

CMap PROJECT
Jane Barfuss, Washington County School District
Price 2009

Project Title: Activities in St. George

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| Essential Question(s) -Spatial Issue | How can people know what to do in their communities? Can students use technology to share their ideas of recreation? |
| Project Description | In elementary grades, students are encouraged to appreciate their community. Many students come from busy families that are unaware of wonderful ways to relax and enjoy activities in their own community. Students could share their favorite things to do by putting a photo and other important information on a website designed after a 4H website at http://www.youthfavoriteplaces.org . This could be done by a single class or several classes. |
| Community Issue or Problem Selected -How project evolved? | With higher gas prices, more Utahns are having to stay closer to home, but don't know where to go to relax. Families could inspire one another to explore local activities if there were a website that appealed to both students and parents. It could great benefit families that are new to town, especially if we included local scout troops, little league, ball parks, swimming pools, rec center, etc. |
| Community Partner(s) | St. George information bureau, if needed. Permissions to use photos from the internet could be especially important. |
| Project Objectives | Improve student engagement, motivation, and learning using projects that involve technology. Raise student awareness of spatial relationships by following a "travel bug." Understand latitude and longitude coordinates. Understand how to use GPS to locate areas. |
| Utah Core Standards/Objectives | Students will understand the world in spatial terms. Students will learn how to locate latitude and longitude coordinates on their computer. <u>Social Studies</u> : Elementary Benchmark: The geography of a community influences the cultural development of the humans who inhabit the community. There are relationships between |

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| | <p>climate, natural resources, and other geographic characteristics and a community's cultural development. The unique characteristics of an area influence where and how communities develop, their relative wealth and power, and how they adapt to changes.</p> <p><u>Educational Technology</u> - (Grade 3 - 5)</p> <p>Standard 4: Use content-specific tools, software and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.</p> <p>Standard 5: Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p> <p>Standard 6: Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.</p> <p>Standard 7: Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p> <p>Standard 8: Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p> |
| <p>Project Timeline (include step by step procedures)</p> | <p>1 hour to teach students about coordinates and how to use GPS.</p> <p>1 hour for students to gather data about their favorite spot.</p> <p>3 hours to create website with photos and data.</p> |
| <p>Resources Needed</p> | <p>GPS units available from district media center.</p> <p>For software, we will use word processing, which is already installed on the computers to be used.</p> <p>Internet access for research for possible photos and possible coordinates.</p> <p>Alternate way to get photos of local places—from parents or after school group field trips.</p> <p>We may need help from the tech office to create a website with an interactive county map, possible showcase like sample website, and way to track a geocaching “travel bug.”</p> |

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| Skills Required | Show students how and where to save data. Use GPS unit to understand coordinates but may use the internet or field trips to gather them for specific landmarks. Build a website with several pages, one for each landmark. |
| Project Team Member Roles | Teacher(s): Schedule GPS units and instruction. Help design a website. Students: Gather information about landmarks. Find coordinates for each landmark. Find a photo of chosen landmark. Partner(s): Students may contact local contacts for more information. |
| Project Products | A website created to show favorite landmarks or activities. Photos of each landmark. Data displayed for each chosen landmark or favorite activity: Address: street, town, UT, zipcode Latitude: (e.g. 40.0362) Longitude: (e.g. 120.043) Description: Age Group: (e.g. all ages) Keywords: (e.g. desert Why this is a favorite place: |
| Assessments (rubrics, scoring guides) | Research photos and data. Completed website page. |
| Celebration/Presentation | Website is advertised within the school, district, and possibly throughout the community. |
| Plans for Future CMAP Activities | As a district professional development specialist for technology, I will help with future trainings in the district for GPS, GIS, and CMAP. I will also support teachers who want to work with their students to design and complete a project. |