uses critical thinking skills and higher level questioning for students to investigate, evaluate, analyze, make decisions, and explore aspects of a final **creative** project. The Performance Task (end of unit product) uses critical thinking skills and higher level questioning to create a persuasive presentation of the travel destination/itinerary. It also uses “GRASPS” (goal, role, audience, situation, product, standards) and incorporates some of the 6 facets of the UbD model.

Complexity is introduced from the beginning when each student must decide, plan and budget for a family trip. All aspects of planning the trip come into play in each day of the unit. The challenge is to plan an exciting, memory-making trip that persuades family, friends and the Board of Travel Agents. The students are also challenged to stay within a budget. **Depth** is shown when the students make connections between lesson topics and their own travel destinations. They are exploring new knowledge, concepts, skills, and content to learn about essential understandings taught in the unit. **Creativity** is a huge part of this unit as the students are allowed to use any means they wish to display their final product (performance task). Some may use a poster board display, a hand-made brochure, the computer (PowerPoint, iMovie, video presentation etc.) or simply a personalized written piece (article, letter, etc.) All art supplies are provided. Photos and memorabilia can be added if needed.

Acceleration is facilitated by the teacher when a student shows an area that is mastered, for example, 5th graders may grasp math concepts faster than 3rd graders, so teacher moves them along to a more challenging math

concept for budgeting. Also, technology skills may be mastered differently at this age, so those that understand a certain program can help others that struggle.



CONTENT Goals and Outcomes

Goal 1: To conduct a short research project that builds knowledge through investigation of different aspects of a topic. (NCSCOS—W4.7) In this case, students will use knowledge of all subject areas to create an itinerary and plan/budget for a family trip to a destination of their choice. Content is specific to travel destination.

Students will be able to/know how to.....

1. Research and explore travel destinations.
2. Utilize decision making and problem solving skills to create budget/itinerary.
3. Think/act like a travel agent and describe/apply what travel agents do.
4. Create/evaluate a budget.
5. Apply planning skills while saving/spending money.
6. Apply adding, subtracting, multiplying, and dividing skills when planning travel budget; model with mathematics.
7. Apply critical thinking skills while planning.
8. Analyze and discover new knowledge about travel destination.
9. Create/evaluate a persuasive presentation.
10. Analyze problems within planning a trip. Make sense of problems and persevere in solving them.
11. Reason abstractly and quantitatively.

PROCESS Goals and Outcomes

Goal 2: To develop planning and budgeting skills.

Students will be able to....

1. Utilize decision making and problem solving skills to create budget/itinerary.
2. Create/evaluate a budget.
3. Apply planning skills while saving/spending money and to other areas of life.
4. Apply critical thinking skills while planning.
5. Apply adding, subtracting, multiplying, and dividing skills when planning travel budget; model with mathematics.
6. Reason abstractly and quantitatively.

CONCEPT Goals and Outcomes

Goal 3: To understand the concept of Exploration.

Students will be able to

1. Explain and use appropriate vocabulary and language for Exploration.
2. Analyze new knowledge while exploring travel destination.
3. Apply critical thinking skills while exploring.
4. Transfer knowledge to other areas of exploration.

Assessment Plan

Summative—end product is the Performance Task. The students will be assessed on the last day by the “Board of Travel Agents”, teachers, and peers. A rubric will be used to assess students’ presentations.

PERFORMANCE TASK: “The Board of travel agents from a local travel agency is holding a contest for the most engaging and memory-making family trip. The winner receives their own trip with “all expenses paid”!! Your task is to create a persuasive presentation with a visual model of your travel destination itinerary. Plan and budget for a one week trip for your family while using a budget of \$6,500.00.”

Formative— the students will be observed daily as they plan/budget for their travel destinations. Daily, the teacher will observe and record classroom discussions and listen for well thought out questions and ideas. The students will respond to daily EXIT TICKET questions. Positive daily participation will also be taken into account.

The daily classroom discussions, lesson plan models, daily EXIT ticket responses, students’ planning/budgeting questions/ thoughts/ideas will be used to determine if the students understand the content, process skills, and concept of this unit. The final outcome/end product/performance task will show evidence as to whether the students understand the content, process skills, and concept of exploration fostering knowledge.



The next four pages are examples of formative assessment: daily responses to essential questions on student EXIT tickets. Each page is the same student for 3 consecutive days with responses for Day 1, Day 2, Day 3 to show growth and understanding of the Essential Question and concept of Exploration.

1. Why did we do this lesson today?

We did this lesson so we think of ideas and we plan a vacation just right for our unique families.

2. How does EXPLORATION Foster Knowledge?

If you are Exploring you might discover something so you just gained knowledge so EXPLORATION helps you get more knowledge.

1. We did this lesson today so we got a better understanding of Perspectives in artwork, trips, and the world.

2. If you explore you learn and if you learn you gain knowledge.

4. We did this lesson so we know what skills were using and how to use them in the real world.

2. If I am learning I gain knowledge. Exploring can make you learn a new thing and gain knowledge.

Why did we do this lesson today?
To learn about knowledge and exploration.

