

Middle School/Project 2

Course #: 8200210

Grade 8

Family Vacation Package

1. PROJECT CONNECTION

- ▶ **Teaching Components; Project Summary; Instructional Focus; Rigor/Relevance Framework/Project SPS**

2. PRE-READING CONNECTION

- ▶ **K.I.M. for Presentation Vocabulary**

3. READING AND WRITING CONNECTION

- ▶ **Travel Agents and Vacation Planning**

4. MATH CONNECTION

- ▶ **Weather Chart/Graph**

5. SCIENCE CONNECTION

- ▶ **Weather and Climate**

PROJECT CONNECTION

Title:	Family Vacation Package
Program Area:	Computer Applications
Course Title:	Computer Applications II
Timeline for Use:	Culmination project for the use of various multimedia formats
Grade Level:	7 th Grade
Duration of Project:	10-15 hours
Submitted By:	Debra Dumas and Kemisha Rainge

Lesson Summary

In the completion of this lesson students will assume the role as a travel agent, demonstrate proficiency in various technology skills; multimedia, telecommunications, word-processing, data and figures, problem solving and systems of technology. Students will participate in vocabulary, research, data and figures, drawing tools, presentation activities introducing them to online research and presentation terminology, the basic functions of internet usage and drawing and presentation skills with the production of a vacation package. FCAT formatted activities are included.

Instructional Focus

Essential Question:	How can knowledge of the World Wide Web help students with their schoolwork/research skills?
Lesson Topic:	Using Multimedia and Word-Processing to develop a Vacation Package
Language Arts Strands:	Reading Process, Writing Process
Math Strands:	Algebra
Science Strands:	Earth and Space

Rigor/Relevance Framework

KNOWLEDGE

TAXONOMY

- Evaluation 6
- Synthesis 5
- Analysis 4
- Application 3
- Comprehension 2
- Awareness 1

C Assimilation	D Adaptation
A Acquisition	B Application

1 2 3 4 5

Knowledge in one discipline	Apply in discipline	Apply across disciplines	Apply to real world predictable situations	Apply to real world unpredictable situations
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PROJECT CONNECTION (continued)

Bibliography

Students use search engines to compile data about traveling.

www.dictionary.com

www.weather.com

Knowledge Targets

1. Define Worldwide Web
2. Define Internet
3. Define search engine
4. Define hyperlink
5. Define Web address
6. Define browser
7. Define Internet privacy
8. Define ethics
9. Define etiquette
10. Define copyright laws
11. Know how the Internet works

(K)

1. Evaluate Websites
2. Save a Webpage
3. Print a Webpage
4. Problem solve printing issues
5. Download files
6. Download graphics

(S)

Copy and paste from browser to other applications

PRE-READING CONNECTION

<p>Title:</p> <p>Performance Tasks: Sunshine State Standards (LA):</p> <p>Essential Skills (e): Essential Question:</p> <p>Rigor and Relevance (quadrant):</p>	<p>K.I.M. for Presentation Vocabulary</p> <p>5.0 Master Intermediate Vocabulary New SSS</p> <p><i>LA7.1.7</i> The student uses a variety of strategies to comprehend grade level text.</p> <p><i>LA7.1.6</i> The student uses multiple strategies to develop grade appropriate vocabulary.</p> <p><i>LA7.1.6.1</i> Use new vocabulary that is introduced and taught directly.</p> <p><i>LA7.1.7.1</i> The student will use background knowledge of subject and related content areas, pre-reading strategies, graphic representations and knowledge of text structure to make and confirm.</p> <p>Old SSS</p> <p><i>LA.A2.3.5</i> Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task</p> <p>e03Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.,</p> <p>A-Acquisition, B-Application</p>
<p>Instructions to Teacher: Instructor will give the K.I.M. chart to students for words related to online research and presentation skills. Each word is listed on the chart. Teacher can have students to look up words that they did not understand after previewing the project.</p>	
<p>Instructions to Students: Pupils will look up the words in using www.dictionary.com or a dictionary or guided practices or online research that they were having difficulty with or didn't know the definition to using the K.I.M. chart.</p>	
<p>Instructions for Learning Styles Modifications: Teacher can have students to work in pairs using guided practice or instructional technology, if necessary, allowing extra time. Group discussion after data is collected to understand its meaning.</p>	
<p>Assessment for Activity: Games can be used to demonstrate knowledge of the terms. "Trivia Challenge" Divide the class into two teams, scorekeeper and timer. The original team called upon for question, if answered correctly team gets 10 points. If opposing team answers, gets 20 points, if neither teams answer, trivia for the original team, if they can handle it 40 points. Optional: Homework: study K.I.M. chart and vocabulary for the quiz. (teachers discretion)</p>	
<p>Approximate Length of Time for Activity: 1 hour</p>	
<p>Materials Needed: Vocabulary chart attached, guided practice sheets, online research.</p>	
<p>Activity: Define internet usage and presentation terms using K.I.M. charts. Students will use dictionaries, guided practices and online research to define terms and can participate in a structured activity that engages students in a group competition to demonstrate knowledge of the terms.</p>	

