

PROJECT DESIGN: OVERVIEW

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Name of Project: Best Cell Phone Plans					Duration: 2 weeks							
Subject/Course: Math				Teacher(s): Fida Amir/Nisrine Haidar			Grade Level: 8th/11th/12th					
Other subject areas to be included, if any: Language Art and Art												
Key Knowledge and Understanding (CCSS or other standards)		SWBAT: Use linear equation in real-life settings and incorporate a graph to present data. CCSS: 8.F.B.4 8.F.B.5										
Success Skills (to be taught and assessed)		Linear function and Rate of change					Collaboration (collaboration and individual rubric)					
							Critical thinking					
							Other:					
Project Summary (include student role, issue, problem or challenge, action taken, and purpose/beneficiary)		Students will collect data about different cell phones companies to compare rate of change and y-intercept to decide which one is the cheapest phone plan. Then they will graph the different companies plan to see graphically which plan is better.										
Driving Question		Which cell phone company has the best value plan option?										
Entry Event		Video ads of different cell phone companies such as AT&T, T-Mobile, Verizon....										
Products		Individual:				Specific content and success skills to be assessed: Rate of change Y-intercept						

	Team: students will work in group of four	Specific content and success skills to be assessed: writing equations compare equations intersection of two equations
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Making Products Public (include how the products will be made public and who students will engage with during/at end of project)	youTube Videos, eye-catching advertising posters, radio commercials.
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Resources Needed	On-site people, facilities:
	Equipment: Elmo, computers, and smartboard
	Materials: graph papers, posters, rulers, colored pencils, and graphing calculators, Sticky notes for the intergroup feedback, student's reflection and contract
	Community Resources: collecting data, looking at available phone plans, contact phone companies

Reflection Methods (how individual, team, and/or whole class will reflect during/at end of project)	Students will be asked to write a persuasive paragraph on why their plan is the best value plan.		Focus Group	
	Which plan is best value plan and why? how did you know?		Fishbowl Discussion: Socratic circle Note: provide questions	
	Survey		Other:	

Notes:

PROJECT DESIGN: STUDENT LEARNING GUIDE

Project: Best Cell Phone Plans

Driving Question: Which cell phone company has the best value plan option?

Final Product(s) Presentations, Performances, Products and/or Services	Learning Outcomes/Targets knowledge, understanding & success skills needed by students to successfully complete products	Checkpoints/Formative Assessments to check for learning and ensure students are on track	Instructional Strategies for All Learners provided by teacher, other staff, experts; includes scaffolds, materials, lessons aligned to learning outcomes and formative assessments
(individual and team)	Individual : • Student will practice understanding of linear equations. • Use linear equation in real-life settings and incorporate a graph to present data. As a team: Students will present data about the best the value plan using the correct mathematical models	• Ask questions to ensure students are on track • Rotate the classroom, listen to their conversation and give feedback when needed • Modify based on each students' need • knowledge students needed to know before project (need to know activity) • Students will be assessed on how well they contribute to their team (effective team player)	Video examples, experts, and authentic audience to critique the final project ,such as parents. I would also ask students to present to other teams . For example, group A will present to group B and vice versa to get feedback from each other using the intergroup feedback : I like, I wonder, and have you considered.

	21st Century skills: ● Communication and collaboration skills with their classmates and an authentic audience by presenting and sharing data. ● Critical thinking		