Exploration creates knowledge when you learn something
while exploring.

Why did we do this lesson today?
To learn about different perspectives.

How does exploration foster knowledge?
When you explore you learn knowledge.

tennessee

Why did we do this lesson today?
to learn about trip agents.

how does exploration foster knowledge?
when you explore you learn new things.

We did this lesson to get to know the people better and to realize how to group this and what different places offer.

When you explore you discover more knowledge.

To see how art and photos can persuade people to go somewhere.

If you explore you gain knowledge.

Because what we were doing is a lot like what travel agents do.

When you explore you gain knowledge.

We did this lesson today to learn what we are going to be doing at our destinations.

Exploration fosters knowledge by letting you explore things so that you can relate to it when learning.

We did this lesson today to show us what dirt can mean and that it can be more than just what you see.

Exploration can foster knowledge by letting you connect what you explored to your knowledge.

We did this lesson today to confirm our big trips by transportation, Lodging, restaurants, excursions, and souvenirs.

Exploration can foster knowledge by when you explore, you can connect what you explored to your knowledge.

Summative Assessment of the students was determined with the use of the Unit's Performance Task (end product) displayed in a gallery walk on the last day and a Rubric for guest travel agents.

SPARK Camp June 2017

"Are We There Yet?" Performance Task

The Board of travel agents from a local travel agency is holding a contest for the most engaging and memory-making family trip. The winner receives their own trip with "all expenses paid"!!

Your task is to create a persuasive presentation with a visual model of your travel destination itinerary. Plan and budget for a one week trip for your family while using a budget of \$6,500.00.

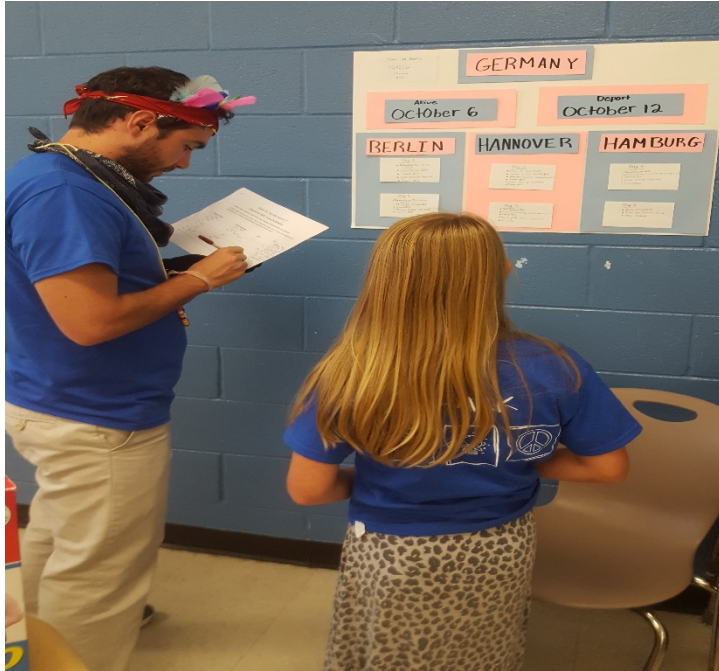
Rubric for "Are We There Yet?"

Contest for BEST Travel Destination

3 Criteria: Meets budgetary requirements, most engaging & memory-making, most persuasive

Scoring: Level 4 = exceeds all 3 criteria; Level 3 = meets all 3 criteria; Level 2 = meets 2 criteria/lacking some in area(s); Level 1 = meets 1 criteria/lacking in areas/does not meet criteria.

<u>Student's Name</u>	<u>Travel Destination</u>	<u>Score</u>	<u>Comments</u>
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			



TEACHER NAME		Lesson #
Mrs. Renee Wike		1
MODEL	CONTENT AREA	GRADE LEVEL
Hilda Taba Concept Development	Social Studies/Science	4 th /5 th grades
CONCEPTUAL LENS		LESSON TOPIC
Exploration		Choosing a Family Travel destination
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
W3.7 - Conduct short research projects that build knowledge about a topic. W3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W4.6 - With some guidance and support from adults, use technology, including the Internet..... W4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic. SL5.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained and discussed. W5.7 - Conduct research projects that use several sources to build knowledge through investigation of different aspects of a topic. W5.8 - Recall relevant information from experiences or gather relevant information from print and digital sources. My objectives: use of technology; use of critical thinking skills (lists, categorizing, regrouping with Taba model), exploring landmarks (geography) and travel destinations (maps).		

THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Exploration fosters Knowledge		How does Exploration foster Knowledge?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
• Exploration is traveling through an unfamiliar area in order to learn about it. • Knowledge is facts, information, and skills learned through experiences. • Travel is going to a place to explore all it has to offer. • Destinations are places to travel. • Names & locations of famous landmarks (“Ice Breaker”—see planned learning experiences below!)		The students will be able to..... 1. Analyze various travel destinations by listing, grouping and regrouping according to specific categories. 2. Research and explore travel destinations. 3. Decide on travel destination for final project (performance task). 4. Utilize decision making and problem solving skills. 5. Analyze/synthesize how Exploration fosters Knowledge.	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:		During Lesson Questions:	
1. (quick and after “Ice Breaker”) What/Where are the Landmarks from the “Ice Breaker” activity? What knowledge did you gain from the activity? 2. Are We There Yet? (To get them excited!) 3. What is Exploration? 4. What is Knowledge? 5. What is Travel? 6. What are Destinations?		1. Where are some travel destinations for your family? 2. How can you group/label them? 3. Why did you group/label them this way? 4. What other ways can we group/label them? 5. Where is your travel destination for your family? 6. Why did you choose this location? 7. What do you want to explore (know/learn about) at your travel destination?	
		Post Lesson Questions:	
		1. What discoveries (new knowledge) have you made about your travel destination? 2. When might people explore? Why is exploration important? When is it necessary? When is it not necessary? 3. Why is knowledge important? When is it necessary to have knowledge? When is it not necessary to have knowledge? 4. How does Exploration foster Knowledge?	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content	Process	Product	Learning Environment

	Students will experience the concept and essential understanding through the use of list making/regroupings and categories (Taba) and critical thinking skills with discussions.	At END of UNIT: Performance Task uses critical thinking skills and higher level questioning to create a persuasive presentation of travel destination/itinerary.	
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PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

MATERIALS NEEDED: (for nametags, if camp doesn't provide!) 20 pieces of 8 x 10 white construction paper, markers, colored pencils, crayons, approx. 20 laminated index cards with famous landmarks' pictures on them, masking tape, screen/projector, teacher computer, whiteboard/chalkboard with proper writing utensils (EXPO dry erase markers/chalk), student computers, plain or lined paper, pencils, pens, travel magazines, travel brochures, travel attire!

****Landmarks included in this lesson:** The White House, The Washington Monument, Mount Rushmore, Statue of Liberty, Golden Gate Bridge, Yellow Stone National Park Old Faithful Geyser, Grand Canyon, Hoover Dam, St. Louis Arch, The ALAMO, Fort Sumter, Plymouth Rock, the Liberty Bell, the Wrights Brothers Memorial, Monticello, Kennedy Space Center, Empire State Building, Seattle Space Needle, Cape Hatteras Lighthouse, USS Arizona Memorial, Niagara Falls.

As students walk in door, hand them a piece of white construction paper to be folded the long way. They will design own name tag card to set at own working space in room. (5 -10 min.)---if not provided!

****ICE BREAKER**—have approx. 20 laminated, small index cards ready to be masking taped, one to each student's back. On the cards are pictures of famous landmarks (landforms, structures, buildings, etc.). The students cannot see their own card, but can see others' cards. They must walk around room, stopping to talk to as many students as possible. They must ask questions to find out WHAT they are! YES and NO questions are UNACCEPTABLE! As they move around the room, they are also helping others to figure out their famous landmark. After they know WHAT they are, they must place card on front of body. Now, they must find someone who also knows WHAT they are and ask them their REAL NAME, and 2 – 3 important things about them. They will be in charge of introducing that person to the group. (approx. 20 min.)

Teacher asks (1st PRE LESSON question): "What knowledge did we gain from the opening activity?" Students share out loud. (5 min.)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

OPENING/ANTICIPATORY SET:

Teacher says, "Now that we've met everyone, (PRE lesson question #2) ARE WE THERE YET? This will be an exciting adventure to our destinations! To get us started....." Teacher puts on FLOPPY HAT, FLIP FLOPS—grabs beach bag, suitcase, etc....looks like going on a trip!

Students watch 3 short videos about TRAVELING (7 min.): TRAVEL CHANNEL'S SAMANTHA BROWN:

<http://www.travelchannel.com/videos/kid-friendly-destinations-0204185>

<http://www.travelchannel.com/videos/best-vacation-spot-for-kids-0204183>

<http://www.travelchannel.com/videos/best-us-cities-for-kids-0204180>

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Teacher asks PRE-LESSON QUESTIONS (#3 -6). Discussion occurs out loud. (10 min.)

Next, students make a personal list of TOP 5 travel destinations. (2 -3 min.)

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

LISTING: (During Lesson Question #1) “Where are some travel destinations for your family?” Students are asked to share out/name places for possible travel destinations. Teacher makes list on board. (5 min.)

GROUPING & LABELING: (During Lesson Question #2) “How can you group/label them?”

Students receive plain paper and are asked to work together (groups of 3 -4) to think about travel destination list and group/classify them with labels. (15 min.) Whole group discussion resumes with students sharing out ideas for grouping and labels. (10 min.) **TEACHER MAKES LIST ON BOARD.** (During Lesson Question #3) “Why did you group/label them this way?”

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

SUBSUMING, REGROUPING/RENAMING: (During Lesson Question #4) “What other ways can we group/label them?”

Students are asked to re-group the travel destinations and label with new categories. (15 min.) Whole group discussion resumes with students sharing out ideas for new groups/labels. (10 min.) **TEACHER MAKES LIST ON BOARD.**

Teacher asks: **DURING LESSON** questions (#5 -7) for individual contemplation. Can be written on board. (Teacher will discuss with individuals while facilitating later during research). (3 min.)

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

CLOSURE:

Teacher finishes lesson by asking **POST LESSON QUESTIONS #1** for individual contemplation. Can be written on the board. (2 min.)

****Teacher explains PERFORMANCE TASK--** Gives it to students to put in Camp Folder for revisiting on DAY 3-- (2 min.)

Teacher asks **POST** lesson questions (# 2 & 3): Students share out answers. (5 – 10 min.)

EXIT TICKET: Students respond (with own name and answers on an index card to be collected by teacher) to these 2 questions written on the board: (Essential Question) “HOW DOES EXPLORATION foster KNOWLEDGE?” & “WHY DO YOU THINK WE DID THIS LESSON TODAY?” (5 min.)

****If time allows, students end the session by exploring/researching (on computers) information about travel destination. Teacher checks with individuals about DURING LESSON QUESTIONS (# 5 -7) while they are researching and picks up index cards with 2 questions answered. Index card should also have NAME OF TRAVEL DESTINATION.**

• (Review) Exploration & Knowledge --Day 1 TABA lesson. (landmarks can be landforms or structures/buildings, statues, etc.= architecture) • Perspective is one's point of view. • Landforms are natural features on the Earth's surface; know those found at own travel destination/friends' destinations. • Structures, buildings, statues, etc. (architecture) are man-made features; know those found at destination/friends' destinations. • Things to do/places to visit at own destination.	Students will be able to 1. Analyze art through a geography lens considering perspective. 2. Infer based on art. 3. Evaluate and explore surroundings of own travel destination to gain knowledge of geography (landforms/architecture= landmarks). 4. Analyze/synthesize how Exploration fosters Knowledge.	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:

1. What are landmarks? 2. What are some landforms that you know about from geography lessons? 3. What else can you tell me about these landforms? 4. What are some structures/buildings/statues—(architecture) that you know about? 5. What else can you tell me about them? 6. What are some landmarks we see in Durham, NC and surrounding areas?	1. What do you see in this photo? (Landforms-Ansel Adams-"El Capitan")—<u>asked continuously after responses.</u> 2. What do you see that makes you say that?—<u>asked continuously after responses.</u> 3. What else do you see?—<u>asked continuously after responses.</u> 4. Why do you think the artist chose to do this photo? 5. What can you do/explore if you visited the place in this photo? ****REPEAT QUESTIONS 1 -5 with photo of Architecture—Cologne, Germany	1. What do you think the artists are trying to say/ artists' meanings behind/want others to know about the photos? 2. How did the art (2 photos) make you want to explore? gain knowledge? 3. What do you think artists want others to know about their works of art? 4. What meaning does your drawing have for you? 5. What meaning do you want others to get from your drawing? 6. How does your travel destination's geography (landforms & architecture) compare to other places? 7. What explorations will occur at your travel destination? 8. What new knowledge did you gain about your travel destination? 9. How does Exploration foster Knowledge?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
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“El Capitan” by Ansel Adams & “Cologne, Germany” (cathedral and surrounding area) are photos that most students have not had the opportunity to examine.	Students use observation and critical thinking skills to create individual and personal meaning/opinions about art/travel destination through use of a VTS model. This model uses higher level thinking/questioning to discuss a concept.		
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MATERIALS: computer, screen/board, 2 photos, landmarks slide show, white construction paper, plain paper, pens, pencils, markers, crayons, colored pencils, student computers, index cards, Performance task.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

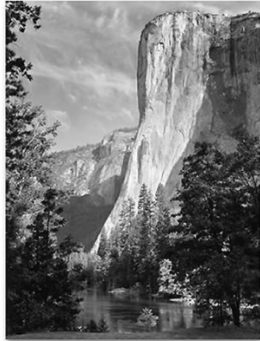
Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

As students enter the room, a slide show will be showing with different types of LANDMARKS (landforms and architecture (structures/buildings/statues)-----Same 20 from DAY 1 Ice Breaker activity----click link below for slide show:

https://docs.google.com/presentation/d/1p_HowNv1A-LzHGeAJTzONevM_BrNZowSyYhlipsq01c/edit?usp=sharing

Teacher asks all PRE-LESSON QUESTIONS one at a time. Discussion lasts 10 min.

