Michaela Mabe	Challenge #4	9/26/22	EDCI 60002
SUPRA-BADGE:	Design and Development		
SUB-BADGE:	Design instructional interventions		
CHALLENGE:	Apply appropriate motivational design principles		
ARTIFACT:	EDCI 572 Design Document #2 and #3		
CRITERIA:	**Criteria for successful completion of this challenge:** Evidence of creating instructional materials, assessments, or design choices based on motivational theories (Keller's ARC Model, social cognitive theories, goal theory, expectancy-value theory, attribution theory, other motivational theory). **Reflection must address:** Specific example(s) of motivational design principles in your evidence and how these are applied or used in your design choices.		

Competency and artifact identification

My **Design Documents #2 and #3** for EDCI 572 provide evidence for the sub-badge, Design instructional interventions, and the challenge, "Apply appropriate motivational design principles". To complete the Game of Life Design Project, I used the ARCS model of instructional design to design components that address each section of the ARCS model to leverage motivation as part of the design and implementation of the project.

Description of how the artifact supports the competency

The four components of the ARCS model are Attention, Relevance, Confidence, and Satisfaction. To gather data about my project in Design Document #2, I looked at the population of the students and educators and their demographics. I also looked at the attitude towards the content, delivery system, training organization, and general learning preference. This all had a significant impact on how I designed my project. These components helped me design and create activities and assessments that addressed the learner's attention and the relevance of this subject matter to the learners. This proves that I am able to take anecdotal data from my observations and time in the classroom to create different learning materials that help improve the learner's motivation using the ARCS model to guide the process. I was able to take this further with Design Document #3 when I was creating the lesson plans, activities, and assessments. This is exemplified best in the Instructional Strategy Alignment section of the design document. I was able to align the content, activities, and assessment while also including each section of the ARCS model in the lesson plan. To capture the learner's attention and take into account their ages and learning styles, I made sure to include a video in each day of activities as a hook. The video I chose for lesson #1 on page 25, for example, helped catch learners' attention because it included jobs that aren't as common and show how many things can be a job. It isn't just focused on common jobs that they may have already learned about. Each lesson has relevance because they are able to apply the information they learned each day to their daily lives. For example, for lesson #2 on page 26, the students discuss different types of learning environments and even get the choice to use Google Earth to look up different types of living environments or even their current living environment.

This allows students to ask questions about their own living environment and be more aware of different types of learning environments around them. Each day's lessons include a section to build their confidence because there are structured activities with their peers and with the whole class. This activity is built into each lesson, which is on pages 25-33. This activity gives students a structured task to assign group roles, work, and report on the information they learned during each day. By each student having a role, they are able to become more confident in the content and research they are completing and reporting it out either to a small group of peers or to the whole class. Satisfaction is built into the daily lesson plans by including a reflection piece at the end of the lesson that reinforces a positive and growth mindset-based learning environment. This is integrated into each lesson, which is on pages 25-33, which is more of an informal collection of data based on what the students are discussing in their small groups. Satisfaction is also addressed on pages 32 and 33, where the students are able to fill out a Google Form (https://forms.gle/gNWGaShU3aSsbruk9) which asks the students about their favorite part of the project, least favorite part, one new thing they learned, one thing they would do differently, and if they had any questions. Giving this to the students gives them a chance to communicate their satisfaction and ways that the learning module can be improved.

Competency alignment with prior knowledge and experience

I have had some prior knowledge in designing learning activities and assessments using similar methods to the ARCS method. I used it a lot in the classroom without knowing that there was a formal method and design for instruction. For each of my lessons, I try to hit the first two, Attention and Relevance. This makes sure that I keep my learners attention for the whole lesson and make sure that they are able to retain the material. Since learning what the ARCS model is, I intend to incorporate it more intentionally into my lesson planning and day-to-day teaching style.

