

Joseph Wright
2019-2020 School Year - Merit Academy
May 5th, 2019
"Scope & Sequence – Aims, Goals, and Objectives"

Title: “Mr. Wright’s Utah Studies Semester Course, 7th Grade”

School / District: Merit Preparatory Academy Charter School

Forward: This curriculum was created mostly by Mr. Joseph Wright, social studies teacher, with the assistance and support of his fellow faculty: Mrs. Barlow, Social Studies Department Head; Mr. Trevor Olson, fellow social studies teacher; and Dr. Jesse Meeks, Director and former social studies teacher.

Aims: In our Utah Studies class, we seek to:

- Develop students that can “achieve their highest potential as citizens in society” (“Mission”, 2017, par. 1)
- Foster students that will be innovative, creative, able to problem solve, think critically, and collaborate effectively (par. 3)
- Nurture students to better understand, analyze, and synthesize knowledge about Utah, its people, geography, history, & culture, which will in turn:
- Help our students cultivate “meaningful skills and attitudes” which enables them to “engage in real world challenges and opportunities” (par. 2).

Table of Contents: This scope and sequence document outlines the lessons, goals, objectives, and standards to be met by this course, in accordance to the **Utah Common Core Standards*** (e.g., *US 3.2*, or *Utah Studies Standard 3.2*) for the course (see: <https://www.uen.org/core/core.do?courseNum=6400>). It also outlines the **time required** to cover the curriculum. We have 1.5 hour long periods on a block schedule (2 the first week, 3 the next week, and so on). I have codified these into days, such as T1D4 (Term 1, Day 4), helping identify which term and which day the material is covered.

Note that the standards 0.1-4 are my interpretation of the bullet-pointed skills the course mentions in the introduction found in the **Civic Preparation section.*

|Unit |Topic |Lesson|Goals |Objec. |HW, Assessment, etc.

1. Utah’s Geography & Geology

Ch. 1 **Utah’s Geography** | T1D1 – T1D3

1.1 **Geography & Location** (pp 1-8) | T1D1

Recognize basic themes of geography (landforms, coordinates / addresses, natural resources, etc.) | *US 0.1-4, 4.5-6, 5.2-3*

Synthesize & demonstrate **geography** knowledge by finding local addresses and then a geocache nearby

Informal Assessment: Show location of [41° North, 112° West](#); discuss how coordinates & addresses work, with examples.

Informal: Log onto Geocaching.com; where are nearby geocaches located? Can they find one, using their skills?

*Assigned: **HW – Option B: Geocaching Adventure (Assigned: T1D1 – Due: T1D4)***

Demonstrate understanding of the importance of **natural resources** in our state, & how to use them in **responsible** ways

Informal Assessment: Watch video about Salt Flats (see: <https://youtu.be/Vl0pnFTlvZY>), then discuss some of the natural resources we enjoy in Utah. How do we use them? How do we preserve them?

Assigned: Ch. 2 Guided Notes (Due: D8); formal assessment

Assigned: **HW – Option A: Natural Resources & Us – Federal / Public Lands Exploration (Assigned: T1D1 – Due: T1D4)**

Formal Assessment: **Ch. 1 Quiz (T1D3)**

1.2 Utah Regions & Public Lands (pp 10-19) | T1D2

Survey **geographic** variety in various **regions in Utah** | US 0.3, 2.3, 2.6, 4.5

Illustrate understanding of the **3 Geographic Regions** here in Utah, & the **natural resources & cities** associated with each
Informal Assessment: verify students' understanding as the class discusses the differences in various parts of the state

Identify **public lands**, their **purpose**, & Utah's **unique stewardship** over these precious resources | US 0.1-4, 2.3,5-6, 4.2-3,5-6, 5.1-3,5

Identify **Utah's National Parks**, as well as the many other **public / federal lands** that make up our fair state

Discuss the recent **Bears Ears Nat'l Monument** controversy, & compare it with the **Grand-Staircase NM Debate**

Assessment: for the preceding 2 goals, informal assessment will occur in class as we discuss & review these topics

Investigate our **Public Lands** by creating a **PSA poster** to encourage **respectful tourism** of a chosen park / area for research

Assigned: **HW – Utah WPA-Style Parks Poster (Due: T1D8)**

1.3 Utah's Climate & Animals (pp 19-25) | T1D3

Demonstrate knowledge of Utah's **Climate** & how it affects people, plants & animals that live here | US 0.1-4, 1.2,4-5, 2.1,5,8, 4.2,4-6

Evaluate the factors that affect climate, especially in Utah (e.g. latitude, elevation, the Rain-Shadow Effect, etc.)

