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](mailto:jared@uen.org).

**Project Title: Signs, Signs, Signs!**

**Created by: Lori Reynolds**

**Class: CMAP\*St. George\*Summer 2013**

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| Project Description | On a walking field trip, we will track and photograph the different street signs in the Altara Elementary area. We will mark them with a GPS location, identify the type of sign it is and then take a picture of the sign to show the condition of the sign. We will find forgotten or lost signs also. |
| Community Issue or Problem Selected  -How project evolved? | 2nd grade students should be able to recognize and be on the look out for signs in their neighborhood. We will identify why the sign is there. Is if for safety, for advertising? |
| Community Partner(s) | Sandy City-Traffic Engineering  Ryan Krump |
| Project Objectives  Objectives cont. | 1. Look for signs in the neighborhood.  2. Identify the purpose for the sign.  (Safety, advertising, warning, etc...)  3. Tell the meaning of the sign.  4. Use the GPS device.  5. Produce a written letter to Sandy City of findings. |
| Utah Core Standards/Objectives | **Geography Standard 3**  Students will use geographic tools and skills to locate and describe places on earth.  **Objective 1**  Identify common symbols and physical features of a community, and explain how they affect people's activities in that area.  a. Identify community traffic signs and symbols, and know their meanings (e.g., stop sign, hazard symbols, pedestrian crossing, bike route, recreational, blind or deaf child signs).    **Writing Standard 8**  Recall information from experiences or gather information from provided sources to answer a question. |
| Essential Questions  -Spatial Issue | 1. How do these signs affect and help everyone in our everyday life?  2. What is the effect if the sign is faded, or old and possibly damaged?  3. What can be done about any signs needing repair?  4. How can we mark these signs on a map? |
| Assessments  (rubrics, scoring guides) | Class map  Social Studies Test on signs (percentage grade)  Journal rubric |
| Project Products | Mini Journals on Street Signs  1. Pictures, GPS location marked and recorded.  2. Purpose of the sign  3. Condition of the sign. |
| Project Timeline  Project Timeline  (continued) | (5 days, may need to add another if other data needed.)  1. Introduce the project to the students.  2. Contact the city to let them know about our project.  3. Read the story “The Signmaker’s Assistant” in our Reading Street books.  4. Connect the story to our everyday life and discuss the different signs that we need to be safe in our community.  5. Show the Haiku Deck I made on “Signs”  6. Introduce journals and show them an example of what is expected of them for each sign on each entry.  7. Walking field trip around the neighborhood.  8. Use GPS to locate each sign, and write in their journal.  9. In the classroom review the signs and meaning, the condition of the sign and give them time to document in their journals.  10. We may need to go back out and repeat the walking field trip to collect more data.  11. Write a letter to the city about our findings. (Class letter)  12. Take Social Studies test on signs.  14. Grade journals with rubric.  15. Class map, created and led by teacher and their data. |
| Resources Needed | 1. Camera, iPads for taking pictures.  2. GPS devices  3. Pencils and note pads. |
| Skills Required | 1. Walking  2. iPad and camera knowledge  3. GPS skills  4. Writing skills |
| Project Team Member Roles | Teacher: Guide students through the neighborhood and help them with locating signs and using the tools needed.  Students: Work cooperatively within their small groups. |
| Celebration  Presentation | We will write a letter to the Sandy City manager about our findings. |
| Project Evaluation | 1. Summative test on knowledge of signs.  (Identifying, meaning)  Multiple choice and short response.  2. Journals about experience  3. Sandy City response. |
| Project Bibliography | Sandy City sandy.utah.gov |
| Plans for Future CMaP Activities | Identify areas of our neighborhood that need a sign for safety. Suggestions could include:  Slow children signs.  No parking if a view is obstructed by cars when crossing the street. |