Reflection on experiences

Overall, this challenge has been a great way to reflect on how I have used motivational principles and models in the classroom and in my coursework for instructional design. It is extremely helpful to have something to reference when completing further assignments and design documents in this program and in my classroom. Specifically, when I lesson plan for each core subject, I want to ensure that I address the ARCS model so that the students are engaged, participating, and retaining the information taught. I want to be more intentional about incorporating motivational models and a lot of trial and error with my students on the best ways the gain their attention, motivation, and retention.

Design Document Part #2

Learner Analysis

This target population to utilize the online learning module will be middle school teachers and middle school special education teachers. The teaching unit will be used for students in a middle school general education or special education classroom, ages 11-14, to teach them different life skills. The learners will have had prior instruction about the difference between wants and needs, different types of jobs, types of living and transportation, the basics of shopping, and making sure to cover money skills in mathematics so that they will be prepared. The data for this learning module is from prior years of teaching this type of module to students with special needs, so it is mostly observation.

Information Categories	Data Sources	Learner Characteristics
Entry Skills	Observation and Anecdotal Evidence	Learners will be able to add and subtract within 100, write independently or based on a model, and fill out a worksheet or graphic organizer when given verbal directions, and be able to complete guided research independently or with guidance from the teacher
Prior Knowledge	Observation and Anecdotal Evidence	Learners will be able to identify a want and a need, different types of jobs, basic skills of shopping, and be able to count and identify money
Attitude Towards Content	Observation and Anecdotal Evidence	The attitude can vary based on how the content is introduced to the learners, but all in all the learners are interested in

		learning more about life skills and information that can be applied to a real world context
Attitude Towards Delivery System	Observation and Anecdotal Evidence	The learners enjoy being able to utilize their devices to find information, no matter what academic level they are at. The learners also enjoy working in a guided inquiry process and working on an online learning module format when given the right supports and information to succeed
Motivation For Instruction	Observation and Anecdotal Evidence	The learners are motivated to find more information about these topics because they get to choose what they want to learn more about and are able to apply it to their lives. They also get to use technology which based on my experience increases engagement and motivation
Education and Ability Levels	Observation and Anecdotal Evidence	While teaching this unit, there will need to be changes made based on the needs of the learners and how much they progress through each day of the unit. The education level and ability level of the learners will change with each group that this unit is taught with
General Learning Preference	Observation and Anecdotal Evidence	The learners that I have worked with have preferred hands on learning, the use of technology, student choice, and being able to present and talk about what they learned

Attitude Towards Training Organization	Observation and Anecdotal Evidence	The learners' attitude towards school currently is that they are just told what to do and what to learn day by day and would like to have a voice and choice in their learning
General Group Characteristics	Observation and Anecdotal Evidence	If the class is special needs, there should be no more than 8 students with 2 professionals in the classroom to work with them and one to one technology and accommodations and modifications that come from their IEP's If the class is general education, the class size and number of professionals in the class will change but there should be support for the unit and time dedicated in the classroom to work on this project and report out what they learned

Learning Context

The unit will take place in a Social Studies classroom, preferably inclusion or a self-contained MD/AU classroom. There will be a Clevertouch or projector at the front of the classroom where the daily expectations will be presented and the rubric for the daily tasks. The classroom will have one to one technology (either an iPad or laptop) and the students will be working independently in their seats in the classroom completing research, filling out their graphic organizers and worksheets, and creating their

presentations. They will have time at the end of each class period to ask questions or report out what they learned from the day.

Information Categories	Data Sources	Learning Site Characteristics
Number/Nature of Sites	Observation and Anecdotal Evidence	The unit will be completed in a classroom environment with one to one technology and desks or flexible seating for each of the learners
Site Compatibility with Instructional Needs	Observation and Anecdotal Evidence	The classroom is compatible with all of the needed components for the unit. There will be devices and chargers for each student and teacher in the classroom, adequate seating, and a Clevertouch or projector for the teacher
Site Compatibility with Learner Needs	Observation and Anecdotal Evidence	The classroom is compatible with the learners needs, there will be visuals for students who need them, a consistent schedule for each of the days, flexible seating, and any other accommodations and modifications based on each individual learner
Feasibility for Simulating Performance Site	Observation and Anecdotal Evidence	The unit being digital gives some feasibility for simulating some of the instruction in the unit, but there should be some follow up lessons for some of the learning objectives, such as grocery shopping and job training (or even classroom jobs)

