

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: Tracking TRAX in our Community
Created by: Jessica Stanford
Class: Salt Lake (UEN) 2013

Project Description	<ul style="list-style-type: none">• Students will break up into 6 groups. Each group will go to one of the following TRAX stations: Sandy Historic, Sandy Expo, Sandy Civic Center, 11400 South, 11800 South, and Pioneer Road.• Students will use GPS, GIS, and collect data to analyze• Students will create data map to present• Students will do a presentation to community partner
Community Issue or Problem Selected -How project evolved?	<p>The population growth in Draper has increased drastically in the last 20 years – by almost 600%! With more people living in Draper, there are more cars. With more people and more cars, there is an increase in traffic congestion leading to more time spent in traffic. More cars spending more time in traffic means more gasoline consumed and more harmful substances emitted into the air.</p> <p>The new Draper TRAX station begins transporting commuters this month on August 18. The students will determine the immediate affects the Draper TRAX line by calculating how many cars are removed from traffic due to TRAX ridership. This will be done with an understanding how TRAX ridership conserves fuel and reduces air pollutants.</p>
Community Partner(s)	UTA TRAX contact: Erika Shubin, Public Relations Manager cell phone 801-209-8998, eshubin@rideuta.com Utah Dept. of Environmental Quality – Division of Air

	Quality contact: Bryce Bird, Director phone 801-536-4000, airquality.utah.gov
Project Objectives	To give students a real life application of traffic reduction, fuel conservation, and a reduction of air pollution. To give the community information about how the new TRAX line is making improvements in these areas.
Utah Core Standards/ Objectives	<p>Sixth Grade – Social Studies</p> <p>Standard 4 The students will understand current global issues and their rights and responsibilities in the interconnected world.</p> <p>Objective 3 Students will determine rights and responsibilities in the world.</p> <ul style="list-style-type: none"> a. Identify rights considered essential for all humans. b. Propose steps individuals students can take to protect these rights. (e.g. energy and resource conservation) <p>Sixth Grade- Language Arts</p> <p>Standard 1 Students will develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.</p> <p>Objective 1 Develop language through listening and speaking.</p> <ul style="list-style-type: none"> a. Identify specific purpose(s) for listening b. Listen and demonstrate understanding by responding appropriately c. Speak clearly and audibly in communicating ideas d. Speak using complex sentences with appropriate with appropriate subject-verb agreement, correct verb tense, and syntax. <p>Objective 2 Develop language through viewing media and presenting.</p>

	<p>a. Identify specific purposes for viewing media.</p> <p>b. Use variety of formats in presenting various forms of media</p> <p>c.</p> <p>Sixth Grade- Educational Technology</p> <p>Standard 8 Students will select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p>
<p>Essential Question (s)</p> <p>-Spatial Issue</p>	<p>How has the new Draper TRAX line affected the environment?</p> <p>How can students get involved in community issues?</p> <p>How can students personally take steps to protect their right to cleaner air?</p>
<p>Assessments (rubrics, scoring guides)</p>	<p>Group presentation of their findings</p> <p>Plotted GPS point on the Data Map of their particular TRAX station parking lot</p> <p>Submit combined findings to UTA TRAX community partner</p>
<p>Project Products</p>	<p>Data map with number of cars counted at each station's parking lot</p>
<p>Project Timeline</p> <p>(include a step by step Procedures)</p>	<ul style="list-style-type: none"> ● Introduction to Energy Consumption and Air Pollution ● Have presentation from Utah Department of Environmental Quality – Division of Air Quality ● Small groups of students will each go to a TRAX station in our community and complete their data logs ● Students will record GPS coordinates and takes pictures of the station's parking lot ● Students will analyze data ● Students will create a data map ● Students will present data to UTA TRAX community partner

Resources Needed	<ul style="list-style-type: none"> • GPS for each group • Digital camera for each group • Data log for each group, clipboard and pencil • Draper TRAX Line route map • GIS mapping software • Parent volunteers and their vehicles
Skills Required	GPS skills, digital camera skills, logging data, computation, analyzing and virtual mapping skills
Project Team Member Roles	<p>Teacher(s): Mrs. Stanford</p> <p>Students: Sixth Graders</p> <p>Partner(s): UTA TRAX and Utah Department of Environmental Quality – Division of Air Quality</p>
Celebration/Presentation	Findings will be posted on the school’s web site. Presentation to UTA TRAX community partner
Project Evaluation	Community Partners will evaluate the usefulness of the students’ findings
Project Bibliography	<p>Summary of the Draper Transit Corridor Project http://legacy.rideuta.com/files/Draper_FEIS_7122010_00-Summary.pdf</p> <p>Cars & Their Effects Video http://www.youtube.com/watch?v=FazNekPm5zI</p> <p>Draper TRAX Line Map http://www.rideuta.com/mc/?page=Projects-FrontLines2015-DraperTRAXLine-Maps</p>
Plans for Future CMAP Activities	Zoo – Animals and their Habitats How Big Is the Playground, Grass vs. Pavement– Measuring

	<p>Area with GPS The Conservation Fieldtrip – Visiting Community Partners that protect our environment</p>
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