Informal: We will create a several models as a class showing how each factor can change climate

Discuss the **3 main types** of climates here in Utah (e.g. Desert, Steppe, Mountain)

Informal: Students will show that they understand what different climates look like, and the animals that live there

Evaluate the resources of **water, plants & animals** in Utah, and our efforts to preserve them

Informal: Class discussion regarding Facebook Project, and the worries that many had, esp. regarding water usage

Due: Option A or B HW (from D1)

Formal Assessment: Grading of **Ch. 1 (1.1-3) Guided Notes** | T1D4

Formal: **Ch. 1 Quiz / Review:** (Kahoot: <http://bit.ly/Utah-K1>; Jeopardy: <http://bit.ly/Utah-J1>) | T1D4

Ch. 2 Utah's Geologic History | T1D5 – T1D7

2.1 Utah's Ancient Geology (pp 26-31) | T1D5

Understand the scope of **Utah's geologic history** & its influence today | US 0.1-4, 1.1-2, 4.5-6, 5.2-3

Categorize the early **geological periods** of Earth's History in Utah

Informal: Students will work with a partner to create a timeline of Earth's geologic history on their outstretched arms

Compare how Utah's geology impacts Utah and its people today

Informal: Students will read / present about the many different dinosaur sites, as well as other recreation sites we enjoy

Assigned: Ch. 2 Guided Notes (Due: D8); formal assessment

2.2 Utah's Geology: Ice Age to Today (pp 32-40) | T1D6, D7

Describe the **Ice Age** and **geology** in **Utah** from then to now | US 0.1-4, 1.1-2, 4.5-6, 5.2-3

Discover how **volcanism & erosion** has affected Utah and its geology today (i.e. tourism, recreation, mining, minerals, etc.)

Informal Assessment: Students will watch clips & Google Maps & discuss Utah's unique geology + how we utilize it today

Examine how **plate tectonics & geography** has affected & still affects Utah today (i.e. faults, earthquakes, floods, etc.)

Informal: Students will discuss preparations they make for these real threats today, how to be safe, etc.

Compare life and Utah during the **Ice Age** and today

Informal: Students identify animals from Ice Age film, and also see maps showing extent of Lake Bonneville & remnants

Assigned: **HW – Extra Credit Option A: Earthcache Exploration / Option B: Utah Minerals Poster (Due: T1D10)**

Formal Assessment: via **Ch. 2 Guided Notes** | T1D8

Formal: **Ch. 2 Quiz / Review** (K: <http://bit.ly/Utah-K2>; J: <http://bit.ly/Utah-J2>) | T1D8

2. Native Americans & Others in Utah

Ch. 3 **Native Americans in Utah** | T1D8 – T1D13

3.1 **Utah's Earliest Peoples** (pp 44-47) | T1D8

Examine the **earliest peoples** in Utah (~9,000 BCE – 0 CE) | US 0.1-4, 1.1-2, 2.3, 4.3-5, 5.2,5

Inspect what we know about **early people** in Utah (i.e. adaptations, migration)

Informal: Class discussion on animals that today still follow these patterns, and comparing them to early Utahns

Investigate how **archaeologists** and their craft have taught us about Utahns from this time (Hogup & Danger Cave, etc.)

Informal: Students review articles on both caves, and discuss what we are doing to preserve such sites in the future

Due (D8): HW – Utah WPA-Style Parks Poster & Presentation (Formal Assessment)

Assigned: Ch. 3 Guided Notes (Due D12)

3.2 **Archaic Peoples of Utah** (pp 48-51) | T1D9

Examine the various groups that lived in Utah from (~1000 BCE – 1000 CE) | US 0.1-4, 1.1-3, 2.2-3

Explore the **Paleo & Archaic Peoples** that lived in Utah (i.e. Desert Gatherers, lifestyles, food, etc.)

Investigate the recent discovery of the **Promontory People** and how they fit into the picture (i.e. Arctic origins, Navajo, etc.)

Informal: Discuss & analyze primary sources such as basketry, atlatls, wicki-ups, lifestyles, artifacts, etc.