Performance Context

The performance context for the learners will be presenting the information they've learned about the different life skills. They will be able to take all the information gathered and create a presentation for the class to show what they learned about a job, independent living, transportation, and budgeting. This can be as big or small as the school wants it to be, it could be in a science fair format or gallery walk where they are each walking around and talking to each other about their projects or doing a class presentation in the Social Studies class at the end of the unit.

Information Categories	Data Sources	Performance Site Characteristics
Managerial/Supervisory Support	Observation and Anecdotal Evidence	The teachers are very supportive to each other and can even co-teach to complete this unit with the students. There can be support from administrators as well to help motivate the students and to orchestrate a school wide presentation of their learning
Physical Aspects of the Site	Observation and Anecdotal Evidence	The presentation will either take place in the classroom or in a hallway gallery walk setting which will be set up for each of the learners to have a place to present either on their device or on a poster/diorama and will have the needed amount of space to let the students present their learning and work
Social Aspects of the Site	Observation and Anecdotal Evidence	The learners will be able to support each other and receive support from their teachers, administrators, and possibly parents on

		the work that they put into this unit and they will be able to show pride and engagement in their work and use it in the future to prepare them for high school and the future
Relevance of Skills to the Workplace	Observation and Anecdotal Evidence	Each of the skills gained from this unit will help prepare the students in different aspects of their future in school and in their lives. They will gain more information and curiosity of the world around them and they will gain research and presentation skills that they will be able to use from that project forward in their academic careers

Assessment Plan

Entry Skills Test

The students will be given a math test to assess their ability to add and subtract within 100 that will consist of 20 addition/subtraction questions given to them in math class to be looked over by the teacher doing this unit and will be graded based on accuracy. The students need to be able to score at least a 90% on the test to start the project with accommodations or modifications as needed. They will also be given a mini research assignment to assess whether they are able to complete guided research and fill out a graphic organizer at the beginning of the year to refresh and go over the needed information for completing research correctly. The students will need to be able to complete all of the components of the research assignment with 90% accuracy to make sure that they are able to have the necessary skills to complete this unit.

Pretest

The mini research assignment discussed in the entry skills test section can also be used as a pretest to assess if the students have improved in their research skills and presentation of the information gained from the research.

Practice Tests

Each day of the unit will have a practice test embedded in the unit. Day one, the practice test will be an exit slip asking the students which job they chose and one fact they learned about the job through their research. Day two, the practice test will be an exit slip asking the students which housing option and transportation option they chose and one fact about each. Day three, the practice test will be an exit slip asking the students to submit their budget. Day four, the practice test will be an exit slip asking the students to write a paragraph about what they learned the most from the Month in the Life. Day five will be the posttest, or the presentation.

Posttest

The posttest will be the whole project submission along with the presentation. This will show what the students have learned in each of the life skills categories. This will also allow the students to reflect on what they thought about how living as an adult would be before and after doing the project. They will also get a chance to present their learning to their peers, teachers, parents, and possibly administrators. The learners will be assessed based on a rubric, one for the project and one for the presentation. The goal is for the students to score an 80% or more on the project and presentation.

Performance Objectives

Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.		
Terminal Objective: Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.		
Performance Objective #1: Given the website https://www.bls.gov/ooh/home.htm, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.		
	Subordinate Objective 1.1: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 facts about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.	
	Subordinate Objective 1.2: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 pictures about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.	
	Subordinate Objective 1.3: Given the website https://www.bls.gov/ooh/home.htm, the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric.	
Performance Objective #2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, cost per month for rent, number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an		

