Title of Project: Destination: Georgia!

Subject(s): Math, Reading, Writing, Social Studies, Technology

Grade Level(s):2nd and 3rd

Abstract: Students will work in small groups to create and plan a theoretical, educational field trip for their class to take.  Students will take on the role of a teacher or administrator as they research and select a historical destination, travel, lodging, and food expenses necessary to facilitate the field trip.  Groups will create a presentation of their proposed field trip destination as well as the amount of funding that would be necessary. Ultimately, students will deliver their field trip presentations to the principal in an attempt to persuade the principal to provide funding for the trip.

Learner Description/Environment:
This project will take place in the regular education classroom during the language arts, math, and social studies blocks in 2nd and 3rd grades. The students will be supported by the regular education teacher as well as support staff in the classroom (special education and ESOL). Some segments will take place in the computer lab and will be supported by the computer lab teacher. Differentiation will occur based o student needs.

Time Frame:
2 weeks, 30 min to an hour a day

Learner Performances:

* Students will work in collaborative groups to plan a field trip to a historical destination. In planning for this field trip, the students will:
	+ Select a historical location for the field trip based on the Social Studies content previously introduced.
	+ Research expenses associated with the field trip and research potential activities and learning experiences at the historical destination.
	+ Determine the potential cost of the field trip based on the expenses incurred (transportation, lodging, meals, etc.)
	+ Develop a schedule or itinerary for the field trip, including daily activities, tours, and exploration.
	+ Develop and present a persuasive presentation with the school administrators as the target audience.
	+ Use a variety of technology based resources for research and project development.

Booms Levels: Remember, Understand, Apply, Analyze, and Create

The “Hook” or Introduction:
To engage students in this learning experience, a travel agent (from local community) will come in and introduce the task to students. The travel agent will introduce their job and solicit student assistance in planning a field trip. Travel agent will task students to plan an exciting field trip to take and will explain some of the components of planning a field trip. Students will be given the opportunity to discuss an ideal field trip location with  “whisper buddy.” Then, an administrator (principal or assistant principal) will come in an profess their excitement that students will be planning a field trip. The administrator will introduce the logistical aspects of planning a field trip (travel expenses, alignment with content learning, etc.) The administrator will reinforce components of the assignment and will challenge students to work together to accomplish the task.

Process:
Day One: This lesson will begin with a Hook (see above.) The task and ensuing project will be introduced by a travel agent, local school administrator, and the classroom teacher(s) involved.
Day Two-Six: Students will work in collaborative groups daily to research historical places and travel expenses.  Teacher will serve as a facilitator checking in with groups daily to help guide student work.
Day Six-Eight: Students will prepare their final presentation, compiling all information researched.  Teacher will assist with the technology components
Day Nine: Students will present their trips to their classmates, teacher, and principal.

Product:
The students will keep a journal throughout their experience where the teacher can assess their understanding of math concepts along the way. The final product should include a Narrated PowerPoint Presentation or Photostory that will be used to inform others of the research they have done and the trip they have created. The product will include the desired destination as well as an itinerary for the trip and the students’ reasons behind wanting to travel there. An Excel spreadsheet outlining the budget will also be included. Products will be assessed with rubrics.

Technology Resources/Management:
Students will select a location in Georgia with historical significance that they want to visit and will use approved Internet sites to research. They will use Excel to create spreadsheets with budgets and finances that pertain to the trip. Once the information is collected, students will use presentation software to compile their information and create a persuasive presentation to be shown to the principal.
A travel agent will come to the school as a guest speaker before the start of this project in order to inform the student of what needs to be considered when planning a trip.
Third graders will be assigned as “buddies” to second graders. They will serve as mentors and guides throughout the project. The computer lab teacher will assist the classes with technology.

Student Skill Development:
Students are using technology to gather and evaluate information, construct knowledge, problem solving, decision making and critical thinking. Students will create original knowledge to demonstrate thinking. Students will need to know how to research information, add money, write clearly and effectively, work collaboratively and cooperatively.