Teacher shows LANDFORMS PHOTO on screen (no name of photo or artist yet!):



View ANSEL ADAMS photo: "El Capitan". Teacher asks DURING LESSON QUESTIONS: "What do you see in this photo?" Students share thoughts with the class. **After each student response**, teacher asks: 'What do you see that makes you say that?' Teacher asks: "What else do you see in this photo?" THESE QUESTIONS ARE ASKED CONTINUOUSLY until all students have exhausted of responses. (approx. 20 min.) ALWAYS PARAPHRASE STUDENT RESPONSES.

Teacher then asks, "Why do you think the artist chose to do this photo?" (3 min.) Discussion out loud.

Then, teacher asks: "What can you do if you visited the place in this photo?" Students share thoughts with the class. (5 min.) Teacher writes ideas on the board. Students can guess photo information.

Now view ARCHITECTURE PHOTO: Cologne, Germany—cathedral and surrounding areas (no name of place or artist yet!):



Teacher asks DURING LESSON QUESTIONS: "What do you see in this photo?" Students share thoughts with the class. **After each student response**, teacher asks: 'What do you see that makes you say that?' Teacher asks: "What else do you see in this photo?" THESE QUESTIONS ARE ASKED CONTINUOUSLY until all students have exhausted of responses. (approx 20 min.) ALWAYS PARAPHRASE STUDENT RESPONSES.

Teacher then asks, "Why do you think the artist chose to do this photo?" (3 min.) Discussion out loud.

Then, teacher asks: "What can you do if you visited the place in this photo?" Students share thoughts with the class. (5 min.) Teacher writes ideas on the board. Students can guess photo information.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students count off 1, 2, 3, 4, 1, 2, 3, 4, OR 1, 2, 3, etc. to form groups and discuss BOTH PHOTOS with POST LESSON QUESTION #1 & #2. Discuss in groups for 5 -10 min. Share ideas with whole class. (5 min.)

THEN, TEACHER SAYS: "ARE WE THERE YET?" to get students ready! Students CLOSE THEIR EYES and IMAGINE a place they would like to visit-- their own vacation/travel destination. Students draw on paper or create on the computer a picture of the place they would like to visit. Drawing should have LANDMARKS: landforms, structures/buildings/statues, etc. BUT NO WORDS. Some research may have to be completed beforehand on computers. Explain to students that this should be their OWN work; no PLAGIARISM. Discuss word if needed. (20 - 30 min).

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

When finished, put students into pairs to view each other's drawings. Students must ask each other the DURING LESSON QUESTIONS (15 -20 min.)

****Teacher can write the 5 focus questions on the board for all to see.**

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

After viewing the others' artwork, students individually and independently add pictures to their own drawing of things they would like to EXPLORE (do/see) in the place they want to visit. This should include any NEW KNOWLEDGE/DISCOVERIES they have made about their travel destination. (15 -20 min.)

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher asks POST-LESSON QUESTION #3: "What do you think artists want others to know about their works of art?" Students share aloud (2 min.) Then teacher asks POST LESSON questions (#4 -8) for quiet reflection/writing. (5 -10 min.) Students may share aloud.

****EXIT TICKET-- (5 min.)** On an index card, each student writes name and answers 2 questions: the **Essential Question**: HOW DOES EXPLORATION foster KNOWLEDGE? AND.....WHY DO YOU THINK WE DID THIS LESSON TODAY? Collect all cards as students leave the room.

****If there is time, students will use computers to research their travel destination and work on the PERFORMANCE TASK.**

TEACHER NAME		Lesson #
Mrs. Renee Wike		3
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	Math	4 th /5 th grades
CONCEPTUAL LENS		LESSON TOPIC
Exploration		The job of a travel agent/budgeting for trip
LEARNING OBJECTIVES (from State/Local Curriculum)		
3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	
3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	
4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
4.NBT.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	
5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	
5.NBT.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
MY OBJECTIVES: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Model with mathematics. Use decision-making to create budget/itinerary.		

THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Exploration fosters Knowledge		How does Exploration foster Knowledge?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
• (Review) Exploration & Knowledge from Day 1 (Taba) and Day 2 (VTS). • A travel agent plans trips/vacations. • A mathematician is an expert or specialist in math. • Addition is when 2 numbers are put together to make a larger number (sum). • Subtraction is when a smaller number is taken away from a larger number (difference). • Multiplication means adding a number to itself a certain amount of times to create a larger number (product). • Division means to break apart a number to see how many times another number is contained within it. (quotient) • Problem solving is when answers are figured out with certain information given. In this case, it is when decisions are made to create a plan/budget. • A budget is a money saving/spending plan. • An itinerary is a detailed travel plan.		Students will be able to 1. Role play 2. Create/evaluate a budget. 3. Apply planning skills while saving/spending money. 4. Apply adding, subtracting, multiplying, and dividing skills when planning travel budget. 5. Problem solve and think critically. 6. Analyze/synthesize how Exploration fosters Knowledge.	
Pre-Lesson Questions:		During Lesson Questions:	
		Post Lesson Questions:	

