Unit Plan Template

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Unit Author

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Unit Overview

Unit Title

The Dinner Party Project

Unit Summary

We live in a world where resources are limited but desires are not.   Do the resources of others affect what we desire, or if our resources are the same will our desires be comparable? In this unit students, in pairs, will be randomly selecting a budget, between $500 and $100,000, and planning a dinner party that stays within that budget. They will be designing everything from the invitations to the recipes, and keeping a budget sheet, tax included, to show how their money is being spent.

Subject Area

Mathematics- number sense, numerical operations

Grade Level

6th grade

Approximate Time Needed

5-8 weeks. **Weeks 1-5:** 1 60-80min class period per week. **Weeks 6-8:** 2-3 60-80min periods per week to create and complete technology components and final project.

Unit Foundation

Targeted Content Standards and Benchmarks

Strand 1: Number and Operations:Concept 1- Number Sense:
Po1 Convert between expressions for positive rational numbers, including fractions, decimals, percents, and ratios.
PO3 Demonstrate an understanding of fractions as rates, division of whole numbers, parts of a whole, parts of a set, and locations on a real number line.
Concept 2- Numerical Operations
PO2 Multiply multi-digit decimals through thousandths.
PO3 Divide multi-digit whole numbers and decimals by decimal divisors with and without remainders.
PO4 Multiply and divide fractions.
PO5 Provide a mathematical argument to explain operations with two or more fractions or decimals.
PO7 Simplify numerical expressions (involving fractions, decimals, and exponents) using the order of operations with or without grouping symbols.
Strand 4- Geometry and Measurement

Concept 4- Measurement
PO1 Determine the appropriate unit of measure for a given context and the appropriate tool to measure to the needed precision (including length, capacity, angles, time, and mass).
PO2 Solve problems involving conversion within the U.S. Customary and within the metric system.
Strand 5- Structure and Logic
Concept 2- Logic, Reasoning, Problem Solving, and Proof
PO1 Analyze a problem situation to determine the question(s) to be answered.*
PO3 Analyze and compare mathematical strategies for efficient problem solving; select and use one or more strategies to solve a problem.
PO5 *Represent a problem situation using multiple representations, describe the process used to solve the problem, and verify the reasonableness of the solution.*
PO6 Communicate the answer(s) to the question(s) in a problem using appropriate representations, including symbols and informal and formal mathematical language.*

Student Objectives/Learning Outcomes

Students will be able to plan components of a dinner party that includes: theme, guest list, invitations, music, dress, food, location, decorations, recipes, and an itemized budget sheet.

Students will be able to create a budget sheet with a running list of all items they purchase, with all applicable sales taxes, subtotals, and grand totals to show that they stay within their budget.

Students will be able to choose three recipes and adjust the recipe amounts (of food that will be served at their party) to fit the amount of guests they have chosen to invite.

Students will be able to create a "tour" of their dinner party through movie maker and communicate all components through pictures, examples, and voice over.

Students will communicate using an online blog to address the question, "How do our resources affect our choices?" using knowledge gathered from evaluations of classmates and their own projects.

Curriculum-Framing Questions

Essential Question	How do our resources affect our choices?
Unit Questions	How can this project help you in the every day world?
	Why is budgeting essential to daily life?
	How can different types of communication affect how well someone understands what you have to say?
Content Questions	How is sales tax calculated?
	How can a recipe be adjusted to fit a certain number of people?
	What is the difference between total and subtotal? Will they always be different?
	How do you find equivalency between decimals, fractions, and percentages.

Assessment Plan

Assessment Timeline

Before project work begins		Students work on projects and complete tasks		After project work is completed	
• Dinner Party Pre Skills assessment test(skills on fractions, percents, tax, and real life application)	•	• Checklist of progress and everything to be included in final presentation.	• The final rubric is also given at this time for students to monitor what they need to finish and what they need to include to earn the grade they would like.	• 100 dollar group project grade- students assess each other on contributions made toward the group and the final project.	• Final project rubric

Assessment Summary

Before the project begins students will take a Dinner Party Pre Skills assessment test(skills on fractions, percents, tax, and real life application). This will help me know the math skills that I need to focus on for them to be able to complete this project. As the project begins, students will receive two assessment forms to help keep them on track throughout the project. The first is a checklist that they will keep in their notebooks that will help them to remember what they have finished and what they have left to do as they complete each section of the project.   The second assessment is a copy of the rubric that I will be using to give them a final grade. This way, they can see my expectations at the beginning and know what they need to do and complete to earn the grade they would like. At the end of the project my students will also be given two assessments- one they complete on their group members, and one that I complete on them. The hundred dollar group grade sheet tells them that if they had a hundred dollars to pay the people in the group, and no one could receive that same amount of money, what would they pay each person and why. The rubric that was handed to them at the beginning of the project will be the same rubric that I use to give them a final grade at the end.

Unit Details
Prerequisite Skills

Use of movie maker, multiplying and dividing fractions, percents, decimals, keeping a budget sheet, totals and subtotals, internet, blog and e mail use, measurement.

Instructional Procedures

This is the project form that I will be giving the students at the beginning. While the project is predetermined, how they go about completing it is completely up to them!

~The Dinner Party Project~

What a fabulous day! You have been told that you can throw the biggest and best party of the century! You get to choose the theme, decorations, activities, location, and food. It is your job to make sure that your party is the talk of the town. Below you will find all the specifications and guidelines needed to plan your party.

Areas needed to be planned:

Theme:

Every good party has a theme that is applied through the food, dress, decorations, and music. What will yours be?