80% accuracy using the provided rubric.	
	Subordinate Objective 2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric.
	Subordinate Objective 2.2: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric.
	Subordinate Objective 2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric.
	Subordinate Objective 2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric.
	Subordinate Objective 2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric.
Performance Objective #3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and chose their preferred type of transportation with an 80% accuracy using the provided rubric.	
	Subordinate Objective 3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.
	Subordinate Objective 3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a second method of transportation, research three facts about

	that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.
	Subordinate Objective 3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric.
	Subordinate Objective 3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric.
Performance Objective #4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students examine money management and budgeting with an 80% accuracy using the provided rubric.	
	Subordinate Objective 4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their monthly expenses and write them down in the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric.
	Subordinate Objective 4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric.
Performance Objective #5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, fill out the daily to-do list for students to analyze how to manage their time and responsibilities, and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.	
	Subordinate Objective 5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric.

	Subordinate Objective 5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric.
	Subordinate Objective 5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different types of questions, the students will make and answer five situational questions on a worksheet with an 80% accuracy using the provided rubric.
Performance Objective 6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	
	Subordinate Objective 6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.
	Subordinate Objective 6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.
	Subordinate Objective 6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.

Game of Life Project Rubrics

	Section #1: Job Search Rubric		Section #2: Future Home Rubric		Section #3: Transportation Search Rubric
	Did You? (Check what you did for the project)		**Did You? (Check what you did for the project)**		**Did You? (Check what you did for the project)**
☐	Type/Write the Job Title on the Worksheet	☐	Type/Write what type of house they want to live in on the Worksheet	☐	Type/Write one choice of transportation in the Venn Diagram
☐	Type/Write the Job Salary on the Worksheet	☐	Type/Write how many bed/bath the home has on the Worksheet	☐	Type/Write a second choice of transportation in the Venn Diagram
☐	Type/Write the Job Requirements on the Worksheet	☐	Type/Write the included/not included home utilities on the Worksheet	☐	Compare the two types of transportations of things that are similar and different
☐	Insert/Find 3 Pictures for the Worksheet	☐	Type/Write the monthly rent on the Worksheet	☐	Choose a method of tranportation you prefer
☐	Type/Write 3 Facts on the Worksheet	☐	Type/Write 3 resources in the vicinity to the home on the Worksheet	☐	Give 3 facts about the type of transportation you chose

	Section #4: Personal Budgeting Rubric		Section #5: Simulated Month in the Life Rubric		Section #6: Project / Presentation Rubric
	Did You? (Check what you did for the project)		**Did You? (Check what you did for the project)**		**Did You? (Check what you did for the project)**
☐	Find the cost of monthly expenses (vary based on student)	☐	Create one sample responsibility to be added to a class list	☐	Choose a type of project or presentation on the choice board
☐	Input the monthly expenses into the graphic organizer	☐	Fill out the monthly to-do list with your responsibilities	☐	Create an outline for your project
☐	Calculate the monthly budget (can use a calculator)	☐	Fill out the daily list of your responsibilities	☐	Create a final draft of your project
☐	Fill those numbers into the graphic organizer	☐	Create a situational question based on the classroom model	☐	Present your project to the class
☐	Answer the questions on the worksheet about the budget	☐	Answer 5 situational questions based on your monthly and daily lists	☐	Reflect on your project on the form

Instructional Designer Reflection

Up to this point in this project things are pretty aligned with what I thought this project should look like. There are some things that I've had to change and adapt but I think that is just making it better. I like being able to figure out all of the aspects of this unit and flesh everything out. It is easier for me to talk about it rather than type everything out in all of the boxes. It may be easier for me to do a brain dump on paper or with somebody before putting it all in the design document, but it is a fun challenge. I think the most challenging thing for me so far on this project is to deep dive everything. I'm so used to it just being explained then I move onto the next project, rather than going in depth for every aspect of a project. It isn't something that I expected going into instructional design and it is something I need to work on. I feel like there is a line between over explaining and not explaining enough and I want to get it all right the first time even though I have never worked on a project like this before.