1. What is a travel agent? What is his/her job? What do travel agents do? 2. What problems do you think travel agents encounter/solve? 3. What is addition? How do you add numbers? 4. What is subtraction? How do you subtract numbers? 5. What is multiplication? How do you multiply numbers? 6. What is division? How do you divide numbers? 7. What is problem solving? 8. What is a budget? 9. What is an itinerary?	1. What did you observe in the video? 2. What can you add to PRE-LESSON questions #1 & #2? 3. How do travel agents use math? 4. What does a travel agent need to plan to create a trip's itinerary?	1. What did you explore/learn about being a travel agent? 2. What discoveries/new knowledge do you have about travel agents? 3. Why is math important for a travel agent? Why/How is it important for other jobs? 4. Why is a travel agent's job important? 5. What other jobs may be like a travel agent? 6. How were you a travel agent during this activity (SPARK session)? 7. When might you use the skills that a travel agent uses? 8. How does Exploration foster Knowledge?
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
Higher-level math skills are incorporated with critical thinking skills to "be a travel agent" and budget/plan a trip.	The Bruner model is used to think critically about travel perspective.		

MATERIALS: 5 centers materials, math/travel agent paraphernalia—brochures, magazines, etc., student computers, computer, screen/board, markers, paper, pencils, video clip, index cards.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

Familiarity with Travel agent:

Teacher has Math/Travel Agent paraphernalia (ex: notebooks, calculators, computers, pens, pencils, paper, hotel pics, restaurant pics/menus, souvenirs, brochures and magazines, etc. sitting on a table as students enter the room. Teacher asks PRE-LESSON QUESTION: WHAT IS A TRAVEL AGENT? WHAT DO TRAVEL AGENTS DO? Teacher asks students to create a list on paper of what they know about travel agents. List should include: (written on board) What travel agents do, what they wear, what methods/models/tools they use, where they work, and characteristics of a travel agent. **Provide definition of characteristics (if needed): "features or qualities about....." (5 min.) Students are asked to share out loud; teacher writes ideas on the board. Ask probing questions if elaboration is needed. (5 min.) Teacher then asks all of the PRE-LESSON questions (#2 - #9) and students respond whole group. (5 min.) Discuss any other ideas that come up not listed in PRE-LESSON questions.

Explore - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

Watch video: https://www.youtube.com/watch?v=OKNx_opDsfs

When the video is complete, teacher then asks students to think of more ideas to add to original list on board by asking DURING LESSON QUESTION #1: "What did you observe in the video?" (5 min.) Teacher then asks DURING LESSON QUESTIONS # 2. Discussion aloud lasts 5 min.

Practice/Prepare to be a Travel Agent:

Teacher tells students they are going to BE TRAVEL AGENTS and plan itinerary details for trip/create budget! **REMINDE ABOUT PERFORMANCE TASK!** Teacher explains 5 travel agent centers. Each center is numbered (1 -5) and set up on a table in the room. Students count off 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, etc. Students move to their numbered center to begin. Students/groups have approx. 20 - 30 min. at each center. They are quiet observers of their job as they work. (100 - 150 min.) Teacher facilitates by moving from center to center. Signal movement to new center by saying, "Rotate".

Explain - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

After the centers have been completed, the whole group discusses the centers by answering DURING LESSON QUESTIONS #3 & #4. Discussion aloud lasts 5 min.

Elaborate —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

Reflect on Travel Agent:

Teacher asks POST LESSON QUESTIONS #1 – 7. Discussion occurs aloud for 10 min.

****EXIT TICKET:** Teacher asks: (ESSENTIAL QUESTION)" How does Exploration foster Knowledge?" And "Why did we do this lesson today?" Students answer on index card to hand to teacher at end of class.

Evaluate: This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

The students will **PRACTICE** and **REFLECT** more about being travel agents as they continue to use a budget/plan and create a travel itinerary (PERFORMANCE TASK).

Bruner-- Travel Agent Centers

(technology is a MUST for all centers)

Center 1: Transportation: Students will decide what mode they will use for the trip (car, train, plane). Budget for gas/mileage or tickets.

**Possible numbers to use:

Cars= 32mpg

Vans/trucks= 22mpg

Gas= \$2.25 per gallon

www.amtrak.com

www.jetblue.com

www.southwest.com

Center 2: Lodging: Students will compare prices of hotels at destination. Be sure to check amenities!

www.travelocity.com

www.booking.com

www.trivago.com

Center 3: Restaurants: Students will compare prices of restaurants at destination. Check prices, location, availability, and menu options. (sample menus will be provided as examples).

Center 4: Excursions (tours and sightseeing): Students will investigate available things to see and do at destination. Check prices, location, availability, and options.

Center 5: souvenirs and gifts: Students decide what to spend from trip budget. Checklist may be created.

