S. Schermer

PROJECT OVERVIEW PART 1: *DEFINE*		
Name of Project:	**How to Map it by S. Schermer**	**Duration: 5 to 10 days**
Subject/Course:	**Geography**	**Grade Level: 1st and 2nd**
Other subject areas to be included, if any:	**Math**	

Project Idea Summary of the issue, challenge, investigation, scenario, or problem:	We have two new (special education) students coming to our school for the first time this fall. They have never been in our school before and do not know where things are located; the bathrooms, the gym, the music room, the library, or where to go to get hot lunch. How are new students supposed to get around in an unfamiliar place like our school?
Driving Question	How can we help new students find their way around our school?
Content and Skills Standards to be addressed:	First Grade: The World in Spatial Terms 1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment. Second Grade: The World in Spatial Terms 2 – G1.0.1 Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place. 2 – G1.0.2 Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

		T+A	E		T+A	E
21st Century Skills to be explicitly *taught and assessed* (T+A) or that will be *encouraged* (E) by project work, but not taught or assessed:	Collaboration		X	Other:		
	Presentation		X			
	Critical Thinking:		X			

			Presentation Audience:	
Culminating Products and	**Group:**	Students will work together to develop a map of the school using shapes, colors, symbols, and words to make it easy to read and use. The final map will be included in a packet that can be given to young people that come to our school for the first time to visit or attend. The	Class:	X
			School:	X

Performances		higher functioning students will learn directions and determine directions of the halls in the school. The lower functioning students will learn simple measurement and shapes of rooms and hallways.	Community:	
	Individual:	The students will be able to figure out approximate size and shapes of rooms in the school and make miniature shapes of paper to represent those shapes.	Experts:	
			Web:	
			Other:	

PROJECT OVERVIEW PART 2: *DESIGN*

"Grabber" to launch inquiry & generate interest:	**Walk through our school and ask students to observe things they see as we walk. After returning to the classroom, engage students in a discussion of what they saw. Ask them questions (see "Post Walk Question") to further challenge the students. At the end of the discussion utilizing the questions ask one more question: How could we help new students or children visiting our school find their way around the school?**				
Assessments	**Formative Assessments (Checkpoints During Project)**	Quizzes/Tests	X	Practice Presentations	
		Journal/Learning Log		Notes	**X**
		Preliminary Plans/Outlines/Prototypes		Checklists	**X**
		Rough Drafts	X	Concept Maps	**X**
		Online Tests/Exams		Other:	
	Summative Assessments (End of Project)	Written Product(s), with rubric: _____		Other Product(s) or Performance(s), with rubric: _____	X
		Oral Presentation, with rubric		Peer Evaluation	
		Multiple Choice/Short Answer Test		Self-Evaluation	X
		Essay Test		Other:	
Debriefing Methods	**(Individual, Group, and/or**	Journal/Learning Log		Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	

	Whole Class)	Survey		Other:	

Resources Needed	**On-site people, facilities:**	School building
	Equipment:	Compass, computer, cameras, and Elmo.
	Materials:	Paper, colors , shapes/templates, rulers, etc.
	Community resources:	Community maps, building layouts/maps, etc.

PROJECT TEACHING AND LEARNING GUIDE		
Project:		**Course/Semester:**
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments		**Scaffolding / Materials / Lessons to be Provided** by the project teacher, other teachers, experts, mentors, community members
Observing things from different perspectives and being able to describe verbally, in writing, or through illustrations what they observed.	➔	Teacher lead activities that utilize the students using their senses to describe or illustrate objects from different perspectives.
How to use a school camera.	➔	Teacher demonstration of the school cameras followed by student practice with them.
Understanding/identifying common shapes and being able to identify them throughout their world.	➔	Review shapes and do activities related to shape we see around our room, school, and community.
Basic measurement and representing measurement in a smaller scale.	➔	Instruction in simple measurement (pacing and feet) and conversion to smaller scale (millimeters, inches, or centemeters.
	➔	
	➔	
	➔	

PROJECT CALENDAR

Project:	**Start Date:**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PROJECT WEEK ONE				
Take a tour of the school. Have students observe things as they walk and point out how perspective can change how something looks. Discuss observations when they return to the room	Review tour from yesterday. Talk about their first time to visit our school. Ask question about how we could help someone coming to our school find his/her way around school? Write ideas on board/Elmo.	Review previous day's highlights. Lesson on perspective: 1. Feel box activity. 2. Above and below activity. 3. Show "Google Earth" on the screen. 4. Read/discuss "Eye in the Sky" book.	Camera perspective activity: 1. Introduce and demonstrate school cameras. 2. Review how things look different when seen from different perspectives. 3. Use cameras to take pictures of different perspectives of objects.	Continue camera activity. Download the pictures to project them on the screen. Discuss results of camera activity and perspectives. Analyze the pictures and work at describing the objects based on the pictures.

PROJECT WEEK TWO				
-Review activities from the last week. -Review basic shapes. -Search for shapes in class and around school. -Match shapes with objects in picture they took. -construct pictures with shapes.	Group one: Teach directions and using a compass (Direction Activity and worksheets). Work on directions using compass (will need a lot of help with this). Find directions that the elementary hallways run. Group two: Teach measuring by pacing and using rulers. Measure classroom and width of hall. Count classrooms in elementary wing.	Group one: Learn about and determine scale to be used on maps. Draw classroom shapes to scale and hallways to scale on grid paper. Group one and two: Cut out classrooms and hallways from grid paper and arrange them on a large piece of paper. Identify rooms by number and grade level.	Add other details to map, bathrooms, gym, music and art rooms, libraries, kitchen, etc. Identify entrances, playground doors, bus doors, classroom doors, etc.. Label directions on the map. Add the scale to the bottom of the map. Color if desired.	Display the map for classes and teachers. Have smaller copies made for sharing with others.
PROJECT WEEK THREE				