The peer feedback process was a great way to have other people take a look at my work and make sure it makes sense. One of my peers suggested clarifying my assessment and the way it will be graded. Another of my peers suggested making my objectives more measurable. Both pieces of feedback and all of the other feedback they've given me so far are helpful so that I can improve my work and make sure that my final project make sense and is a great final product for this class and a great practice product as a professional.

Design Document Part #3

Design Evaluation Chart

Note: The Assessment will be graded using the project rubric on Page #17 of this

document or it is hyperlinked here:

Goal / Step / Subordinate Skill	Performance Objectives	Parallel Test Items
Instructional Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.	Terminal Objective: Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.	
Main Step	**Performance Objective**	**Assessment**
1: Future Job Research	1: Given the website https://www.bls.gov/ooh/home.htm, the students will be able to fill out a worksheet identifying basic information about a career of their	

		choosing with an 80% accuracy using the provided rubric.	Completed Job Research Worksheet

Subordinate Step	Subordinate Objectives	
1.1: Write 3 Facts on the Job Research Worksheet	1.1: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 facts about the career of their choice to analyze that career with an 80% accuracy using the provided rubric.	Completed Job Research Worksheet Selected a preferred future job and analyzed it *Graded using the Game of Life Project rubric
1.2: Find 3 pictures to attach to the Job Research Worksheet	1.2: Given the website https://www.bls.gov/ooh/home.htm, the students will fill out the section of the worksheet asking for 3 pictures about the career of their choice to analyze that career with an 80% accuracy using the provided rubric.	
1.3: Write down the job title, salary, and job requirements	1.3: Given the website https://www.bls.gov/ooh/home.htm, the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric.	

Main Step	Performance Objective	Assessment
2: Future Home Research	2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric.	

Subordinate Step	Subordinate Objectives	
2.1: Identify the type of home they want to live in	2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric.	Completed Future Home Worksheet Completed Guided Research Worksheet
2.2: Identify their preference of the number	2.2: Given a pre-made graphic organizer with different options for	

Main Step	Performance Objective	Assessment
of bedrooms and bathrooms	their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric.	Identified a preferred living environment and analyzed information about that learning environment *Graded using the Game of Life Project rubric
2.3: Research the utilities available to them, ones that they would need, and the monthly cost	2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric.	
2.4: Research the average cost per month of rent/mortgage for the type of home they chose	2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric.	
2.5: Find three resources close to the home of their choice (grocery, bank, work, laundry, etc.)	2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric.	
Main Step	Performance Objective	Assessment
3: Future Transportation Research	3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric.	
Subordinate Step	Subordinate Objectives	

3.1: Choose one mode of transportation and three facts about it	3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	Completed Transportation Venn Diagram Worksheet Compared and contrasted two different modes of Transportation Chosen a preferred method of transportation *Graded using the Game of Life Project rubric
3.2: Choose another mode of transportation and three facts about it	3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose the second method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	
3.3: Identify three similarities between the modes of transportation	3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric.	
3.4: Write down the chosen option of a mode of transportation	3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric.	
Main Step	**Performance Objective**	**Assessment**
4: Future Budget Research and Calculations	4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric.	Completed Guided Research Budget Worksheet Researched different monthly expenses for their budget Completed the Budget Graphic Organizer
Subordinate Step	**Subordinate Objectives**	
4.1: Research their monthly expenses	4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their monthly expenses and write them down in	

		the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric.	Calculated their personal monthly budget
4.2: Calculate their monthly expenses		4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric.	*Graded using the Game of Life Project rubric

Main Step	Performance Objective	Assessment
5: Time Management Research: Calendar and Daily To-Do List	5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.	

