# Take Charge of Your Next Adventure: Planning a Field Trip That Matters!



Do you ever feel like adults are the only ones making decisions that affect you? Well, what if you could help plan your next class trip? Imagine going on a field trip that you and your classmates planned — one that is not only exciting, but also helps you learn in a whole new way!

Here's the challenge: You'll need to convince your teachers and school leaders that the trip is not just a fun day away from school, but also a meaningful learning experience. According to an article from *Education Next*, fewer schools are going on field trips these days. Why? Some think it's more valuable to stay in the classroom, while others say the cost is too high. But you can change their minds!

Think about what you're studying in social studies, science, art, or even band. How could a field trip connect what you're learning in class to the real world? Could it make history, science, or culture come alive in a way that a textbook can't? Work with your peers to brainstorm ideas for a field trip that's educational, affordable, and, of course, fun. Then, create a proposal to present to your teachers and administrators. Who knows? Maybe the next trip your class takes will be one that you helped plan!



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**Your Next Great Adventure** *Analytic Rubric*

Student Material

| | **Novice** | **Apprentice** | ***Practitioner*** | **Expert** |
|---|---|---|---|---|
| **Transportation** | includes:<br>☐ base price of vehicle (e.g., charter bus, school bus, etc.)<br>☐ amount of gas needed to travel round-trip | includes:<br>☐ base price of vehicle (e.g., charter bus, school bus, etc.)<br>☐ amount of gas needed to travel round-trip<br>☐ cost of gas rounded to the nearest dollar<br>☐ total cost of travel<br>☐ written expression to calculate total transportation cost | includes:<br>☐ base price of vehicle (e.g., charter bus, school bus, etc.)<br>☐ amount of gas needed to travel round-trip<br>☐ cost of gas to the nearest cent<br>☐ total cost of travel<br>☐ cost of transportation per person<br>☐ written expression to calculate transportation cost as it relates to total budget | all of *Practitioner* plus: includes comparison with alternate form of travel (e.g., carpooling, public transportation, etc.) |
| **Map** | includes:<br>☐ location of school and field trip<br>☐ road names along route<br>☐ calculation of total distance between school and field trip location<br>☐ scale with ratio of inches to miles | includes:<br>☐ location of school and field trip<br>☐ road names along route<br>☐ calculation of total distance between school and field trip location<br>☐ scale with ratio of inches to miles and cm to km | includes:<br>☐ location of school and field trip<br>☐ road names along route<br>☐ calculation of total distance between school and field trip location<br>☐ scale with ratio of inches to miles and cm to km<br>☐ inset of field trip location drawn at a larger scale than main map | all of *Practitioner* plus: includes alternate route should main route be negatively impacted during travel |
| **Budget** | includes:<br>☐ total price of field trip expression for calculating total budget | includes:<br>☐ total price of field trip<br>☐ expression for calculating total budget<br>☐ one fundraising proposal estimating expenses and profit | includes:<br>☐ total price of field trip<br>☐ expression for calculating total budget<br>☐ two fundraising proposals estimating expenses and profit<br>☐ price per student without fundraising<br>☐ price per student if fundraising goal is met | all of *Practitioner* plus: identifies grants or other philanthropies that may support field-trip effort |



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| | | | | |
|---|---|---|---|---|
| **Written Proposal: Content** | includes:<br>☐ a connection to science or social studies content<br>☐ introduction to claim and organization of writing<br>☐ two or more reasons to support claim<br>☐ two or more pieces of evidence from credible sources to support each reason<br>☐ linking of claims and reasons with words or phrases<br>☐ conclusion section | includes:<br>☐ two or more connections to science and social studies content<br>☐ introduction to claim and organization of writing<br>☐ two or more reasons to support claim<br>☐ two or more pieces of evidence from credible sources to support each reason<br>☐ linking of claims, reasons, and evidence using purposefully selected words and phrases<br>☐ conclusion section restating argument | includes:<br>☐ two or more connections to science and social studies content and to content from one additional class (e.g., Spanish, band, health, etc.)<br>☐ introduction that clearly explains my claim and how my argument is organized<br>☐ at least three reasons to support the claim<br>☐ two or more pieces of evidence from reliable sources to support each reason<br>☐ correct citation of each source<br>☐ specific words and phrases to link the claim, reasons, and evidence together in a way that makes sense<br>☐ a strong conclusion that sums up the argument and clearly explains why the field trip is a great idea<br>☐ creates digital publication with hyperlinks | all of *Practitioner* plus: connects multiple topics and ideas from each subject area |
| **Grammar and Language** | meets one or two of the six *Writer's Checklist* requirements | meets three or four of the six *Writer's Checklist* requirements | meets five of the six *Writer's Checklist* requirements | meets all of the six *Writer's Checklist* requirements |



