TEMPLATE FOR CMaP PROJECT

Each participant who participated in the CMaP workshop signed an agreement to conduct a CMaP project and write up. This template is provided to you as a guide for the CMaP project you agreed to conduct with your students.

Please complete a detailed write-up of your CMaP project using this template. Use the kind of language and detail so other teachers can take your project to conduct in their classrooms. An archive of CMaP projects will be made available for Utah educators.

Send to: Jared Covili, Utah Education Network, 1705 E. Campus Center Dr, MBH 205, Salt Lake City, Utah 84112. jared@uen.org.

Project Title: Sun Tran System Created by: Barbara Sizemore Class: St George 2010

Project Description	Students will learn about the Sun Tran system in St. George, how the routing has been devised, and come up with recommendations for new or revised routes.
Community Issue or Problem Selected -How project evolved?	I emailed my husband, who is the director of Five County Association of Governments, and he suggested this to me.
Community Partner(s)	St. George City, Five County Association of Governments, PTA, Service Learning Grant
Project Objectives	

	Students will gain awareness of the public transportation system available, and improve the availability according to the growth and needs of the community. They will collect data from a survey generated by the teacher and analyze it according to the results. They will map the current and suggested bus stops through GIS and submit their information to St. George City and FCAOG.
Utah Core Standards/Objectives	

Educational Technology

Standard 1
Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

Standard 2
Discuss common uses of technology in daily life and advantages and disadvantages those uses provide. (1, 2)

Standard 5
Use technology tools (e.g., multimedia authoring, presentation, web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

Standard 7
Use telecommunications and on-line resources (e.g., email, online discussions, web environments) to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom. (4, 5)

Standard 8
Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem-solving, self-directed learning, and extended learning activities. (5, 6)

Standard 9
Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)

Social Studies

Standard 1
Students will understand how geography influences community location and development

Objective 1
Determine the relationships between human settlement and geography

Use map features to make logical inferences and describe relationships between human settlement and physical geography (e.g. population density in relation to latitude, cities' proximity to water, utilization of natural resources).

Essential Question(s) -Spatial Issue	After education about SunTran and collecting data, students will enter their data using GIS during bi-weekly half-hour computer lab time.
Assessments (rubrics, scoring guides)	Students will be assessed by observation of their active engagement in the project and submission of their data input.
Project Products	St. George City will have a needs assessment and update for the current transportation system.
Project Timeline (include a step by step Procedures)	**Mid-August**—Teacher will generate surveys on Back To School Night to all parents who are in attendance. **Aug. 16-Sep. 3:** During Civics unit, students will begin and complete this project during this time. **Aug. 16 or 17:** Partner representative(s) from St. George City and/or FCAOG will introduce the Sun Tran information and help the students understand the need for updating existing data. **Aug. 18:**Students will work in small groups to organize information received from surveys. To understand the coordinates, students will practice in small groups to set coordinates on school grounds with class GPS unit. **Aug. 23-27:** Students will input data on computers as instructed. They will collaborate with the community partners about which new stops would be most feasible, map it, and submit their ideas electronically to the community partners. **Aug. 30-Sep. 3:** Students will discuss the advantages of doing this project and share their experience among themselves.
Resources Needed	School Computer Lab, Internet access, Extra time in the Computer Lab, Internet permission forms signed by all students' parents, Partners (St. George City and Five County Association of Governments), GPS unit for coordinates
Skills Required	Skills will be taught by teacher. Teacher has been trained in GPS skills

	prior to teaching students. Some computer skills are necessary. They will be reviewed as students learn together.
Project Team Member Roles	**Teacher(s):Facilitator, Instructor** **Students:Project Workers** **Partner(s):Informant(s), Guide(s)**
Celebration/Presentation	Implementation of additional bus stops as suggested by the students in the city of St. George
Project Evaluation	The project will be evaluated according to the service it provides for the city and surrounding area. It will update existing routes and stops in the area.
Project Bibliography	St. George City Five County Association of Governments Barbara Sizemore, 3rd Grade Teacher, Sunset Elementary
Plans for Future CMaP Activities	Another idea I have is to continue the Green Mapping Project that YVC (Youth Volunteer Corps) has started this summer. It would be an awareness campaign, as well as a way to get more recycling bins placed in the community.

Created by Barbara Sizemore
Sunset Elementary
3rd Grade Teacher
Created for credit for GPS/GIS training class