Assigned: Archaic Peoples Exploration Project, research archaic people & lifestyles, etc. (Due: D11, Formal Assessment)

3.3 **Prehistoric Peoples of Utah** (pp 50-54) | T1D10

Inspect the **Prehistoric Peoples** that called Utah home (~500 BCE – 1300 CE) | US 0.1-4, 1.1-3,5, 2.2,6, 4.2,5, 5.2

Explore the **Anasazi People** & their **impact** and **legacy** in Utah (i.e. cliff dwellings, granaries, Chaco, lifestyles, artifacts, etc.)

Informal Assessment: Students will work as table groups to review what they learned about the Anasazi & earn a prize!

Discover the **Fremont People**, and their footprint that they have left here in Utah

Informal: Students will compare and contrast the two groups, as well as consider the Promontory People

Informal: Continued work on their Archaic Peoples Exploration Project (Due D11)

3.4A+B **Modern Native Americans in Utah** (pp 55-63) | T1D11, D12

Study the various **modern tribes** that live in Utah today | US 0.1-4, 1.2-4, 2.2,4, 4.4

Illustrate knowledge of the **locations** where each **tribe lives**

Formal: Students will complete a map that shows where the tribes live, along with other basic geography

Discuss the interactions that the **Dominguez-Escalante Expedition** and the locals had, & its influence today

Informal Assessment: Analyze & discuss after watching a video (see: <https://youtu.be/iXmT1-TvAH4?t=9>)

Discover the **lifestyles** of the 5 modern tribes in Utah, then and now (housing, lifestyles, legends, traditions, etc.)

Informal Assessment: Students will discuss various details about tribes, including Jigsaw Activity about creation legends

Formal Assessment: via Ch. 3 Guided Notes | T1D13

Formal: Ch. 3 Quiz / Review (K: <http://bit.ly/Utah-K3>; J: <http://bit.ly/Utah-J3>) | T1D13

3. Anglos come to Utah

Ch. 4. **The Great Encounter – Anglos in Utah** | T1D13 – T1D16

4.1 **The Spanish Arrive in the Americas** (pp 67-71) | T1D13

Observe what brought **Europeans** to America, & how **Spanish** began **colonizing** the New World | US 0.1,3-4, 1.2,4, 2.2,4,8, 3.3, 4.3,5

Survey the factors that led to the European discovery of the Americas

Informal: Students will discuss as a class what encouraged Europeans to explore the seas

Delve into the ideas of **Gold, Glory & God** as primary motivators for the Spanish to claim the Americas

Informal: Class will create a 3-way venn diagram showing how each of these three motivations pushed exploration

Investigate the methods the Spanish used to **subjugate** and **acculturate** the local peoples (i.e. missions, presidios, etc.)

Informal: Watch the clip re: Spanish Colonization: <https://youtu.be/lhWMMMEKNxdQ?t=313> and then discuss

*Assigned Formal: Students will complete Ch. 4 Guided Notes & Ch. 4 Quiz, **Due: D16***

4.2 Mountain Men in Utah (pp 72-80) | T1D14, D15

Investigate the impact that the Spanish and other Anglos had when visiting / settling the West | US 0.1-4, 1.1-4, 2.2,5,8, 3.2, 4.3-4

Map & investigate the impact of the **Spanish Trail** (i.e. Slave trade, woolen goods, Santa Fe & Los Angeles, etc.)

Informal: read & discuss Old Spanish Trail handout / video

Investigate the demand and effects of the **Fur Trade** in America (beaver pelts, trade, Mountain Men, etc.)

Discover the impact of **mountain men** on the landscape (i.e. interactions with Indians, trade, exploration, settlement, etc.)

*Assessment: Informal through class discussion, **formal** via guided notes + **Mountain Man Biography Research (D16)***

*Formal Assessment: Students submit **Ch. 4 Guided Notes** and present **Mountain Man Biography** | T1D16*

*Formal: **Ch. 4 Quiz / Review** (Kahoot: <http://bit.ly/Utah-K4>; Jeopardy: <http://bit.ly/Utah-J4>) | T1D16*

Ch. 5 Passing thru the Great Basin | T1D17 – T1D19

5.1 + 5.2 Manifest Destiny (pp 84-89) | T1D17, D18

Understand the driving force of **Manifest Destiny** and its impact on America & especially Utah | US 0.1-4, 1.2-5, 2.2-4, 3.2, 4.3,5

Explore the **origins** of “Manifest Destiny” and its **complicated history**

Informal: Students will watch clip and discuss what Manifest Destiny was (see: <https://youtu.be/AHemd9oZdsU>)

Discover the **various groups** that **explored Utah** in the **early 1800s** (i.e. Bidwell-Bartleston Party, John C. Fremont, etc.)