KIM Vocabulary Chart

K Key Word	I Information (Definition of Word)	M Memory Cue

Presentation Vocabulary

Accommodations

Arrival

Budget

Animation

Departure

Multimedia

Location

Climate

Destination

Travel Agent

Itinerary

Transitions

Travel Agents and their role in vacation planning: One family's story

Renee' M. Rades

Imagine if you will, a family's vacation photos before they happen, who's in them? What are they doing? Where are they, and most importantly, are they having fun? Imagining a vacation before it happens is not the job of a fortune teller, but that of a travel agent. Travel agents research destinations for prices, weather, attractions, and customs so that they can help people make travel plans for vacations as well as business and family trips. To further explore this, let's see one family's experience with a travel agent.

The Camacho family lives in New Jersey, and plans to go on a summer vacation. The problem is that everybody has a different idea of where to go and what to do, and how to get there. Mom and Dad want to do go someplace with lots of family activities that will allow them to keep to a modest budget. The youngest of their kids is a toddler who needs lots of naps throughout the day, and usually rides in a stroller anywhere she goes. The Camacho twins, AJ and DJ, are in middle school, and love animals, outdoor activities and theme parks, though they aren't too sure about thrill rides. Their oldest brother, Jim, is in high school. He's into extreme rides and sports. While he wouldn't mind going to a theme park, he doesn't want "to get stuck doing kiddie stuff." Grandma and Grandpa Camacho are also going on this vacation to spend time with their grandkids and to relax.

With this tall order in hand, the Camachos set forth to the Internet to find the "perfect family vacation." Their search produced lots of results claiming to have the perfect vacation, but nothing seemed to fit. That's when they turned to a travel agent.

The travel agent listened to all their ideas, and even took into consideration the family's budget and special needs. Together, they came up with a list of the most important vacation needs. It had to be go-at-your-own pace, with animals, with excitement and thrills that allowed the Camachos to stay on their budget.

It came down to a Bahamas cruise or a week in Central Florida, with visits to local theme parks and beaches. Both were within the budget and interests of the family, so they narrowed the choices down to those two. The travel agent looked into both options some more to see if there was anything that the Camachos needed to do to have the best vacation possible. As it turned out, they needed to get passports to get off the ship if they were to choose the cruise, a process that takes four to twelve weeks to complete, according to the travel agent. So knowing that, the Camachos chose to go on vacation in Florida, and the travel agent set up an itinerary that included flights to and from their destination, reserved hotel rooms, recommended places to eat, and even got the family tickets for the attractions they chose.

Thanks to the help the Camachos got from their travel agent, they had a fun and memorable vacation. They were able to save money by taking shuttles from the airport to the hotel, and from the hotel to the theme parks. In the afternoons, the grandparents took their youngest grandchild back to the hotel room for a nap and a quick dip in the pool while Mom, Dad, AJ, DJ and Jim were able to do more fast-paced thrill rides. Since the travel agent was familiar with Florida's summer climate, the Camachos were prepared for the quick afternoon showers, and handled them with no problems. In fact, one of their favorite photos from the vacation was one

with everybody wearing ponchos and mugging it up in front of a sign which read "Welcome to Florida, the Sunshine State." The last couple of days of the Camacho family vacation were spent at the beach, where Jim learned the finer points of skinboarding, while others relaxed and made sandcastles. When the Camacho family came back home, they were amazed at the great time they all had, and talked about "going back sometime soon."

The "Perfect Vacation" is different for everybody, and travel agents work with people everyday to help them plan a vacation with memories that will last a lifetime.

RUBRIC - FCAT Reading/Short Response

Score	Description
2	The response indicates that the student has a <i>complete understanding</i> of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.
1	The response indicates that the student has a <i>partial understanding</i> of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.
0	The response is <i>inaccurate</i> , confused, and/or irrelevant, or the student has failed to respond to the task.

MATH CONNECTION

Title:	Weather Chart/Graph Foreign Currency for Five Countries
Essential Question(s):	How do determine weather forecasts for other parts of the world?
Performance Task:	<p>2.41 Open and work with multiple documents.</p> <p>5.19 Utilize On-line resources</p> <p>6.16 Apply teamwork in the classroom.</p> <p>7.0 Develop and apply spreadsheet skills.</p> <p>8.09 Utilize Internet in compiling data.</p> <p>8.10 Demonstrate the importance of utilizing spell check and saving documents.</p>
Sunshine State Standards (LA, MA, SC):	<p>MA.A 1.3.2 Understands the relative size of integers, fractions, and decimals; numbers expressed as percents; numbers with exponents; numbers in scientific notation; radicals; absolute value; and ratios.</p> <p>SC.H 3.3.7 Knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.</p> <p>SC.B 2.3.1 Knows that most events in the universe (e.g. weather changes, moving cars, and the transfer of a nervous impulse in the human body) involve some form of energy transfer and that these changes almost always increase the total disorder of the system and its surroundings, reducing the amount of useful energy.</p> <p>SC.912.E.7.5 Predict future weather conditions based on present observations and conceptual models and recognize limitations and uncertainties of such predictions.</p> <p>LA.7.6.1 The student comprehends the wide array of informational text that is part of our day to day experience.</p> <p>MA.E. 1.3.1 Collects, organizes, and displays data in a variety of forms, including tables, line graphs, charts bar graphs, to determine how different ways of presenting data can lead to different interpretations.</p> <p>MA.8.A.1.6 Compare the graphs of linear and non-linear functions for real-world situations.</p>
Essential Skills (e and m):	<p>m05 Understand the best procedure for statistical data collection, organization, and display including making estimates and predictions and drawing inferences.</p> <p>S60 Observe and interpret energy and change relationships with the understanding that change occurs simultaneously at the interface between two parts of the environment where there is an energy exchange.</p>
Rigor and Relevance (quadrant):	B- Application C- Assimilation

Instructions to Teacher:**Weather Chart/Graph**

*Students should create a graph from research of forecast. The graph should reflect:

1. Days of the Week
2. Temperatures of High and Lows for the Week
3. Weather Changes during the Week (Sunny, rain, etc.)
4. Pictures of the type of weather predicted for each day.

*Assign a group of students to work on this portion of the newsletter. Each student within the group should be able to discuss ways to display the data.

*Students can use the table in word processing to create the forecast for the week.

*Conclusions should be drawn as to how to dress or prepare for each day.

Instructions to Students:**Weather Chart/Graph**

*The assigned group should create a graph from the research. Should be embedded in the newsletter

*Assigned group should consist or 3or 4 students who research, determines graphics and format of the forecast. Share your data.

*Record findings and display of data to editor.

Instructions to Teacher:**Foreign Currency for Five Countries**

*Students should create a spreadsheet from research of 5 different foreign currencies to U.S. dollars.

*Put students into teams (suggestion 3 or 4 in each group) consisting of students from each group low performer, high achiever, and average.

*Have students to brainstorm on which five countries that they want to research the currency.

*Students' social skill that they will work on is on-task talking.

Instructions to Students:**Foreign Currency for Five Countries**

*Each team will research five foreign countries that use different currency than the United States.

*Assigned teams should consist or 3or 4 students who research the currency of foreign countries. Share your data.

Job Descriptions:

Oldest Student-	Monitors on-task conversation
Second Oldest Student -	Performs the research and work on the computer
Youngest Member-	Encourager/Motivator

*Record findings and display information in spreadsheet.






Instructions for Learning Styles Modifications: The students are using skills learning in word-processing and applying them to research found in the internet or local newspaper. The students do cooperative learning, project design and note-taking/ graphic organizing. The student needing the modification would be co-presenter of the assigned group.

Assessment for Activity: Rubric for math, students evaluate each other. Teacher Observation regarding team participation.

Approximate length of time for Activity: 20 – 30 minutes

Materials Needed: PC with Internet access; suggested sites www.weather.com, www.yahoo.com and <http://www.xe.com/ucc/>

Volusia Forecast

<i>Days of Week</i>	<i>Today</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Daytona Beach					
Highs	70°	65°	70°	78°	82°
Lows	45°	41°	45°	58°	62°

MATH-Rubric

Directions: This form is designed to evaluate student-MATH chart activity.

1=Weak	2=Moderately Weak	3=Average	4= Moderately Strong	5=Strong
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1. The chart or table has an appropriate title.

1 2 3 4 5

2. The chart or table is clearly organized.

1 2 3 4 5

3. The chart's or table content is accurate.

1 2 3 4 5

4. The chart or table fulfills all the requirements of the assignment.

1 2 3 4 5

Total Points Possible: 20 points

Total Points Earned: _____

SCIENCE CONNECTION

Title:	Weather and Climate
Performance Tasks:	05.09 Understand how the Internet works; 02.18 Insert and manipulate graphics, word art and text boxes.
Sunshine State Standards (LA, MA, and SC):	LA.A.2.3.5 Applies study skills like gathering and summarizing information & taking organized notes for a variety of purposes including classroom research, collaborative decision making and performing a school or real world task LA.B.1.3.3 The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking. SC.6.E.7.6 Differentiate between weather and climate SC.912.E.7.4 Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans.
Essential Skills (e, m, and s):	S23
Rigor and Relevance (quadrant):	B

Instructions to Teacher: Teams will define weather and climate. Teams will then write a paragraph comparing the weather in 5 foreign countries to that in the area where they live.

Each team will compare the weather where they live to the weather of a foreign country.

Conclusions should be drawn about similarities and differences in the weather and climate.

Students must be able to identify climate as the expected weather pattern in a region.

Instructions to Students: Using five Venn Diagrams to organize your ideas, write five paragraphs comparing the weather in 5 foreign countries to that in the area where you live after researching the weather and climate on the Internet.

*Teams should research using the Internet about the climate and weather of a foreign country. This will be embedded in the travel brochure.

*Assigned teams should consist of 3 or 4 students who research the weather and climate of 5 foreign countries. Share the data

Job Description:

- Oldest Member-Monitors on-task conversation
- Second Oldest-Performs the research and work on the computer
- Third Oldest-Editor
- Youngest Member-Encourager/Motivator

- *Records findings in a paragraph for each of the five countries
- *Each country will have one paragraph comparing and contrasting the weather and climate of each of the countries.
- *The font size should be 12 using Arial font. The findings should be no more than two pages typed.
- *Students will have two spaces after each period.
- *The page will be single spaced and must have a title.

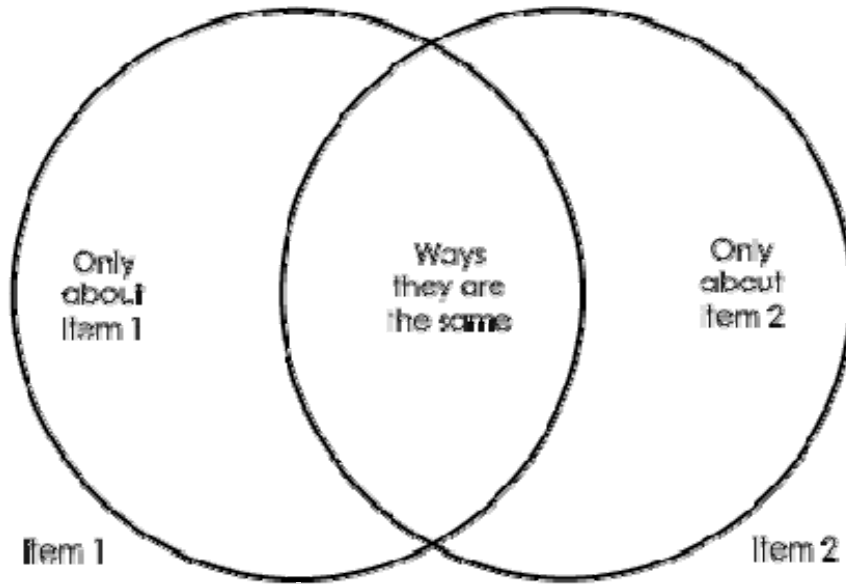
Assessment for Activity: Rubric for science, students evaluate each other. Teacher observation regarding team participation and completed project.

Approximate Length of Time for Activity: 4 hours

Materials Needed: PC with internet access and a Word Processing Program

Resources Needed:

Activity: The assigned teams will select 5 paragraphs to be included in the brochure.

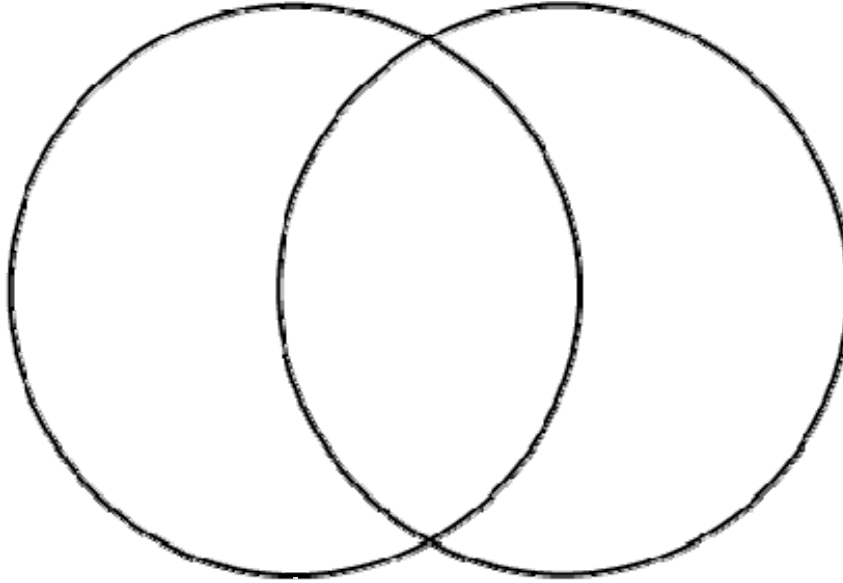


Name _____ Date _____

Comparing and Contrasting

My Climate

Country I chose.



Science Rubric

Directions: This form is designed to evaluate student-Science activity.

1=Weak	2=Moderately Weak	3=Average	4= Moderately Strong	5=Strong
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5. The finding has an appropriate title.

1 2 3 4 5

6. The finding is clearly organized.

1 2 3 4 5

7. The report content is accurate.

1 2 3 4 5

8. The report fulfills all the requirements of the assignment.

1 2 3 4 5

Total Points Possible: 20 points

Total Points Earned:: _____

Peer Assessment Form Team Research about Weather/Climate

Group Members: _____

Put a check in the boxes that reflect your opinions

Did everyone participate?	Rarely	Occasionally	Usually	Always
Did we use our time effectively?	Time spent without purpose	Got off task occasionally	Did well when we got started	No wasted effort
Were we listening to each other?	Rarely	Occasionally	Usually	Always
Did we develop ideas together?	Little done to generate ideas	Ideas were imposed on group by a few	Friendly session but not creative	Ideas were encouraged and fully explored
Did we agree and come to a consensus?	Lots of differences	Let one person rule	Made some compromises	Genuine agreement and support
Were we asking each other questions?	Rarely	Occasionally	Usually	Always
How was our overall productivity?	Did not accomplish	Barely accomplished the job	Just did what we had to do	Highly motivated session
Did we encourage each other?	Rarely	Occasionally	Usually	Always