

Project Title: Safe Walking Routes to and from Emerson Elementary, Salt Lake

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Project Description	Students will create a map of the current dangerous routes to school and a safe suggestion. Students will write a persuasive letter to be read at a city council meeting in an attempt to have the route built for the neighborhood that needs it.
Community Issue or Problem Selected -How project evolved?	Emerson School boundary crosses 4 heavy traffic streets. The problem is some kids either don't have a safe route to school or they aren't aware of the safe walking route to and from school.
Community Partner(s)	PTA Principal SCC/SIC
Project Objectives	Students will know how to use technology to present their written work to effectively persuade an audience to listen to their ideas. Students will value contributing to their community in a way that makes a difference.
Utah Core Standards/Objectives	<ul style="list-style-type: none">• Character• Communication• Employability• Social & Civic Responsibility• Thinking & Reasoning
Essential Question(s) -Spatial Issue	Are there safe walking routes to and from school from home? What can I do to create safe routes and how can I educate students of these paths.
Assessments (rubrics, scoring guides)	Students will be assessed throughout the project through participation and engagement in the learning activities. Students will be assessed on their final writing projects and

	<p>map presentations.</p> <p>Rubric for the persuasive letter http://www.uen.org/Rubric/rubric.cgi?rubric_id=17132</p>
Project Products	<p>GPS/GIS</p> <p>Baseline research</p>
Project Timeline (include a step by step Procedures)	<p>Day 1. Students will be given a brief overview of proper handling of a GPS: how to carry it, how to transfer it from student to student, etc. Put students into teams of two or three to work throughout this entire activity. 2. Have up to three waypoints marked around your school prior to meeting with the students. Teach the students how to input a waypoint manually using the coordinates you marked earlier. Once they have input the data, take them outside to see if they can find the correct locations. Day 2. Teach students to mark waypoints. Then give each student a candy or other object to hide around campus and mark a waypoint. Once each student has marked their point have the teams switch GPS and see if they can find the hidden objects. Day 3. Go out into the community to mark the waypoints and make the tracks for your project. Have your community helper come along if it is appropriate to do so. (We marked waypoints and made tracks showing the dangerous routes children have to take to get to school and the safe route we would like to see created for students and community members.) Day 4. Have your community partner come in and talk about GIS and how it is used in the real world, how it applies to their job, how it can help with many aspects of life. Have the partner help the students to create their own map using the ArcMap software. Add any appropriate layers to the maps that may be needed. Day 5 and 6: Have the students write a persuasive letter to city officials explaining the need for a safe route to school for all students. Have students take this through the writing process so that they are appropriate for their audience. Combine the letters with copies of the student maps and send them to the proper community leaders.</p>
Resources Needed	<p>Maps of the area</p> <p>Partnership contact</p>
Skills Required	<p>GPS/GIS skills</p> <p>Walking skills</p>

Project Team Member Roles	<p>Teacher(s): Management, partnership coordinator</p> <p>Students: Gather data points, write letter to community</p> <p>Partner(s): Gathers baseline research</p>
Celebration/Presentation	Students will present their research to parents and community members. They will create a brochure for the parents and publish it on the school website.
Project Evaluation	Looking back on the project I will make sure to evaluate the efficiency of gathering information. I will have the students do a write up on that topic.
Project Bibliography	My project is partial self constructed and partial constructed by Buffy Camps
Plans for Future CMAP Activities	<p>I am going to use this for many of my projects in the future.</p> <ul style="list-style-type: none"> • Mapping student residence • History lessons(architecture, politics, war, etc.) • Mapping microorganisms

Optional:

-Lesson Plans

-Student Artifacts

-Publicity