

## Learning Plan Example

Based on Understanding by Design (UbD)

Unit/Topic: ELA/Social Studies—Planning a Field Trip

Grade: 5

### Stage 1: Desired Results

**What Learner Outcomes does your learning plan address?**

<p><b>PA Academic Standards</b></p> <p><b>ELA 1</b>  <b>1.2.5.G</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  <b>1.2.3-5.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.  <b>1.4.4-5.W</b> Recall information from experiences of gather, take notes on sources, and categorize.</p> <p><b>SCI 3</b></p> <p><b>SS &amp; H 8</b></p> <p><b>CEW 13</b></p> <p><b>BCIT15</b>  15.3.A Create a work product with a variety of formats  15.3.E Select appropriate print and electronic resources to meet a need  15.3.1 Synthesize information from multiple sources  15.4.L Evaluate the accuracy and potential bias of online sources, including websites</p> <p><b>CRSC</b></p>	<p><b>AASL Standard for Learners (Framework)</b></p> <p><b>Shared Foundation:</b>  I Inquire</p> <p><b>Domain:</b>  B. Create  C. Share</p> <p><b>Competency:</b>  B. 3. Generate products that illustrate learning  C. 4. Share products with an authentic audience</p>	<p><b>ISTE Standards for Students</b></p> <p>1. Knowledge Constructor  b. evaluate the accuracy, perspective, credibility, and relevance of information, media, data or other resources  d. build knowledge by actively exploring real-world issues and problems . . .</p> <p>6. Creative Communicator  d. publish or present content that customizes the message and medium for their intended audience</p>
<p><b>Long-Term Transfer Goal</b></p> <p><b>Engage</b> in an inquiry process to draw conclusions, make informed decisions, and create new knowledge</p>		
<p><b>Big Idea/Essential Question(s)</b></p> <p><b>Inquire:</b> How do learners engage with and create meaning from information and text?</p> <p><b>Curate:</b> How do learners select and organize information for a variety of audiences?</p>	<p><b>Concept(s)</b></p> <ul style="list-style-type: none"> <li>▪ Selecting Information for Use in Research</li> <li>▪ Integrating Diverse Media</li> <li>▪ Creating Multimedia to Demonstrate Learning</li> </ul>	<p><b>Learner Competency(ies)</b></p> <p><i>Students will know/be able to...:</i></p> <ul style="list-style-type: none"> <li>▪ Interpret information from a text feature.</li> <li>▪ Locate information from various print and digital sources to answer question or solve problem.</li> <li>▪ Select and utilize multimedia appropriate to audience</li> </ul>

**Stage 2: Assessment Evidence of Learning**  
**Through what authentic performance task(s) will learners**  
**demonstrate the desired understanding of the big ideas and competencies?**

**Performance Task Scenario**

As a travel agent in your community [Learner Role], you have been asked by the officers of the Parent Teacher Association (PTA) at the elementary school [**Target Audience**] to design a two-day field trip for students in the fifth grade to Washington, D.C. [**Learner Situation**] The PTA will provide funding for the field trip, and the officers request that you develop a travel plan that includes an itinerary and an explanation of the educational value of the trip. You should include in your plan visits to at least five sites that best illustrate the key historical, cultural, and nature features of Washington, D.C., include a visual representation of each site, an explanation of why you have chosen each site, and a current, accurate map from one of your sources on which you have traced the route for the tour and marked the locations of the sites to be visited. [**Learner Product**]

You'll use at least three current and authoritative sources in a least two different media formats (for example, print book and website) to create the itinerary for the trip, which should reflect the research you conducted to select the five sites selected based on the historical, cultural and nature features of Washington and include a visual representation of each site. You should include a clear rationale for why visiting these five sites will help the students understand these key features. Be sure to include your bibliography of sources cited in correct bibliographic form. [**Successful result**]

- **Learner Role:** Travel agent in community
- **Target audience:** Officers of PTA
- **Learner situation:** Design a two-day field trip to Washington, D.C. for fifth grade students
- **Learner product/performance:** plan should include visits to at least five sites that best illustrate the key historical, cultural, and nature features of Washington, D.C., include a visual representation of each site, an explanation of why you have chosen each site, and a current, accurate map from one of your sources on which you have traced the route for the tour and marked the locations of the sites to be visited
- **A successful result for the learner will be:** (Rubric) Use at least three current and authoritative sources in a least two different media formats (for example, print book and website) to create the itinerary for the trip, which should reflect the research you conducted to select the five sites selected based on the historical, cultural and nature features of Washington and include a visual representation of each site. Include a clear rationale for why visiting these five sites will help the students understand these key features. Include your bibliography of sources in correct bibliographic form.

**Stage 3: Learning Plan**

**What's the value of this performing this performance task to learners?**

"You can't create a plan that works without first gathering information and doing background research."

**How will you "hook and hold" learners to engage them in the learning activities?**

"What would you do to get ready for your dream vacation? Where would you choose to go? What would you pack? What would you wear? How much money will you need? Suppose our class goes on a field trip to Washington, D.C. What do you want to know about the city? How will you research information and plan your itinerary?"

**How will you differentiate and individualize your plan for all learners?** (Examples)

- Allow learners to choose a field trip to a location that interests them from a list that the school librarian and the teacher have compiled.
- Encourage learners to work in pairs if they need more support.
- Adjust the required number of sites to research or any other element of the performance task.
- Develop a budget with complete and accurate figures for transportation, lodging, admission fees and food.
- Offer the option for students to create a video or a set of digital slides to incorporate art elements
- Create a simulation that allows the students to role play the meeting of the travel agent and the PTA officers and make the presentation.