Informal: Students will watch episode about Fremont, discuss (<https://www.dailymotion.com/video/xha8gn>)

Explore & experience the draw that **California** and **Oregon** had on **settlers** in that period

Formal: Students will play simulations regarding Gold Rush and / or Oregon Trail & reflect on experience

*Assigned: Gold Rush: <http://bit.ly/CalGoldRush> OR Oregon Trail: <http://bit.ly/OregonTrailOriginal> (**Due: D19**)*

*Assigned: Ch. 5 Guided Notes (**Due: D19**)*

5.3 Hasting’s Cutoff | T1D19

Understand **Hasting’s Cutoff** and those who created it and followed it | US 0.1-4, 1.2-5, 2.2,5, 3.2-3, 4.5, 5.1

Explore who **Lansford W. Hastings** was, and his impact on Utah

Discuss the groups who used the **cutoff** (i.e. Bryant Party, Harlan Young Party, Lienhard party, Donner-Reed Party, etc.)

Investigate the tragedy of the **Donner-Reed Party**, & its connection to Utah (i.e. Geography, Mormon Trail, Salt Lake Cutoff)

Informal: Read handout, see: <http://bit.ly/hastingscutoff>, discuss Hastings’ role in the tragedy of the Donner Reed Party

*Formal: Assessment via **Ch. 5 Guided Notes (Ch. 5.1, 5.2, 5.3)** | T1D20*

*Formal: **Ch. 5 Quiz / Review** (Kahoot: <http://bit.ly/Utah-K5>; Jeopardy: <http://bit.ly/Utah-J5>) | T1D20*

4. The Latter-Day Saints come to Utah

Ch. 6. Their Faces Towards Hope | T1D20 – T2D3

6.1 Intro to the Latter-Day Saints (pp 96-100) | T1D20

Review the importance that **religion** has had in America since its founding | US 0.1-4, 1.4, 2.1,4,7-8, 3.2, 4.4

Analyze the founding of America re: **religious freedom**, and discuss whether we have lived up to those **ideals today**

Informal Assessment: Students will discuss Puritans & Pilgrims, and their attitudes regarding religion & others
Discuss the **religious revival** that led to the context of the **founding** of the **Church of Jesus Christ / LDS / Mormon Church**

Informal: Students will discuss these conditions, early times of the LDS Church

Investigate the **persecution** that the Latter-Day Saints endured, and the **context** for this **mistreatment**

Informal: Students will watch clip, discuss conflicts (see: <https://youtu.be/NuBHovPSbzg>)

Assigned Formal: Students will complete Ch. 6 Guided Notes & Ch. 6 Quiz, Due: T2D3

Assigned Formal: Students will complete one of three options to put themselves in shoes of those back then: **Due: T2D3**

Option A: Write an Editorial Letter re: the mistreatment of the Latter-Day Saints; **Option B:** Write a letter re: the Mormon Battalion's experience; **Option C:** Create a "mini-saga" (story of exactly 50 words) about the issues / stories discussed in this chapter (see: <http://bit.ly/minisaga> to learn more about this format)

6.2 Moving West (pp 101-107) | T2D1

Understand where the LDS went after Missouri, & their impact on the West | US 0.1-4, 1.4, 2.1,3,7-8, 3.3, 4.4, 5.2

Analyze the building of Nauvoo & the subsequent martyrdom of Joseph Smith & expulsion from Illinois

Informal: Discuss the challenges the LDS faced in new circumstances, and how they responded

Investigate the impact of the LDS on the development of California / SW (i.e. the Brooklyn, the Mormon Battalion, etc.)

