

## TEMPLATE FOR CMAP PROJECT

**Project Title:**

### **Creative Recreation in Pioneer Park**

**Designed for and by those older teenagers who complain, "There's nothing fun to do!"**

Created By: Malia Gabbitas

Class: Box Elder School District 2008

Project Description	Students will map Pioneer Park in Brigham City, dividing the park into sections identified by geographical features. They will determine (invent, create) unique activities which could be conducted in each area. The class will design a brochure, and present it the City Council, Library, Chamber of Commerce, and Museum for distribution.
Community Issue or Problem Selected -How project evolved?	I work with a high risk population of students. They are in an alternative high school and many of them have stated that one reason they experiment with drugs, have sex or vandalize is because "There is nothing else to do." Brigham City doesn't have recreational opportunities that interest them. They feel the parks and other recreation opportunities are "designed for little kids."
Community Partner(s)	Brigham City Parks and Recreation.
Project Objectives	<ol style="list-style-type: none"> <li>1. Service Learning</li> <li>2. Demonstrate knowledge of mapping skills.</li> <li>3. Demonstrate problem solving/analytical skills.</li> <li>4. Write to persuade.</li> <li>5. Edit and revise work to create a finished project</li> <li>6. Work as a member of a team.</li> </ol>
Utah Core Standards/Objectives	<p><b>Language Arts</b>  <b>Standard 2</b>          (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.  <b>Objective 2</b>          Write to persuade others.</p> <ol style="list-style-type: none"> <li>a. Experiment with varied organizational patterns and forms of writing (e.g., memos, letter, reports, essays, brochures).</li> <li>b. Support arguments with personal experience, detailed evidence, examples, and reasoning.</li> <li>c. Use persuasive strategies including appeals to logic, emotion, and ethics.</li> </ol>

	<p><b>Pre-Algebra</b>  <b>Standard 4</b>  Students will use algebraic, spatial, and logical reasoning to solve geometry and measurement problems.  <b>Objective 1</b>  Apply the properties of measure within the same system.</p> <ol style="list-style-type: none"> <li>1. Convert units of measure within the same system.</li> <li>2. Create and interpret scale drawings and approximate distance on maps using scale factors.</li> <li>3. Solve problems using scale factors.</li> </ol>
<p>Essential Question(s)  -Spatial Issue</p>	<p>What fun and unique activities do the geographical features of each section of the park lend themselves to?  Are these activities allowed in the park?  Will they be enjoyed by most of our peers?</p>
<p>Assessments (rubrics, scoring guides)</p>	<p>Rubrics – Participation, Writing (6 traits), Brochure, and Presentation to student body.</p>
<p>Project Products</p>	<p>Map of Pioneer Park, divided into sections which are determined by geographical features. Each section is named and labeled.  Brochure which includes the map, pictures and ideas for fun unique activities for older teens.</p>
<p>Project Timeline  (include a step by step Procedures)</p>	<ol style="list-style-type: none"> <li>1. Introduce GPS</li> <li>2. Introduce GIS (ArcMap)</li> <li>3. Field Trip to Pioneer Park. Students walk around the park and note geographical features and the activities those features will lend themselves to. As a group the students divided the park into geographical sections. Students mark waypoints on GPS.</li> <li>4. Students brainstorm ideas of unique and fun activities which could be conducted in each section of the park. The group as a whole narrows down the activities to those they think would be of most interest to their peers.</li> <li>5. Representative from Brigham City Parks and Recreation meets with class. Students present their ideas to make sure they are allowed to be conducted in the park.</li> <li>6. Students are divided into groups. Each group takes a section of the park and for each selected activity writes a paragraph in persuasive. They describe the activity, giving at least 3 reasons (with supporting evidence) why teenagers would enjoy participating in the activity.</li> <li>7. Groups exchange papers, giving suggestions for</li> </ol>

	<p>improvement. Groups revise and edit descriptions. Class as a whole approves final drafts.</p> <p>8. Each group designs a map for their section of the park, labeling features.</p> <p>9. Each group designs a brochure page for their section, incorporating descriptions and map. Class as a whole approves brochure.</p> <p>10. Celebration! Copies are made. Class presents brochure to classmates in an assembly, “selling” their peers on the activities. Field trip to present a brochure to i the City Council, Library, Chamber of Commerce, and Museum, giving them permission to make copies for distribution. Students have a pizza party upon their return.</p>
	<p>GPS units  Clip Boards  Sky view images of Pioneer Park printed off of ArcMap  ArcMap Program  Computers  Permission from Regular Ed teachers to miss class for visit to park and presentation.</p>
Skills Required	<p>Knowledge of ArcMap, GPS, word processing, Photo Shop and elements of persuasive writing.</p>
Project Team Member Roles	<p><b>Teacher(s): Malia Gabbitas – Teach usage of ArcMap and GPS. Lead discussions. Evaluate and provide feedback throughout project.</b></p> <p><b>Students: Dale Young Community SPED (Mild/Moderate) Produce a brochure which will benefit peers. Work as a community, and accept feedback from teacher and peers.</b></p> <p><b>Partner(s): Brigham City Parks and Recreation – Collaboration with determining activities that are allowable in Pioneer Park.</b></p>
Celebration/Presentation	<p>Present finished brochure in assembly to student body. Present to City Council, Library, Chamber of Commerce and Museum.</p> <p>*Writing in Brochure counts as one of their persuasive essay requirements.*</p>
Project Evaluation	<p>Rubrics- Each rubric will fill a requirement towards their English or Math packet. Or, if the student chooses, he/she can use the project to fill some of the requirements for a service Learning Credit. Each Rubric is pass/fail</p>
Project Bibliography	<p>UEN <a href="http://www.uen.org/core/">http://www.uen.org/core/</a>  <a href="http://www.uensd.org/gis/courses/CMap/index.htm">http://www.uensd.org/gis/courses/CMap/index.htm</a></p>

	Ross Roger Leslie Lewis
Plans for Future CMAP Activities	Mountain biking trails in Brigham City area. Stayactions (close destinations for getaway that won't break your gas budget). Map of favorite eateries for new students.

Optional:

- Lesson Plans
- Student Artifacts
- Publicity