TEACHER NAME		Lesson #
Mrs. Renee Wike		4
MODEL	CONTENT AREA	GRADE LEVEL
Project-based Learning (PBL)	SS/Science/ELA/Math	4 th /5 th grades
CONCEPTUAL LENS		LESSON TOPIC
Exploration		Creating a persuasive presentation of a travel budget and itinerary
LEARNING OBJECTIVES (from State/Local Curriculum)		
W3.7 - Conduct short research projects that build knowledge about a topic. W3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. W4.6 - With some guidance and support from adults, use technology, including the Internet. W4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic. L4.3a - Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. W4.1b - Provide reasons that are supported by facts and details. W5.1b - Provide logically ordered reasons that are supported by facts and details. W5.1c - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). RI4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. SL5.5 - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithms. 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. MY OBJECTIVES: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Use mathematics. Gain knowledge while exploring geography. Gain knowledge while exploring cultures.		

THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>	
Exploration fosters Knowledge		How does Exploration foster Knowledge?	
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>	
• Exploration is traveling through an unfamiliar area in order to learn about it. • Knowledge is facts, information, and skills learned through experiences. • Persuasion is coaxing or urging someone to do or believe something. • Knowledge/Facts pertaining to travel destination: location, important landmarks, geography (landforms, structures/buildings, statues, etc.), things to do/see, places to eat, etc.		Students will be able to..... 1. Apply critical thinking skills and make decisions about travel destination. 2. Analyze and discover new knowledge about travel destinations. 3. Create 4. Evaluate 5. Analyze problems within planning a trip. 6. Analyze/synthesize how Exploration fosters Knowledge.	
GUIDING QUESTIONS <i>What questions will be asked to support instruction?</i> <i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>			
Pre-Lesson Questions:		During Lesson Questions:	
1. (Review) What is Exploration? 2. What have you explored so far in the last 3 days? 3. (Review) What is Knowledge? 4. What new knowledge do you have from the last 3 days? 5. What is persuasion?		1. How is the text (Soda should be banned) a persuasive text? 2. How does the persuasive text (Soda should be banned) relate to your persuasive presentation of your travel destination itinerary? 3. While exploring and planning your trip, what knowledge/facts have you learned about your travel destination? 4. While exploring and planning your trip, what problems did you encounter? 5. While exploring and planning your trip, what decisions did you make? 6. How will you persuade others to choose your trip as the best?	
		Post Lesson Questions:	
		1. Why is exploration important? When is it necessary/or not? 2. Why is knowledge important? When is it necessary/or not? 3. Why is persuasion important? When is it necessary/or not? 4. When might be some other times you might need exploration?.... knowledge?..... persuasion? 5. How does Exploration foster Knowledge? (How have your explorations during this PBL lesson and 4 day PBL camp session fostered your knowledge?)	
DIFFERENTIATION <i>(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.</i>			
Content		Process	
		Product	
		Learning Environment	

	The PBL (Project) uses critical thinking skills and higher level questioning for students to investigate, evaluate, analyze, make decisions, and explore aspects of a final project.	The final project (Performance Task) uses “GRASPS” (goal, role, audience, situation, product, standards) and incorporates some of the 6 facets of the UbD model.	
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Materials: Computer, student computers, screen, projector, Text on screen (Soda should be banned) markers, paper, crayons, colored pencils, poster board, construction paper, all students’ prepared presentations, RUBRIC for BOARD OF TRAVEL AGENTS (guest judges), WINNER certificate, PARTICIPATION certificates, other goodies, if needed/applicable.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Teacher has "Soda should be banned" persuasive text displayed on screen/board as students enter the room. Students read silently. (2 min.)

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Teacher says, "Let's review what we've learned so far." Teacher asks PRE-LESSON questions: "What is Exploration? What have you explored so far in the last 3 days? What is Knowledge? What new knowledge do you have from the last 3 days?" Students share ideas out loud (5 – 10 min.)

Teacher then asks "What is persuasion?" Students answer aloud. (2 min.)

Teacher refers to text on screen/board and asks DURING LESSON questions (#1 & 2): "How is the text 'Soda should be banned' a persuasive text?" "How does it relate to your presentation?" Students work in small groups to discuss. (3 min.) Share out. (2 min.)

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

****Students have explored a Taba, VTS, and Bruner lesson the first three days of this PBL. Teacher reminds them to consider what they've learned and explored so far in this 4 day project.****

Teacher asks DURING lesson questions (#3 -6) for student own reflection/writing. Questions can be written on the board for focus. Share out loud. (5 min.)

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Teacher asks POST lesson questions (#1 -4). Discussion occurs out loud. (10 min.)

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher asks FINAL Question of session: Essential Question: "How does Exploration foster Knowledge?" Students discuss out loud and also add what they think about that same question from previous 3 days. Teacher can read some comments from previous days' **EXIT TICKETS** if students give permission and time allows. Students use remaining time to finish PROJECT/presentation (performance task). Students PRESENT final itinerary of travel destination to teacher, students, and especially THE BOARD OF TRAVEL AGENTS! Winner will be announced at end of session!