Subordinate Step	Subordinate Objectives	
5.1: Write down their monthly responsibilities on a calendar	5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric.	Completed Monthly Tasks Worksheet Completed Daily To-Do List Worksheet Analyzed time management strategies on a monthly and daily basis
5.2: Write down their daily responsibilities	5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric.	Completed Situational Question and Answer Worksheet Created situational questions about the lifestyle they researched in the project
5.3: Create three situational questions about their life in the project and write down the answers	5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different types of questions, the students will make and answer five situational	*Graded using the Game of Life Project rubric

Main Step	Performance Objective	Assessment
	questions on a worksheet with an 80% accuracy using the provided rubric.	
6: Final Project, Presentation, and Reflection	6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	Chosen a project format

Created Game of Life Project

Showcased their Game of Life Project and presented it to an audience

Reflected on their project by completing an End of Project Reflection Google Form

*Graded using the Game of Life Project rubric |
Subordinate Step	**Subordinate Objectives**	
6.1: Choose a project format and complete the project	6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	
6.2: Present the project to a specified audience	6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	
6.3: Complete the Google Form Reflection	6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	

Instructional Strategy Alignment

Learning Component	Design Plan

Cluster #1: Future Job Research	**Objectives**
	Given the website https://www.bls.gov/ooh/home.htm, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.
	<u>Content Presentation</u>
	Content
	1. Go over the objective, I can statement, and essential question with the students
	2. Go over the Game of Life Project and the project timeline
	3. Explain what today's lesson will be (researching a job of their choosing)
	4. Ask the students what types of jobs that they are interested and which ones they aren't interested in
	5. Write them on the board
	6. Watch the video 20 Jobs You Never Knew Existed https://www.youtube.com/watch?v=PcZTEo-1cUA
	7. Ask the students if they have any questions about the video
	8. Talk to the students about different career clusters (True2U worksheet)
	9. Ask the students what jobs they want to learn more about today
	10. Write them on the board
	11. Go over the research worksheet and the information they need to find and put on their papers (show the example and non-example)
	12. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
	13. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
	14. Talk to the students about what they accomplished for that lesson and show them the project timeline
	15. Go over the next day's objective briefly (tomorrow you are going to investigate what type of home you want to live in and find more information about it)
	Example- Model of the worksheet completed beforehand by the teacher, list of career clusters
	Nonexample- Model of how not to complete the worksheet
	Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research

	The media used for this cluster of the project will be the following video: 20 Jobs You Never Knew Existed https://www.youtube.com/watch?v=PcZTEo-1cUA Student Participation Practice Items and Participation- The students will get a chance to practice identifying different types of jobs and information about the jobs with the teacher at the beginning of the lesson and will get to practice their research skills by completing the guided research worksheet. Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the worksheet and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #2: Future Home Research	**Objectives** Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric. Content Presentation Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching a living environment-home of their choosing) 4. Ask the students what types of homes they live in and talk about what type of home you live in 5. Show the students different types of homes on Google Earth and different resources by the houses (they can look up their house on there too) 6. Ask the students if they have any questions about Google Earth or what we looked at 7. Show the students a list of different types of homes with a brief description and a picture of each 8. Ask the students what types of homes they want to learn more about today

9. Write them on the board
10. Go over the graphic organizer and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to investigate what type of transportation you want to use to get places when you're older and find more information about it)

Example- Model of the graphic organizer completed beforehand by the teacher, list of types of homes
Nonexample- Model of how not to complete the graphic organizer

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research

The media used for this cluster of the project will be Google Earth
https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r

Student Participation
Practice Items and Participation- The students will get a chance to practice identifying different types of homes and information about the homes with the teacher at the beginning of the lesson and will get to practice their research skills by completing the graphic organizer worksheet.

Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the graphic organizer and presenting it to their group members.

Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)

Cluster #3: Future Transportation Research	**Objectives** Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric. Content Presentation Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching a mode of daily transportation of their choosing) 4. Ask the students how they get different places and talk about how you get to work 5. Show the students the NYC's Best & Worst Ways to Commute video and discuss it afterwards 6. Ask the students if they have any questions about the video 7. Show the students a list of different types of transportation with a brief description, picture, and cost of each 8. Ask the students what types of transportation they want to learn more about today 9. Write them on the board 10. Go over the Venn Diagram worksheet and the information they need to find and put on their papers (show the example and non-example) 11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms) 12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found 13. Talk to the students about what they accomplished for that lesson and show them the project timeline 14. Go over the next day's objective briefly (tomorrow you are going to investigate how much your monthly expenses will be and calculate your monthly budget) Example- Model of the Venn Diagram completed beforehand by the teacher, list of types of homes Nonexample- Model of how not to complete the Venn Diagram Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research

	The media used for this cluster of the project will be NYC's Best & Worst Ways to Commute- https://www.youtube.com/watch?v=V6ubAFnhluo&ab_channel=WIRED Student Participation Practice Items and Participation- The students will get a chance to practice identifying different types of transportation and information about the modes of transportation with the teacher at the beginning of the lesson and will get to practice their research skills by completing the Venn Diagram Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Venn Diagram and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #4: Future Budget Research and Calculations	**Objectives** Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric. Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (researching their monthly expenses and calculating their monthly budget) 4. Ask the students how they get money and how they spend their money (can also give examples if they are having trouble coming up with examples) 5. Show the students the Budgeting Basics! video and discuss it afterwards 6. Ask the students if they have any questions about the video 7. Show the students a model budget and a list of different monthly expenses they can look up and add to their budget worksheet 8. Ask the students what expenses they want to research today 9. Write them on the board

10. Go over the Monthly Expenses Research worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students use the expenses they found to calculate their monthly budget and write it down on their worksheet
13. Then have the students get into small groups and talk about each of their budgets and why they may look different from each other
14. Talk to the students about what they accomplished for that lesson and show them the project timeline
15. Go over the next day's objective briefly (tomorrow you are going to explore how to live day to day in the life you created and see what a month looks like)

Example- Model of the Monthly Expenses Research Worksheet and the Monthly Budget completed beforehand by the teacher
Nonexample- Model of how not to complete the Monthly Expenses Worksheet and the Monthly Budget

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the research worksheet and monthly budget independently, then get into small groups to go over the worksheets

The media used for this cluster of the project will be Budgeting Basics!
https://www.youtube.com/watch?v=sVKQn2I4HDM&ab_channel=TwoCents

Student Participation
Practice Items and Participation- The students will get a chance to practice identifying monthly expenses and a budget with the teacher at the beginning of the lesson and will get to practice their research skills and math skills by completing the research worksheet and the monthly budget

Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the research worksheet, monthly budget, and presenting it to their group members.

	Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #5: Time Management Research: Calendar and Daily To-Do List	**Objectives** Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric. Content Presentation Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline 3. Explain what today's lesson will be (identifying their daily and monthly responsibilities and time management) 4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time) 5. Show the students the How to manage your time more effectively (according to machines) video and discuss it afterwards 6. Ask the students if they have any questions about the video 7. Show the students an example calendar with responsibilities, a daily to do list, and a list of responsibilities they can add to their calendar or daily to-do list 8. Ask the students what responsibilities they want to add to their calendar and daily to-do list 9. Write them on the board 10. Go over the Calendar worksheet and Daily To-Do List Worksheet and the information they need to find and put on their papers (show the example and non-example) 11. Set a timer for 20 minutes on the board and let the students start filling out the worksheets (give more time or less time as needed for different classrooms) 12. After the timer goes off, have the students get into small groups and talk about each of their calendar worksheets and daily to-do list worksheets 13. Talk to the students about what they accomplished for that lesson and show them the project timeline

	14. Go over the next day's objective briefly (tomorrow you are going to choose a format to create a project with all of the information you've learned and next week present it!) Example- Model of the Calendar worksheet and Daily To-Do List Worksheet completed beforehand by the teacher Nonexample- Model of how not to complete the Calendar worksheet and Daily To-Do List Worksheet Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the Calendar worksheet and Daily To-Do List Worksheet independently, then get into small groups to go over the worksheets The media used for this cluster of the project will be How to manage your time more effectively (according to machines) https://www.youtube.com/watch?v=iDbdXTMnOmE&ab_channel=TED-Ed <u>Student Participation</u> Practice Items and Participation- The students will get a chance to practice identifying a Calendar and Daily To-Do List with the teacher at the beginning of the lesson and will get to practice managing their time and making a to-do list Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Calendar worksheet and Daily To-Do List Worksheet and presenting it to their group members. Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)
Cluster #6: Final Project, Presentation, and Reflection	**Objectives** Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric. <u>Content Presentation</u> Content 1. Go over the objective, I can statement, and essential question with the students 2. Go over the Game of Life Project and the project timeline

