

# Project-Based Learning Planning Template

Teacher Name:  
Jessica Dowdy

Grade Level: 5

Project Title: A trip of a lifetime!

**Content Standards Addressed:** (National Math Standards or Common Core/NGSS)

[CCSS.MATH.CONTENT.5.NBT.B.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.

[CCSS.Math.Content.5.MD.C.5](#)

Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

[CCSS.Math.Content.5.G.A.2](#)

Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**Cross-Curriculum Connections:** What other standards and subjects will you address in this project

[CCSS.ELA-LITERACY.RI.5.9](#)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

[CCSS.ELA-LITERACY.SL.5.4](#)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[CCSS.ELA-LITERACY.SL.5.5](#)

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

### Geography 5.9

Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.

### STAGE 1: PLANNING:

<p><b>Driving Question:</b> the question that drives the work</p>	<p>How can a vacation be both affordable and fun?          Why might it be important to have a budget when planning a trip like this?          Is it important to know information about where you are visiting before going there?</p>	
<p><b>Project Summary:</b> (what students will do, learn and accomplish by the end of the project)</p>	<p>For this project, students will have a set amount of money to to plan a 6 day/5 night vacation around the United States for their family. They will be researching places around the U.S. that would be fun to travel to for a vacation with family. They will learn about the places they are planning on visiting, will work with decimals when determining costs for airplane tickets, gas, lodging, food, theme parks, and daily events. This project is a great way for students to learn about places to visit around the United States besides the typical places they might actually go with their family (such as Disneyland). By the end of the project, students will have used math, geography, and research skills to plan a vacation.</p>	
<p><b>21<sup>st</sup> Century Skills:</b> (to be taught and assessed) Based on 4C's Framework</p>	<p><b>Creativity:</b> Finding fun things to do while driving places. Researching free things to do in the cities they are visiting. Create a fun travel brochure that could be given to others in the future that would want to travel to all of the places they went. Make advertisements for the places they are traveling to.</p>	<p><b>Critical Thinking:</b> Thinking as a class what a reasonable budget would be for this trip. Budgeting for food, lodging, and travel.</p>

	<p><b>Collaboration:</b> Talk with others in the class to find out places they are going to visit. Work together to find airfare and car rental places.</p>	<p><b>Communication:</b> Use of an outline to write information they find. Using a classroom map marked with everyone's destinations so they can see where classmates are traveling to.</p>
<p>The Hook: How will you engage the students and spark their interest</p>	<p>Many of the students in my class don't get to go anywhere they want in the United States because their family can't afford to travel. This project allows them to plan something based on where they want to go. Show videos about planning a trip on a budget:  <a href="https://youtu.be/Hd8t9LwgxKE">https://youtu.be/Hd8t9LwgxKE</a>  <a href="https://youtu.be/2V6rTKihFul">https://youtu.be/2V6rTKihFul</a></p>	
<p>Resources &amp; Materials</p>	<p><b>Material/Equipment:</b>  Computer and projector for videos.   Handout with days outlined, place to write research.</p> <p><b>Technology:</b>  Chromebooks and ipads for researching places to visit in the U.S.   Google Slides to display the places and information they have gathered for their trip.   Google Maps to map out their route for the places they are going.</p> <p><b>Community/Onsite people:</b>  Travel agents from the area.   People who work at hotels, car rental lots, and various restaurants.</p>	

**Learning Outcomes & Targets:**  
What targets will students meet to be able to complete the project

1. Students will be able to multiply the price of gas (a decimal number) by the amount of gas needed in their vehicle.
2. Students will be able to calculate the distance traveled on the trip.
3. Students will be able to add up the amount of money spent on lodging, food, transportation, and extra activities and then subtract it from their budget amount.
4. Students will be able to read through material on websites, in books, or in travel magazines about specific destinations they will be traveling to.
5. Students will be able to determine which is a better way to travel based on the amount of people going with them.
6. Students will be able to use maps to show what cities and states they will be traveling to.
7. Students will be able to compile their information on to Google Slides to present to the class.

### **Instructional Strategies:**

What will you provide to support student learning and scaffold information with materials and lessons aligned to learning outcomes and assessment.

1. Find websites that are specifically for traveling around the U.S. to help guide them in their research.
2. Check out books and find travel magazines for students to use.
3. Provide a review lesson on how to use Google Slides and Google Maps.
4. Depending on the needs of the students, downsize the length of the trip or region of the U.S. for them to travel around.
5. Have parts of the assignment mapped out or picked for the student to use and only have a few places for them to research.
6. Partner students who might have a hard time.

### **Checkpoint:**

How will you ensure all students are on track and moving toward the learning goal.

1. Students will first decide which attraction/theme parks they want to visit.
2. Students will outline their information on a paper organizer.
3. Students will find a specific amount of information for each place going and the costs.
4. Students will find lodging and transportation after they determine a few main places they would like to visit.

5. Students will take their information from their paper organizer and begin their Google Slide presentation.
6. Students will create a map in their presentation that marks where their route.
7. Student routes will be marked on a classroom map of the United States.
8. Students will present their vacation to the class.

### STAGE 2: ASSESSMENT

Assessment Products:	<b>Individual:</b> Quiz on adding, subtracting, and multiplying decimals.  Quiz on types of maps.	<b>Specific Evidence and Completion:</b> 80% or better on operations with decimals.  80% or better on mapping skills.
	<b>Group:</b> Depending on if there are groups working together. Group vacation plan and presentation.	<b>Specific Evidence and Completion:</b> Slideshow and presentation.
Reflection Methods: (how will students capture their thinking across the scope of the project)	<b>Individual: (graphic organizer/journal)</b>  Graphic organizer to organize research and places visited.  Map to show route.  Google Slide presentation.	<b>Group/Team:</b>  Graphic organizer to organize research and places visited.  Map to show route.  Google Slide presentation.
	<b>Whole Class:</b>  Class map of places visited.  Map quiz.  Decimal quiz.	<b>Other:</b>  Posters for places visited.