

Unit 03: Field Trips

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.12.A	Income and Careers
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
PFL.9.1.12.B	Money Management
PFL.9.1.12.B.9	Research the types and characteristics of various financial organizations in the community (e.g., banks, credit unions, check-cashing stores, et. al.).
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.2	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.2.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.2.F.1	Use geographic mapping tools to plan and solve problems.
TECH.8.2.2	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.2.A	The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.
TECH.8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
TECH.8.2.2.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.2.C.3	Explain why we need to make new products.

Interdisciplinary Connections: NJSLA for ELA, Social Studies, Science and/or Math Section

	Key Ideas and Details
LA.K-12.NJSLA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RI.3	Reading Informational Text
LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
LA.K-12.NJSLA.W	Writing
	Text Types and Purposes
LA.RI.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
LA.K-12.NJSLA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLA.SL	Speaking and Listening

Comprehension and Collaboration

LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
	Presentation of Knowledge and Ideas
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.6	Produce complete sentences when appropriate to task and situation.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Unit Rationale (Why is it important?):

Field trips will provide students with a hands on experience to learn in an authentic setting. These trips will help the students build upon skills as well as enhance our store/cafe.

Note to Instructors: This unit aligns with the Assessment of Functional Living Skills (AFLS)-Independent Living and Community Participation Protocols. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.

Reference: Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, Community Skills Assessment Protocol. Marietta, GA.: Stimulus Publications

Meaning

Essential Questions

Essential Questions

- What can you take away from this trip to better help yourself as an individual?
- Where would you go to buy certain items on a list?
- What skills can be taken from this trip to help build the environment of our store/cafe?

Enduring Understanding/Indicators of Understanding

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- Learning how to operate in real world settings will help students to be more comfortable being independent.
- The ability to identify what stores will meet certain needs while shopping will help students manage their time.
- It is important to recognize and take things away from a field trip to better improve upon the school store and cafe.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- Appreciate how businesses are able to function and run smoothly.
- Realize how employee functioning and customer functioning in different stores.

Skills

Skills

Student will be skilled at ...

- Following directions while learning new skills (AFLS page 11; item BS 1-10)
- Student demonstrates eye contact when talking with others (AFLS page 18; item BS 40)
- Operate the School Store and all jobs within (AFLS page 42; item RT 1-13; 15-22)
- Learns how to keep/operate the cafe (AFLS page 62; item RS 1-5)
- Identifies items found in community location (AFLS page 11, item CK 17)
- Demonstrates appropriate ways to converse with strangers in public (AFLS page 41; item SA 1-30)
- Learns what is needed for store/cafe purposes.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

<http://www.ridepatco.org/schedules/schedules.asp>

Circulars depending on trip

Formative Assessment Strategies

Formative Assessment Strategies

- Observation on the trip
- Prepared worksheets and quizzes
- AFLS score
- Review questions along the way
- Discussion about trips
- Peer observations
- Task analysis

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Complete worksheets related to field trips in preparation
- Trips in the community for store needs as well as learning needs
- Research on potential trips
- Mock conversations/situations
- Observation of interaction with strangers on the trip/questions that were asked
- Review what we gained from each trip and what we can implement into our store

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This

could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

