

CMaP PROJECT -Tiffany Moore

Project Title: Navigating the School

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Class:8-9th grade SPED

Project Description	Students in 8-9th grade Special Education class will mark in school surroundings. Such as: the cafeteria, library, restrooms, gym, lockers, and individual class schedules. The goal is to create a map of the inside of the school enabling them to independently navigate with the use of the GPS using waypoints.
Community Issue or Problem Selected -How project evolved?	Students will need to independently navigate the school. Many special needs students require a peer buddy or adult to assist them in navigating special areas outside the special education classroom. Teacher, staff and students will work together with inside school communities to create a map of the school grounds. This map will then be shared with new students in current and upcoming years.
Community Partner(s)	School Principal, school counselor, school Librarian, Cafeteria, Janitors and other classroom teachers.
Project Objectives	<ul style="list-style-type: none">- Students will be introduced to the Garmin GPS- Students will learn the basics of mapping with GPS and create a map of the school grounds.- Students will work with the school community.- Students will learn to mark a waypoint- Students will independently access the school setting

	<p>with the new map</p> <ul style="list-style-type: none"> - The map will be available to students, their parents, and community. - The map would be used to acquaint new students and parents to the school.
Utah Core Standards/Objectives	<p>Utah Alternative Assessments (UAA) Science Goal: 038 Goal: Geography: student will identify 5 places and activities in the school Objective 1: student will locate bathroom, cafeteria, library, office, P.E. Objective 2: students will use the paper map to highlight the 5 areas in the school.</p>
Essential Question(s) -Spatial Issue	<ul style="list-style-type: none"> -What are the various resources on the school grounds and building and their relationship to each other in the school building? -Where can students play, eat, etc..? -Which areas should students not be in? -What areas are important to their learning and will be used on daily basis? - Where are the fire exit doors
Assessments (rubrics, scoring guides)	<p>Students will be assessed informally through teacher observations and a school map marked correctly.</p>
Project Products	<p>Create a map of the school with important locations, classrooms and areas and resources for new 8-9th graders entering Dixie Middle School using GPS units and waypoints.</p>
Project Timeline	<p>Teacher:</p>

<p>(include a step by step Procedures)</p>	<ol style="list-style-type: none"> 1. Map points on GPS and save on that device 2. Download and save into Garmin Base Camp in folder (Label waypoints by color) 3. Plug student GPS units 4. Clear all existing waypoints on each student GPS units 5. Produce blank map of Dixie Middle School with classrooms but no labels. Provide list of important areas and resources that they will choose from 6. On blank maps, put colors of waypoints in different order so that groups don't go to same place. 7. Make first waypoint a "practice" waypoint that whole class participates in and shows understanding <p>Students:</p> <ol style="list-style-type: none"> 1. Discuss the proper use of the GPS unit. 2. Learn the basics of using a GPS unit (specifically " where to go" and "waypoints".. Show video http://gmapk12.wikispaces.com/Instructional+VideosGPS) 3. Assign to work with partners/peer tutors. 4. Students will practice as a class finding the "Practice" waypoint so they know how to follow the GPS and show understanding 5. Students will walk the school finding the important classes/areas using the waypoints that are already entered in the GPS systems. 6. Using a blank map of the school, they will mark on the map the important resources from the waypoints given in the GPS taken from the list given.
<p>Resources Needed</p>	<p>Staff at Dixie Middle School. Blank map of DMS. Garmin GPS. Materials, paper, pencil, highlighters.</p>
<p>Skills Required</p>	<p><u>Teacher:</u> Knowledge of GPS device and basic computer software skills</p> <p><u>Student:</u> Practice of GPS units, following directions, working with peer tutors and adults, how to collect data needed, marking a map, reading skills.</p>
<p>Project Team Member Roles</p>	<p>Teacher(s): Teaching, modeling how to use GPS unit as well as teaching how to mark and create a map with accuracy</p>

	<p>Students: Following directions, using GPS, following compass, collecting data, and creating map</p> <p>Peer tutor(s): Teaching, modeling and creating map with the student</p>
Celebration/Presentation	<ol style="list-style-type: none"> 1. Students will present the map to other students in the class and share what they have learned about their new school. 2. During parent night, students can share and use their map with their parents 3. Have each location (cafeteria, library, counseling office) pass out a candy to students after they finish their map and find the location 100% independently.
Project Evaluation	<p>Pass/fail grades:</p> <p>Pass : students used markers on map, took data on locations, could visit location independently.</p> <p>Fail: students refused to complete assignment and showed no effort.</p>
Project Bibliography	<p>Basecamp http://www.garmin.com/en-US/shop/downloads/basecamp UAA Science Link: http://www.schools.utah.gov/sars/Assessment/UAAManual.aspx select Science goal 038 on page 402</p>
Plans for Future CMAP Activities	<p>Using the GPS units, students will use them to find the area and perimeter of the school and classroom in “area calculation” mode when learning how to solve for area and perimeter of shapes.</p>

- Optional:
- Lesson Plans
 - Student Artifacts
 - Publicity