Adaptations for Special Needs:
Special accommodations and adaptations would be provided for students on an as needed basis, based on specific modifications outlined in the Individualized Education Plan. General Adaptations include:

* Limited Sight: Enlarged and enhanced (black to white) text for printed material. Selective Seating during directions, modeling, and other parts of the project in which visual representations are utilized. (Translation to Braille available if needed.)
* Hearing Impairment: All information presented orally will also be provided in writing. Selective seating during directions, modeling, and other time when information is repeated orally.
* Mobility: Physical environment will be arranged in a way that allows for flexible movement of any time of assistive mobility device (wide pathways that are clear of obstacles.) Selective seating will be arranged based on the needs of the individual student.
* Learning Disabled: Task will be broken down into smaller components with specific checklists provided for each component to assist students in meeting all the requirements. Directions and expectations will be reviewed frequently in smaller groups. Students will be allowed frequently monitored breaks (Press and Release Strategy.) Students will be selectively grouped with other students that will assist and support in the learning process.
* Gifted: To further increase the rigor of this task, students will be given specific conditions and restrictions under which they can plan the field trip. Additionally, “Road Blocks” or other obstacles will be introduced at various points in the field trip development. These will require students to solve a variety of real-life problems related to planning a field trip before moving forward in their planning process.
* English Language Learners: (Modifications for English Language Learners will be primarily determined by English Proficiency.) Vocabulary used in each component of the project will be previewed prior to being used in directions or instructions. Teacher will pull English Language Learners throughout assignment to reinforce vocabulary and language concepts to ensure understanding. Students could be paired with a native English speaker for assignment.

Assessment:
The products for assessment will be:

* The students will keep a journal throughout their experience where the teacher can check their understanding of math concepts along the way.
* Trip Itinerary along with expense report
* The final product could include a Narrated PowerPoint Presentation or Photostory that will be used to inform others of the research they have done and the trip they have created.

Assessment will be graded with rubrics.

Supporting Materials:
<http://www.savannahga.gov/cityweb/SavannahGaGOV.nsf>
<http://www.oglethorpetours.com/>
<http://www.historicmacon.org/>
<http://www.mariettahistory.org/>
<http://www.ocmulgeemoundsassociation.org/>
<http://ngeorgia.com/history/kennesawmtn.html>
[www.unitedstreaming.com](http://www.unitedstreaming.com/)
[www.brainpop.com](http://www.brainpop.com/)

Standards Assessed:
2nd Grade: Math
M2N1. Students will use multiple representations of numbers to connect symbols to quantities.
c. Use money as a medium of exchange. Make change and use decimal notation and the dollar and cent symbols to represent the collection of coins and currency.
M2N2. Students will build fluency with multi-digit addition and subtraction.
a. Correctly add and subtract two whole numbers up to three digits each with regrouping.
b. Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.
c. Use mental math strategies such as benchmark numbers to solve problems
M2M2. Students will tell time to the nearest five minutes and know relationships of
time such as the number of seconds in a minute, minutes in an hour and
hours in a day.
M2M3. Students will explore temperature.
a. Determine a reasonable temperature for a given situation.
b. Read a thermometer.

3rd Grade: Math
M3N2. Students will further develop their skills of addition and subtraction and
apply them in problem solving.
a. Use the properties of addition and subtraction to compute and verify the
results of computation.
b. Use mental math and estimation strategies to add and subtract.
c. Solve problems requiring addition and subtraction.
d. Model addition and subtraction by counting back change using the fewest
number of coins.
M3N3. Students will further develop their understanding of multiplication of whole
numbers and develop the ability to apply it in problem solving.
g. Solve problems requiring multiplication.
M3N4. Students will understand the meaning of division and develop the ability to
apply it in problem solving.
a. Understand the relationship between division and multiplication and between
division and subtraction.
c. Recognize problem-solving situations in which division may be applied and
write corresponding mathematical expressions.
f. Solve problems requiring division.
g. Use mental math strategies to divide.
M3M1. Students will further develop their understanding of the concept of time by
determining elapsed time of a full, half, and quarter-hour.
M3D1. Students will create and interpret simple tables and graphs.
a. Solve problems by organizing and displaying data in charts, tables, and
graphs.
b. Construct and interpret line plot graphs, pictographs, Venn diagrams, and bar
graphs using scale increments of 1, 2, 5, and 10.