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## Writer's Checklist

- ☐ Correct use of pronouns, including intensive pronouns (e.g., *myself*, *ourselves*)
- ☐ Correct pronoun-antecedent agreement
- ☐ Correct use of parentheses, dashes, and commas
- ☐ Correct spelling of words by using reference materials
- ☐ Use of varying sentence patterns to foster reader interest
- ☐ Use of consistent style and tone throughout writing



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**Take Charge of Your Next Adventure** *Scaffold for Learning*

Teacher Material



**Benchmark Video and Discussions**
- Rates and Ratios
- Assessing a Claim
- Content Connection

**Instructional Activities: Learning**

**Instructional Activities: Additional**

| Instructional Texts/Websites | Instructional Videos | How-to Sheets | Practice |
|---|---|---|---|
| • Benefits of a Field Trip (**I, P, SG**)<br>• Field-Trip Directory (**I, P, SG**)<br>• IXL (**I/P**)<br>• Khan Academy (**I/P**)<br>• Education.com (**I/P**)<br>• Study.com (**I/P**) | • Simplifying Ratios (**I, P, SG**)<br>• What Makes a Source Credible (**I, P, SG**)<br>• Converting Rates (**I, P, SG**)<br>• Claims, Evidence, Reasoning (**I, P, SG**)<br>• Ratios and Rates (**I, P, SG**)<br>• Introduction to Rates — Ratios, rates, and percentages (**I, P, SG**) | • Identify a credible source<br>• Simplify ratios<br>• Calculate unit rate<br>• Convert rates from fraction form to word form (and word to fraction)<br>• Determine rates from graphs<br>• Assessing a claim | • Writing and rewriting ratios (**I, P, HW**)<br>• Identify real-world examples of ratios and unit rate (**I, P, SG**)<br>• Convert rates from fraction form to word form (and word to fraction) (**I, P, HW**)<br>• Assessing a claim (**P/SG**)<br>• Plan with a budget (**I, P, SG**)<br>• Simplifying ratios (**I, P, HW**)<br>• Determining perspectives (**I, P, HW**) |
| | | | **Application**<br>• Calculate unit rate (**I / P**)<br>• Converting rates (**I / P**)<br>• Determine author's purpose (**I / P**)<br>• Describe author's purpose of *Benefits of Field Trips* (**I / P**) |
| **Interactive Websites** | **Learning Centers** | **Small-Group Mini-Lessons** | **Assessment** |
| • Google Earth (**I, P, SG**)<br>• Google Maps (**I, P, SG**)<br>• Think Earth (**I, P, SG**) | • Explore social studies standards (**P/SG**)<br>• Explore science standards (**P/SG**)<br>• Match: Ratios and descriptions (**P/SG**)<br>• Compare and contrast: Ratio and rate (**P/SG**)<br>• Match: Graphs, tables, and rates (**P/SG**)<br>• Analyze words and sentences to determine perspective (**P/SG**) | • Writing and simplifying ratios (**SG**)<br>• Interpreting graphs to determine rates ((**SG**)<br>• Assessing a claim (**SG**)<br>• Rates and ratios (**SG**)<br>• Creating a budget (**SG**) | • Rubric Self-Assessment (**I**)<br>• Author's Purpose Quiz (**I**)<br>• Unit Rates Exit Ticket (**I**)<br>• Rate Conversions (**I**) |
| | | | **Reflection**<br>• What was challenging about this unit?<br>• How can creating a budget help me in other areas of my life?<br>• What have I learned that I didn't know before? |

**Key**: Individual **(I)**, Pairs **(P)**, Small Groups **(SG)**, Activities suitable for homework **(HW)**, Insights Video **(IV)**



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Teacher Material

# **Your Next Great Adventure** *Content Facilitation Grid (Week 1 Sample)*

| | **Science** | | | | | | | | | | **ELA** | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Student | Defines *ratios* | Describes relationship between two quantities as a ratio | Describes part: whole relationship as a ratio | Rewrites ratios in various forms (*a* to *b*, *a*:*b*, *a*/*b*) | Simplifies ratios | Converts rate written as a fraction to word form | Converts rates written in word form to fractions | Determines rate from table | Determines rate from graph | Creates graph displaying rate | Defines characteristics of credible sources | Identifies credible sources | Assesses credibility of text: *Benefits of Field Trips* | Uses words to determine author perspective | Defines author purpose | Identifies author purpose. | Supports identification of author purpose with text details |
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Teacher Material