3. Explain what today's lesson will be (choosing a project format from the choice board and starting to work on it)
4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time)
5. Show the students the project format choice board and ask the students if they have any others they want to add
6. Have the students choose their project format and get started
7. Set a timer for 40 minutes on the board and let the students start making their projects (give more time or less time as needed for different classrooms)
8. After the timer goes off and if the students were able to get their project done without additional time needed, have the students sign up for presentation time slots
9. Set aside the next few days for presentations of the students work in whatever format you choose (classroom, school building, present to families)
10. The day after presentations are done, send the End of Project Reflection Google Form to the students to complete

Example- Model of the Game of Life Project beforehand by the teacher
Nonexample- Model of how not to complete the Game of Life Project

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their individual projects, then get in front of the class for their presentations

The media used for this cluster of the project will be anything that the students make and present

Student Participation
Practice Items and Participation- The students will get a chance to practice their project by creating an outline of their project and asking questions about which format of project they choose

Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the project and presentation, listening and being active participants in the project presentations, and completing the reflection form

Student Grouping and Media Usage- The students will not be in groups for the cluster of activities, they will be working independently

Implementation Plan

       To implement this learning module pilot test, I will reach out to colleagues that are also educators in the Cleveland area that have implemented projects like this in their classrooms before. To conduct the test, I will meet with them over Zoom and talk about the learning module and have them complete the daily learning activities/assessments and give feedback on the learning module as a whole and the learning activities and assessments.

Evaluation Plan

       I will complete an interview with each pilot tester and "grade" the learning activities and assessments based on the learning module rubric to collect formative evaluation data about the learning module.

       <u>Interview Questions</u>

       1. Would you implement this type of project to your students?

       2. How would you adapt this project for your population of students?

       3. Do you think this project has a logical flow?

       4. What would you do to improve this project?

       5. What do you like about this project?

       6. Is this learning module and activities clear to an instructor and students?

       7. Is the project rubric appropriate for the learning activities?

Instructional Designer Reflection

In this section, what went the best was categorizing the different parts of the learning module and going into more depth on how each day of the unit will be taught to the students. I had to go back to clarify my performance objectives, the rubrics, and the Goal Analysis Diagram to make sure that it reflected the different parts of the learning module and to make sure that everything aligned. The most challenging thing about this section of the design document was the Design Evaluation Chart. This was mostly because I felt like I was repeating myself too much and that it was too specific. I understand the importance of aligning assessment to the objective and making sure everything connected, but it felt odd going into that much depth. Being in the classroom, that is something that I don't usually have the time to do for each lesson and activity and it ends up being condensed or streamlined based on my classroom day to day. I think this project has helped me get better at writing out my design process, but it is definitely something that I will have to work on using different types of projects and modules. I like that it gets me out of my professional and personal comfort zone and that I'm learning new things every week.

The peer review process for this section was very helpful. My peers gave me suggestions to help me be more specific and clarify some things that were clear to them at first. They also were able to give me encouragement that I was on the right track. The best pieces of feedback that I have gotten from my classmates for this design document was from the Capturing Media discussion board where my peers suggested doing a reflection after showing the media to the students and asking the students to look at what they would want to do in the future and what they know they don't want to do. The best piece of feedback from my K-12 peers, was that I include and make sure to clarify

my rubric so that it aligns with the different sections of the project, which I was able to incorporate into this document. Overall, it has been great being able to get feedback from peers who are familiar with the type of setting this learning module would be used in and peers who aren't as familiar with it to make sure that this module is clear and effective.