

Student-Created Unit Lesson Plan

Instructional Objectives:

Students Will:

1. Create a virtual field trip to a country of their choice and create engaging activities to demonstrate knowledge gained by their visit.
2. Share this field trip and activities for their classmates to participate in.

Duration:

Five class periods

Common Core English Language Arts Standards

Reading:

CCSS.ELA-Literacy.RI.7.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing:

CCSS.ELA-Literacy.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

CCSS.ELA-Literacy.W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Speaking and Listening:

CCSS.ELA-Literacy.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Language:

CCSS.ELA-Literacy.L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Materials

- iPads
- paper and pencil
- Student copies of the assignment
- Doc cam and projector

Procedure

First, Second, and Third Days

1. Teacher will ask students to get into groups of two or three while monitoring that groups are appropriate, asking students to switch up if someone needs a partner.
2. Teacher will ask students to tell each other about what countries they have always wanted to visit and why. Ask a couple to share with the whole class.
3. Teacher will ask groups to pick one country to go to as a group.
4. Teacher will hand out the assignment to students, while keeping one to have posted on the board.
5. Teacher will explain to students the requirements of the assignment and the timeline.
6. Students will get to work!
7. Teacher will check in frequently with the groups to monitor progress.
8. At the beginning of each day, the teacher will remind the students what they should accomplish that day in order to minimize confusion.

Fourth Day

1. By the end of the period, students will have had the teacher check the products they will share with their classmates.
2. Students will make any adjustments or corrections needed.

Fifth Day

1. Students will post their projects to the Google Classroom so their classmates have access.
2. Students will compete the Partner Assessment.

Assessment

Use the rubric, including the partner assessment, to assess whether students have completed the assignment.

Foreign Country Virtual Field Trip

1. Go to teacher.scholastic.com/activities/globaltrek/
2. Put your city in the “departing from” blank. Choose your arrival and departure dates. Select the country you want to go to.
3. The next page will have “Background”, “Guided Tours”, and “Meet the People” Links. Explore and have fun learning about your chosen country!
4. While reading, you need to be gathering information on paper and with a pencil, because you need to create two activities. The information you’re gathering should be **current** information. For example, if I choose to visit Egypt, I don’t want to know about pharaohs and the gods they believed in. I want to visit the famous landmarks, rivers, eat authentic food, etc... The two activities you will create will be:
 - a. A fill-in-the-blank (CLOZE) worksheet for your classmates that help them look for fun facts and learn about the country they’re visiting.
 - b. A game (matching, crossword, jumbled word, etc.) that would highlight various features about this country such as geographical features, foods, animals, climate, etc. **You may not create a word search.**
5. When you have all the information gathered, you may start a Google Doc to work together with your partner, create your worksheets on your own in Notability, or search the Internet for templates. Regardless, in the end, everything will need to be put into one document in Notability so that you can post it.
6. If you have time, you will earn extra credit by finding a URL that takes us to places in your country to visit. You may not include videos from YouTube. Look for virtual reality field trips that gives us a 360-degree view of locations in your country.
7. You need to then submit to Google Classroom.
8. Well done! You’re finished!

Virtual Field Trip Rubric

	5	3	1
Quality of Information	I included information that really gave my classmates a sense of a different country with interesting facts included.	I included information that kind of gave my classmates a sense of a different country with some interesting facts included.	I did not include information that really gave my classmates a sense of a different country with little or no interesting facts included.
Conventions	My words were spelled correctly and I used the appropriate punctuation.	Most of my words were spelled correctly and I mostly used the appropriate punctuation.	Most of my words were spelled incorrectly and I rarely used the appropriate punctuation.
Fill in the Blank	I had at least ten blanks for my classmates to complete.	I had five to nine blanks for my classmates to complete.	I had four or less blanks for my classmates to complete.
Choice Activity	I created a fun activity with at least ten items for my classmates to complete.	I created a fun activity with five to nine items for my classmates to complete.	I created a fun activity with four or less items for my classmates to complete.
Posted	I successfully posted both links to Google Classroom.	I successfully posted one link to Google Classroom.	I did not post any links to Google Classroom.
Group Work	My partners felt that I was a contributing member of the group and did my share of the work.	My partners felt that I was mostly a contributing member of the group and did my share of the work.	My partners felt that I was not a contributing member of the group and did not do my fair share of the work.

Partner Assessment

Rate how your partner contributed to the group:

Partner 1: _____	1 2 3 4 5 Comments:
Partner 2: _____	1 2 3 4 5 Comments:

Partner Assessment

Rate how your partner contributed to the group:

Partner 1: _____	1 2 3 4 5 Comments:
Partner 2: _____	1 2 3 4 5 Comments: