

Project-Based Unit							
Created by Cristy Buffington, Harrison County Schools							
Part I: Designing a Standards-Based Project							
<p>1. On what topic or unit of study will your project focus? Mathematics Around the Globe</p>							
<p>2. Describe how this project will address standards in various curriculum areas:</p> <table border="1"> <tr> <td> Language Arts Students will use correct grammar when designing a PowerPoint. </td> <td> Science </td> </tr> <tr> <td> Social Studies Students will research other countries and the methods by which their people use numbers as well as contact students through email in that country. </td> <td> Math Students will review basic (as well as new) skills for adding, subtracting, multiplying and dividing (CSO 6.1.4) Hopefully "discovering" new and different algorithms. </td> </tr> <tr> <td> Technology Students will design and present a powerpoint presentation on their chosen country and operation that will be (hopefully) be posted on the schools website. </td> <td> Other Students will use email to contact students from other counties to address questions about how they use math. </td> </tr> </table>		Language Arts Students will use correct grammar when designing a PowerPoint.	Science	Social Studies Students will research other countries and the methods by which their people use numbers as well as contact students through email in that country.	Math Students will review basic (as well as new) skills for adding, subtracting, multiplying and dividing (CSO 6.1.4) Hopefully "discovering" new and different algorithms.	Technology Students will design and present a powerpoint presentation on their chosen country and operation that will be (hopefully) be posted on the schools website.	Other Students will use email to contact students from other counties to address questions about how they use math.
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<p>3. List two or three learning goals for this project: <i>Review of basic addition, subtraction, multiplication, and division</i> <i>Discovery of new methods (algorithms) for adding, subtracting, multiplying and dividing</i> <i>Create a presentation on a country (other than the US) and the methods (algorithms) for the above operations that those people use</i></p>							
<p>4. How will you involve students in the planning process for this project? Students will be asked to choose a country to research and contact, and asked initially what they think would make a good final project. The rubric will be reviewed and possibly adjusted.</p>							
<p>5. After the project is selected, describe strategies you will use to help students develop essential questions to be answered during their participation in this project. (You can refer to http://www.tnellen.com/alt/essential.html to help you craft your essential questions.) Class discussion about how we add/subtract/multiply/divide to review, then ask if anyone thinks there are other ways to go about what we just did. Class research on algorithms Class discussion about other countries and math</p>							

6. Describe the learning activities students will be engaged in during this project:

Teacher-Led	Individual Tasks	Team Investigations	Community Connections
Class discussion	Participation in class discussion	Research on algorithms	Foreign exchange student?
	Work on powerpoint	Research on different country and algorithms	
	Presentation of final project	Work on powerpoint presentation	

7. What strategies will you use to help students plan their final products to present their findings and demonstrate their learning?

I will discuss what they think would be an interesting final product/presentation. I would also discuss the rubric with them and give them one to go by. I would also like to find an example of a student made power point presentation.

8. List the required materials and resources (other than technology).
Pencil/pen, paper (for notes or rough drafts, ideas)

Part II: The Role of Technology

1. What technology tools and resources will be used in the project?

Computers (lab), projector and Intelliboard, powerpoint program, Epals.com site, internet, printer, jump drive

2. How will technology tools will be used in this learning unit and how will this use help meet the learning goals?

The computers will be used to conduct the research on the internet and design the powerpoint presentations. The projector and Intelliboard will be used for class discussion and research and will be used by students for their final presentation. The jumpdrive will be used to transfer presentations from lab to classroom.

Part III: Assessment

1. Describe the expected final project product students will prepare and your assessment strategies.

The expected final project should be a Powerpoint presentation that demonstrates the team's research into another country and should show that they were able to find (or not find) different algorithms used by the students in chosen country. They should also be able to print out and present a minimum of 4 emails to their epal.

2. What interim or formative assessment strategies will you use during the course of the project?
Observation, participation points, discussion (whole class and individual), daily journaling

3. How will students received feedback about their performance?
I grade journals weekly, discussion would give them immediate feedback at the time of discussion, and they will receive a copy of the graded rubric at the end of the final project

Part IV: Timeline

Draft a timeline of the learning experiences for this project.

Week	Learning Activities	Standards	Assessment
Day 1	Intro kids to project and epals and get them registered	Technology, language arts	Successful registration and participation in intro
Day 2	Work out any bugs encountered with epals...review powerpoint	Technology, language arts	Observation, discussion and journals
Day 3	Check to see if any correspondence from epals (daily) begin work on powerpoint	Technology, math language	At least 1 email sent to epal.. discuss projects
Day 4-8	Check correspondence...work on powerpoint	Math-cso 6.1.4	Check for 1 email per day, discussion, algorithms
Day 9	Anticipated beginning of presentations	Technology, math, lang. arts	Rubric and journals
Day 10	Continued presentations	Technology, math lang. arts	Rubric and journals

Part V: Sample Project Planning Table for Students

1. Draft an explanation for students for using the Planning Table below and completing their project:

Tasks	Assigned to:	Description	Resources	Timeline
Register with epals	Each student	Log onto to epal.com and register to become an epal, chose country with which to write back and forth with.	Computer, internet, epals.com, paper to write down info	1-2 days
Become familiar with project	Each student	Participate in class discussion about project	Paper for notes, rubric	1 day
Reivew powerpoint program	Each student	Participate in class review of PowerPoint	Intelliboard, projector, laptop, note paper	1 day
Check email daily	Each student	Check to see if there is correspondence from epal	Computer lab, internet	4-5 days
Create a PowerPoint presentation on algorithms used in given country compared to US	Teams of two or three	Work with partner(s) to create a PowerPoint to demonstrate findings about methods of adding, subtracting, multiplying and dividing in chosen country	Computer lab, powerpoint program, internet	4-5 days
Present powerpoint on differences or lack of differences in algorithms	Teams	Present PowerPoint to class	Intelliboard, projector, laptop, jump drive	2 days