Guest List:

You can not plan the details if you do not know how many people are coming! You must make a guest list of who you are inviting, along with a final head count.

Dress:

Will you have your guests wear specific clothing to match the theme, or will they be allowed to dress in any way they like?

Invitations:

You must design and show an example of what the invitations you will send out will look like. You only need one, not one for each person! Some things you may want to include: Time, place, theme, food, etc. You can add whatever you think is most important.

Food:

You must serve dinner, but it is your choice of how you present it. This part has two components. 1) The menu. You must create a menu showing all food and drinks that you will be serving. 2) Recipes. Whether you are cooking yourself, or having the party catered, you must include AT LEAST one recipe for an appetizer, one for a main dish, and one for a dessert. You must also adjust the recipe to show the correct serving sizes for : one person, four people, ten people, and the amount of people you plan on having at your party.

Location:

Where will you want your guests to party? You can use your house or rent a place. Get creative and think what would go best with your theme.

Decorations:

This is the fun part! Based on your theme, how will you decorate? You need to submit a supply list, and a design of what the area you will be having your party in will look like. You may choose to design this in any way you like; but, remember the more visual and detail oriented it is, the better mind picture we will have about your party.

Music:

Will you hire a DJ, a band, or just play CDs? What type of music will you want? Are there any specific songs that you just cant live without at your party? Include a list of them if you like. Please keep in mind that this does need to stay school appropriate ☺

Voice Over:

This is how you will guide your audience through your project. This will be graded on the two traits of voice and organization, so please keep this in mind as you are composing your voice tour of your party. This is where you will be able to explain EVERYTHING that you will be including in your party, why, and any other information you feel your audience and guests may need to know. You also must include an

explanation of your budget sheet and your recipes as well.

Itemized Budget Sheet: On excel you will create a budget sheet that itemizes each thing you buy, by category. You will include the name of the item, how many were purchased, the purchase price of one item, the subtotal, the tax percent, the tax in money form, and the total. You will also include a grand total to show how much money was spent all together.

Like most good things, there is a catch to this fantastic adventure! Your budget could range from 500-50,000, and will be chosen randomly by you and your partner. You **_MAY NOT GO OVER_** your budget. For every item you plan to buy, rent, pay someone to do, etc, you must include the amount-including tax. At the end of your project you will need to have a total budget spending sheet showing me what you have purchased, the prices, and the total price of the party that you have spent. Do not forget: all things including food, locations, etc. cost money. You may need to go out on your own to price these items. We will be working on the budget sheets and recipe cards in class, but some items may need to be done on your own time (research).

Your final project will put together in a movie maker program, with voice over (your presentation of your party) and music overlay. You will need to have a copy of your recipes and budget sheet printed out for me to check as well. You will need to make sure to have enough information and visuals in your project to let anyone watching it know exactly what your part will be like.

Do not worry- take a deep breath and get excited for one of the most interactive and fun math projects ever! I will be providing you with planning sheets, and going over sections with you as a class in order to answer your questions.

This project will be worth 212 points. Please see the attached rubric to see how you will be graded in each category!

(10) Theme	(10) Invitations
(10) Guest List	(10) Decorations
(10) Dress	(10) Music
(10)Location	(10) Initial Skills pre test
(10) Creativity	(10) Digital Format
(12) Voice over	(50) Food(recipes and menu)
(50) Budget spreadsheet with itemized supply list	

Due Dates:
September 5th – Initial Skills test is given (if not passed on first attempt, the second attempt will be given in October).
November 1st - Sample Invitation is due
November 15th -Theme, guest list, dress, location, music, decorations
November 29th – Food: including recipe cards with adjusted recipes
December 7th - Budget Spreadsheet
December 14th - Final Project Due

Accommodations for Differentiated Instruction	
Special Needs Students	For students with special needs modifications will be minimal since many of these students attend resource for math. For students that are special needs and completing this project one thing I may modify is asking them to find a single sales tax instead of finding it for individual items bought, and adjusting only one or two recipes instead of three. Also, helping them budget the time spent on each section will help them to complete the project in a timely manner. As for the movie maker portion, the open-endedness of the project will allow them to work at their own level and ability.
Nonnative Speakers	For nonnative speakers, the modification will be mostly in the voice overlay that narrates the project and the amount of detail that will go into the project. Using visual organizers, pairing them with a partner for research, and giving more one on one time with them to help explain what goal of the project and how to find the information to complete it.
Gifted/Talented Students	Because how they complete this project is very open ended, gifted students will be able to work at their own pace and go above and beyond with their presentation as much as they would like to. If they finish

Materials and Resources Required For Unit

Technology – Hardware (Click boxes of all equipment needed)

☒ Camera	☐ Laser Disk	☐ VCR
☒ Computer(s)	☒ Printer	☒ Video Camera
☒ Digital Camera	☒ Projection System	☐ Video Conferencing Equip.
☐ DVD Player	☒ Scanner	☐ Other
☒ Internet Connection	☐ Television	

Technology – Software (Click boxes of all software needed.)

☒ Database/Spreadsheet	☐ Image Processing	☐ Web Page Development
☒ Desktop Publishing	☒ Internet Web Browser	☒ Word Processing
☒ E-mail Software	☒ Multimedia	☐ Other
☐ Encyclopedia on CD-ROM		

Printed Materials	Internet research, math books, teacher modeled example of the math portion, works cited and copyright information.
Supplies	Computers(one per group), notebooks, planning pages and assessments for students, handouts for explanation.
Internet Resources	http://www.edublogs.org www.google.com
Other Resources	Past presentation examples, student sample, budget sheet template, previous lessons for students to refer back to in their interactive notebooks.