Soda Should be Banned from Schools

You can't beat the taste of a cold bubbly soda and a slice of pizza for lunch. However, many kids are upset that schools have removed or replaced vending machines with a more nutritious alternative, such as milk, filtered water, or juice. Usually I would agree that students have a right to choose what they want to drink at school, but the latest research says every year more kids are becoming obese, unfit, and coming down with Type II diabetes. Allowing schools to sell soda only adds to the health problems students will face as they grow older.

Do you know how much sugar is in one can of soda? According to Michael Jacobson, a nutrition expert, there are at least 10 teaspoons of sugar. Not only does sugar lack vitamins or minerals but sugar quickly turns to fat and also causes cavities.

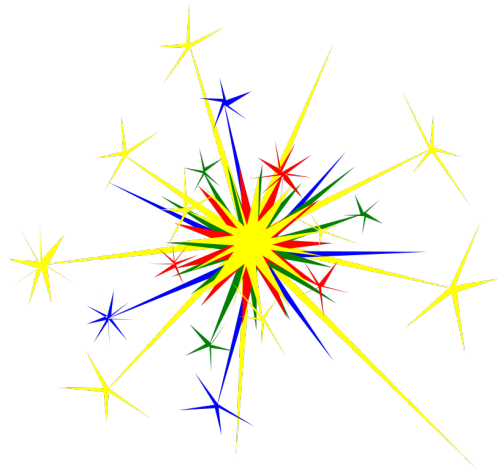
The bottom line if schools allow kids to drink soda, it will only encourage poor eating habits, which leads to an unhealthy lifestyle!

SPARK Camp June 2017

"Are We There Yet?" Performance Task

The Board of travel agents from a local travel agency is holding a contest for the most engaging and memory-making family trip. The winner receives their own trip with "all expenses paid" !!

Your task is to create a persuasive presentation with a visual model of your travel destination itinerary. Plan and budget for a one week trip for your family while using a budget of \$6,500.00.



A decorative border with a repeating scroll pattern surrounds the text.

Certificate of Achievement
to

for BEST TRIP

at SPARK camp

6 - 22 -17

Renee Wike

Certificate of Participation

Awarded to



For the successful completion of

SPARK camp: Are We There Yet?



6 - 22 - 17

Renee M. Wike

RESOURCES: This is a list of resources for this unit. Many resources were generated by the students as they investigated, explored, planned and budgeted for their family's trip; they were not recorded.

Websites:

www.travelocity.com Used for comparison pricing.

www.booking.com Used for comparison pricing.

www.wikipedia.com Used for detailed information about travel destination.

www.amtrack.com Used for pricing and mileage.

www.jetblue.com Used for comparison pricing.

www.southwest.com Use for comparison pricing.

www.trivago.com Used for comparison pricing.

www.pinterest.com Used by teacher to get ideas about the unit. Students found information about travel destinations.

Books:

travel magazines (Travel and Leisure), old brochures, and Fodor's travel guides/books

Videos:

<http://www.travelchannel.com/videos/kid-friendly-destinations-0204185>

<http://www.travelchannel.com/videos/best-vacation-spot-for-kids-0204183>

<http://www.travelchannel.com/videos/best-us-cities-for-kids-0204180>

https://docs.google.com/presentation/d/1p_HowNv1A-LzHGeAJTzONevM_BrNZowSyYhlipsq01c/edit?usp=sharing

https://www.youtube.com/watch?v=OKNx_opDsfs

Instructional materials:

suitcase, travel attire, travel brochures/magazines/books, student computers, SMART board/projector, screen/board with proper writing utensils (EXPO dry erase markers/chalk), various computer programs for presenting: Prezi, iMovie, PowerPoint, etc., creative art materials: poster board, paper, crayons, colored pencils, pencils, pens, index cards, white construction paper, markers, laminated index cards with famous landmarks' pictures on them, masking tape, teacher computer, student computers, plain or lined paper, travel magazines, travel brochures, travel attire!

**Landmarks included in this lesson: The White House, The Washington Monument, Mount Rushmore, Statue of

Liberty, Golden Gate Bridge, Yellow Stone National Park Old Faithful Geyser, Grand Canyon, Hoover Dam, St. Louis Arch, The ALAMO, Fort Sumter, Plymouth Rock, the Liberty Bell, the Wrights Brothers Memorial, Monticello, Kennedy Space Center, Empire State Building, Seattle Space Needle, Cape Hatteras Lighthouse, USS Arizona Memorial, Niagara Falls. FOR SLIDESHOW and INDEX CARDS.

Art photos: El Capitan & Cologne, Germany, copy of persuasive example about SODA, copies of Performance Task & RUBRIC, guest judges, WINNER certificate & PARTICIPATION certificates.

Teacher Resources, other than listed above:

www.ncdpi.org

www.wcpss.net Used for Standard Course of Study

www.commoncoreandmore.com

Duke class textbooks, articles/readings and class notes/discussions for lesson plan models

websites for planning/budgeting for a trip (unrecorded)

Google images (for landmarks and VTS photos)

clipart

free printable certificates website