

Mavis's CMAP PROJECT

Project Title: Where I've been and where I'm going

Created by: Mavis Brown

Class: Cmap June 5-9, 2017

Project Description	Students will use Esri to map where they were born, where they went to school, some of their best memories, and some of their milestones. They will then map their goals (college, travel, family, home, work.... ext.) They will have to chose one of the map points on their history and one of the map points on their future and write a one to three paragraph essay (based on their ability) about either what happened at that spot or why they want to eventual be there.
Community Issue or Problem Selected -How project evolved?	<p>Personal History and mapping.</p> <p>While working with Special Education students I have seen so many projects that are hard for them because of the amount of physical writing. One that is hard but could be really fun is a personal timeline. I thought how much more fun could this project be if it involved more technology and this could be a really fun way to do that. So instead of using a large paper and some pictures we can use Esri, downloaded pictures, google docs, and other google forms to create and present a personal timeline and start making goals for the future.</p> <p>Extension: You could even have them talk to parents/ grandparents to see where their family came from and map that as well.</p>
Community Partner(s)	Parents, teachers, administration.
Project Objectives	<p>Create a personal history and a either a future goal or family history map.</p> <p>Write two essays, one on your personal history and the other on your future goal or your family history.</p>
Utah Core Standards/Objectives	<p>Writing Standard 2</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>

	<p>Educational Technology 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)</p> <p>Social Studies Standard 1 Students will understand the relationship between the physical geography in Utah and human life. Objective 1 Classify major physical geographic attributes of Utah.</p> <ol style="list-style-type: none"> a. Identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, and regions using a variety of geographic tools. b. c. Examine the forces at work in creating the physical geography of Utah (e.g. erosion, seismic activity, climate change).
Essential Question(s) -Spatial Issue	Where did I come from and where am I going?
Assessments (rubrics, scoring guides)	<p>Digital Map Rubric</p> <p>Essay Rubric</p>
Project Products	<ul style="list-style-type: none"> -Map with personal History and either future goals or past family history -Narrative essay -Biography or expository essay
Project Timeline (include a step by step Procedures)	<ul style="list-style-type: none"> -Introduce www.arcgis.com -Write a personal time line with at least 7 dates and places -Make map plotting places that are important to the student -Attach multimedia to each plot including pictures, dates, brief description, videos if they want. -Work on essay of self history. -Work on either future goals essay or family history essay. -Develop map using linked images, videos and essays. -Share Map.
Resources Needed	<ul style="list-style-type: none"> Computer Arcgis account photos cameras

Skills Required	<p>Essay writing skills map making skills resource linking skills google tools knowledge</p>
Project Team Member Roles	<p>Teacher(s): Introduce map making, arcgis, basic map understanding. Writing instruction, edditng assistance, google tools instruction. Assisting with plotting on the map, attaching multimedia, instructing what can and cannot be used. Assuring that plagarism is laws are being adheared to.</p> <p>Students: Creating personal map, writing nerative and explanitory or descriptive essays.</p> <p>Partner(s): Assisting with any research that may need to be done in family history. Encouraging completion, assistance in editing if desired, and building up the student when needed.</p>
Celebration/Presentation	<p>Presentations will be made in class, parents, family members, school administration, and other classrooms may be invited. The student can also share their map with family and friends in other places. The student can choose to make their map public if they wish and have the permission of their parent.</p>
Project Evaluation	<p>Student will first use rubric to self evaluate. Teacher will then use rubric to evaluate student work.</p>
Project Bibliography	<p>Arcgis data UEN Past projects Bob Anderson (ideas) Google (Rubric Ideas)</p>
Plans for Future CMAP Activities	<p>Rockin Out - a rock finding mapping project.</p>

Optional:

- Lesson Plans
- Student Artifacts
- Publicity