Math Process Standards:
P1. Students will solve problems (using appropriate technology).
a. Build new mathematical knowledge through problem solving.
b. Solve problems that arise in mathematics and in other contexts.
c. Apply and adapt a variety of appropriate strategies to solve problems.
d. Monitor and reflect on the process of mathematical problem solving.
P2. Students will reason and evaluate mathematical arguments.
a. Recognize reasoning and proof as fundamental aspects of mathematics.
b. Make and investigate mathematical conjectures.
c. Develop and evaluate mathematical arguments and proofs.
d. Select and use various types of reasoning and methods of proof.
P3. Students will communicate mathematically.
a. Organize and consolidate their mathematical thinking through communication.
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
c. Analyze and evaluate the mathematical thinking and strategies of others.
d. Use the language of mathematics to express mathematical ideas precisely.
P4. Students will make connections among mathematical ideas and to other
disciplines.
a. Recognize and use connections among mathematical ideas.
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
c. Recognize and apply mathematics in contexts outside of mathematics.
P5. Students will represent mathematics in multiple ways.
a. Create and use representations to organize, record, and communicate mathematical ideas.
b. Select, apply, and translate among mathematical representations to solve problems.
c. Use representations to model and interpret physical, social, and mathematical phenomena.

2nd Grade: ELA
ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student
ELA2R3 The student acquires and uses grade-level words to communicate effectively.
ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text.
ELA2W1 The student begins to demonstrate competency in the writing process.
ELA2LSV1 The student uses oral and visual strategies to communicate.

3rd Grade: ELA
ELA3R1 The student demonstrates the ability to read orally with speed, accuracy, and expression.
ELA3R2 The student acquires and uses grade-level words to communicate effectively.
ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text.
ELA3W1 The student demonstrates competency in the writing process.
ELA3LSV1 The student uses oral and visual strategies to communicate.

2nd Grade: Social Studies
SS2H1 The student will read about and describe the lives of historical figures in Georgia history.
SS2G1 The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface.
SS2CG4 The student will demonstrate knowledge of the state and national capitol buildings by identifying them from pictures and capitals of the United States of America (Washington, D.C.) and the state of Georgia (Atlanta) by locating them on appropriate maps.
SS2E2 The student will identify ways in which goods and services are allocated (by price; majority rule; contests; force; sharing; lottery; command; first-come, first-served; personal characteristics; and others). SS2E3 The student will explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter. SS2E4 The student will describe the costs and benefits of personal spending and saving choices.

3rd Grade: Social Studies
SS3G1 The student will locate major topographical features.
SS3H2 The student will discuss the lives of Americans who expanded people’s rights and freedoms in a democracy.
SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.
SS3E3 The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.
SS3E4 The student will describe the costs and benefits of personal spending and saving choices.

2nd Grade : Technology
T1 Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
Element: T1.b Create original works as a means of personal or group expression.
T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
Element: T3.d Process data and report results.
T6 Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.
Element: T6.d Transfer current knowledge to learning of new technologies.

3rd Grade: Technology
T3 Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.             Element: T3.a Plan strategies to guide inquiry.
Element: T3.b Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
Element: T3.c Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
Element: T3.d Process data and report results.
T4 Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
Element: T4.a Identify and define authentic problems and significant questions for investigation.
Element: T4.c Collect and analyze data to identify solutions and/or make informed decisions.