**Stage 3: Learning Plan Suggested Resources for Librarian and Teacher to Use in Instruction**  
**Select resources at varied reading levels and formats according to student learning needs and preferences**

Format	Resources
<b>Books</b> (e.g., fiction, informational texts, narrative nonfiction, drama, poetry)	<ul style="list-style-type: none"> <li>▪ Hoena, Blake. <i>Washington, D.C.: The U.S. Capital</i>. Minneapolis: Bellwether Media, 2014.</li> <li>▪ Horn, Geoffrey M. <i>Washington, D.C.</i> Milwaukee: Gareth Stevens Pub., 2006.</li> <li>▪ Kent, Deborah. <i>Washington, D.C.: America the Beautiful</i>. New York: Childrens Press, 2010.</li> <li>▪ Nagelhout, Ryan. <i>20 Fun Facts About the White House</i>. Gareth Stevens Publishing, 2014.</li> <li>▪ O'Neal, Claire. <i>Washington, D.C.</i> Hockessin, Mitchell Lane Publishers, 2010.</li> </ul>
<b>Primary Sources</b>	
<b>Databases</b>	
<b>Periodicals/Periodical Articles</b>	
<b>Websites</b>	<ul style="list-style-type: none"> <li>▪ "At the Smithsonian." <i>Smithsonian.com</i>. &lt;<a href="http://www.smithsonianmag.com/smithsonian-institution/">http://www.smithsonianmag.com/smithsonian-institution/</a>&gt;</li> <li>▪ "Attractions." <i>Washington DC</i>. &lt;<a href="http://washington.org/attractions">http://washington.org/attractions</a>&gt;</li> <li>▪ "Kid-Friendly Museums &amp; Hands-On Attractions." <i>Washington DC</i>. &lt;<a href="http://washington.org/article/kid-friendly-museums-hands-attractions">http://washington.org/article/kid-friendly-museums-hands-attractions</a>&gt;</li> <li>▪ "100 Free (&amp; Almost Free) Things to Do in Washington DC." <i>Washington DC</i>. &lt;<a href="http://washington.org/100-free-and-almost-free-things-do-dc">http://washington.org/100-free-and-almost-free-things-do-dc</a>&gt;</li> <li>▪ "Planning a Student Field Trip?" Washington DC School Tours. &lt;<a href="http://washingtondcschooltours.com">http://washingtondcschooltours.com</a>&gt;</li> <li>▪ "See the Best of Washington, DC." <i>Historic Tours of America</i>. &lt;<a href="http://www.historictours.com/washington/">http://www.historictours.com/washington/</a>&gt;</li> <li>▪ "Visiting the Library." <i>Library of Congress</i>. &lt;<a href="http://www.loc.gov/visit/">http://www.loc.gov/visit/</a>&gt;</li> <li>▪ "Washington DC." Travel for Kids. &lt;<a href="http://www.travelforkids.com/FuntoDo/Washington_DC/washingtondc.htm">http://www.travelforkids.com/FuntoDo/Washington_DC/washingtondc.htm</a>&gt;</li> </ul>
<b>Music/Songs/Spoken Word</b>	
<b>Video/Film</b>	
<b>Photos/Art Work</b>	
<b>Apps</b>	
<b>Social Media</b>	
<b>Community, Human &amp; Professional Assn. Resources</b>	<ul style="list-style-type: none"> <li>• Travel agent in the community</li> </ul>
<b>Teaching Equipment, Technology, Supplies, &amp; Consumables</b>	

# Learning Plan Template

Based on Understanding by Design (UbD)

Unit/Topic:

Grade:

## Stage 1: Desired Results

**What Learner Outcomes does your learning plan address?**

**PA Academic Standards**

ELA 1

SCI 3

SS & H 8

CEW 13

BCIT15

CRSC

**AASL Standard for Learners (Framework)**

**Shared Foundation:**

**Domain:**

**Competency:**

**ISTE Standards for Students**

Long-Term Transfer Goal

**Big Idea/Essential Question(s)**

**Concept(s)**

**Learner Competency(ies)**

*Students will know/be able to...:*

▪

## Stage 2: Assessment Evidence of Learning

Through what authentic performance task(s) will learners demonstrate the desired understanding of the big ideas and competencies?

Performance Task Scenario

- **Learner role:**
- **Target audience:**
- **Learner situation:**
- **Learner product/performance:**
- **A successful result for the learner will be**

**Stage 3: Learning Plan**

What is the value of this performing this performance task to learners?

How will you “hook and hold” learners to engage them in the learning activities?

How will you differentiate and individualize your plan for all learners?

**Stage 3: Learning Plan Suggested Resources for Librarian and Teacher to Use in Instruction**  
 Select resources at varied reading levels and formats according to student learning needs and preferences

Format	Resources
<b>Books</b> (e.g., fiction, informational texts, narrative nonfiction, drama, poetry)	
<b>Primary Sources</b>	
<b>Databases</b>	
<b>Periodicals/Periodical Articles</b>	
<b>Websites</b>	
<b>Music/Songs/Spoken Word</b>	
<b>Video/Film</b>	
<b>Photos/Art Work</b>	
<b>Apps</b>	
<b>Social Media</b>	
<b>Community, Human &amp; Professional Association Resources</b>	
<b>Teaching Equipment, Technology, Supplies, &amp; Consumables</b>	

This project is made possible in part by Library Services and Technology Act (LSTA) funds from the U.S. Institute of Museum and Library Services as administered by the Pennsylvania Department of Education through the Office of Commonwealth Libraries, and the Commonwealth of Pennsylvania, Tom Wolf, Governor.