# **Your Next Great Adventure** *Facilitation Questions*

| | |
|---|---|
| **COMPREHENSION**: *Ask questions that ensure students understand content and skills needed to solve the problem.* | • What does unit rate mean?<br>• What is the conversion rate for inches to feet? Feet to yards? Inches to miles?<br>• What will you be learning in science this year? Social studies? |
| **APPLICATION**: *Ask questions that ensure the ability of students to apply learning to new situations.* | • How would you calculate the cost of something per day per person?<br>• How would using metric conversions be different from customary?<br>• Why is it important to be precise?<br>• How does multiplying decimals relate to dividing decimals?<br>• How does the field-trip site you selected align with science and/or social studies content? |
| **CONNECTION**: *Ask questions that ensure the ability of students to apply learning to their lives.* | • When would you have to convert measurements in everyday life?<br>• When do you use decimals in everyday life?<br>• How far from your house could you travel using one tank of gas?<br>• How could you use the skills you've learned in your everyday life? |
| **SYNTHESIS**: *Ask questions that encourage students to create new information from existing data.* | • How might you convert your measurements to meters, using unit conversions?<br>• How will you persuade others that your trip is best?<br>• Why is it important to be precise about costs to the nearest cent versus rounding to the dollar?<br>• While traveling abroad, why would it be important to multiply and divide fluently (currency exchange)? |
| **METACOGNITION:** *Ask questions that prompt students to think about their own thinking process.* | • Which method for multiplying decimals did you find the easiest? Why do you suppose that was?<br>• What considerations did you make when deciding where to travel?<br>• How could you make the field trip more cost-efficient? |



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Student Material

# **Your Next Great Adventure** *Transfer Task*

You've planned a school field trip. Now try planning a family vacation! You can choose to travel anywhere in the world. Your mode of travel, activities, and lodging are all up to you!

Be creative and have fun as you create a dream one-week (7 days/6 nights) vacation.

In your plan, include the following:

- ☐ Number of people traveling
- ☐ Destination
- ☐ Mode(s) of transportation
- ☐ Route traveled
- ☐ Total miles traveled
- ☐ Lodging for 6 nights
- ☐ Meals for 7 days
- ☐ Total budget
- ☐ Calculations for food, lodging, travel, and at least one activity per day
- ☐ Price of vacation per person
- ☐ Bonus: If traveling to another country in which a foreign currency is used, convert both the total cost and per-person cost to the foreign currency.



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# **Your Next Great Adventure** *Teacher Notes*

| **Unit Overview** | |
|---|---|
| How often do your students have the opportunity to make important decisions in school? What about in their everyday life? In this *Authentic Learning Unit*, students are given the opportunity to plan a field trip aligned with academic content. They will create a budget and determine total cost and the cost per person. Finally, they will share their suggestions with teachers, administrators, and students to gain support for and implement the field trip plan. | |
| **Enduring Understandings** | **Essential Questions** |
| • Ratios describe relationships between two quantities.<br>• Mathematical expressions can be used to model and solve real-life problems.<br>• Claims and arguments are related, but they are not the same thing. | • How are ratios and unit rates used in everyday life situations?<br>• How do authors use techniques to establish perspective and point of view?<br>• How can in-person, real-life experiences, such as field trips, complement learning done in class? |
| **Common Core State Standards Addressed** | |
| CCSS.ELA-LITERACY.RI.6.1; CCSS.ELA-LITERACY.RI.6.2; CCSS.ELA-LITERACY.RI.6.3; CCSS.ELA-LITERACY.RI.6.6; CCSS.ELA-LITERACY.RI.6.7; CCSS.ELA-LITERACY.RI.6.8<br><br>CCSS.ELA-LITERACY.W.6.1; CCSS.ELA-LITERACY.W.6.4; CCSS.ELA-LITERACY.W.6.5; CCSS.ELA-LITERACY.W.6.6; CCSS.ELA-LITERACY.W.6.7; CCSS.ELA-LITERACY.W.6.8<br><br>CCSS.MATH.CONTENT.6.RP.A.1; CCSS.MATH.CONTENT.6.RP.A.2; CCSS.MATH.CONTENT.6.RP.A.3; CCSS.MATH.CONTENT.6.NS.B.2; CCSS.MATH.CONTENT.6.NS.B.3; CCSS.MATH.CONTENT.6.EE.A.1; CCSS.MATH.CONTENT.6.EE.A.2; CCSS.MATH.CONTENT.6.EE.A.3 | |
| **21st Century Skills Addressed** | |
| *Core Content and Interdisciplinary Themes*<br>• Subject-Area Mastery<br>• Financial and Business Literacy | *Information and Media Literacy*<br>• Information Literacy<br>• Media Literacy<br>• Information and Communication Technology |
| *Learning and Innovation*<br>• Critical Thinking and Problem Solving<br>• Creativity and Innovation<br>• Communication and Collaboration | *Life and Career*<br>• Flexibility and Adaptability<br>• Initiative and Self-Direction<br>• Social and Cross-Cultural Skills<br>• Productivity and Accountability<br>• Leadership and Responsibility |



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