Informal: Watch short video regarding Mormon Battalion & discuss impact (see: <https://youtu.be/p309zzOhSac?t=15>)

*Formal: Continue research / work on **ABC project** assigned last class*

6.3 The Advance Company (106-109) | T2D2

Recognize the challenges the LDS faced in leaving & heading Westward to their new home, Utah | US 0.1-4, 1.4, 2.1,4,7, 3.2, 4.4, 5.1

Investigate the journey that the Advance Party (and subsequent LDS Pioneer Parties) went thru to arrive in Utah

Informal: Discuss & watch clips describing the hardships, & continue to put themselves in their shoes (ABC Assignment)

*Formal: Assessment via **Ch. 6 Guided Notes (Ch. 6.1, 6.2, 6.3)** | T2D3*

*Formal: **Ch. 6 Quiz / Review** (Kahoot: <http://bit.ly/Utah-K6>; Jeopardy: <http://bit.ly/Utah-J6>) | T2D3*

Ch. 7. Settling the Great Basin | T2D3 – T2D6

7.1 & 7.2; Settling in Utah & Mormons & Immigration (pp 120-129) | T2D3, D4

Identify the challenges faced by the Latter-Day Saints in the first years in their new home, Utah | US 0.1-4, 1.3-4, 2.1,3,8, 4.2,4-5, 5.1-2,4

Analyze the actions taken to explore and map out their new home (i.e. Grid System, meeting the Natives, etc.)

*Formal: Class discussion regarding the "**Mormon Settlement Pattern**", worksheet (7.1A) comparing communities, etc.*

Investigate the challenges homesteading a remote location presented (i.e. building shelter, planting crops, exploration, etc.)

Informal: Discuss how & what they would need to accomplish these goals, & difficulties. Make connections to similar challenges today. See: <https://youtu.be/Yy3dQJYquoY> and <https://youtu.be/4ID5WGW2bQQ> to discuss Mormon Crickets

Discuss the importance that **immigration** had on settling & developing Utah & America, & its legacy today

Informal: Discuss towns that were settled by majority immigrant groups, and how this relates to today & immigration

Assigned Formal: Students will complete Ch. 7 Guided Notes & Ch. 7 Quiz, Due: T2D6

*Formal: Students will explore & learn more by completing the **Immigration: Stories of Yesterday & Today Web Quest!***

See: <http://teacher.scholastic.com/activities/immigration/index.htm> for more info | Due: T2D6

7.3 Getting Settled in Utah (pp 129-135) | T2D5

Review & Investigate the practices that set the LDS apart from others at that time | US 0.1-4, 1.3,4, 2.1,4,6-7,8, 3.2,3, 4.2-5, 5.2

Analyze the structure of the LDS Church, and the impact it had on locals in Utah (i.e. polygamy & its impact, work ethic, etc.)

Informal: Students will discuss the current and past practices of the LDS church, and the problems these caused

Research some of the struggles LDS had before the arrival of the railroad (i.e. food production, clothing manufacture, etc.)
Informal discussion, review personal accounts, etc. Visit from Shoshone Chief regarding the impact LDS settlement had

7.4 Utah Territory (pp 136-139) | T2D6

Identify the goal of statehood, and why Utah would struggle to attain it | US 0.1-4, 1.4-5, 2.1-2,4,7-8, 3.2, 4.2-4, 5.1-2,5

Research Utah's early failed attempts at statehood

Informal: discuss how the LDS church's political power & polygamy kept Utah where it was

Survey how Utah & its people continued on despite being relegated to a territory status

Informal: review the colonization efforts in the meantime by the LDS, led by Brigham Young

*Formal: Assessment via **Ch. 7 Guided Notes (Ch. 7.1, 7.1A, 7.2, 7.3, 7.4)** | T2D6*

*Formal: **Ch. 7 Quiz / Review** (Kahoot: <http://bit.ly/Utah-K7>; Jeopardy: <http://bit.ly/Utah-J7>) | T2D6*

5. Utah in the Modern Era

Ch. 8-15: Utah War, Mining, Railroad, Statehood, National Stage, Modern Age, Working in Utah Today, & Utah Government | T2D7 – T2D10

Ch. 8-9: Turmoil in Utah + Settlements, Transportation & Mining | T2D7

Review the challenges Utah faced regarding Native Americans, the Federal Government, & how mining & transportation impacted Utah to become a more diverse place | US 0.1-4, 1.3-5, 2.1-8, 3.2-3, 4.2-4, 5.1-2,5

Analyze the conflicts between the Latter-Day Saints and others, especially Native Americans & Federal Authorities

Informal: review & discuss as a class the Walker War, Bear River Massacre, Camp Floyd, etc. Review Shoshone experience

Investigate continued development of Utah (i.e. transportation / communication, Camp Douglas & mining, business & co-ops, factories, silk, etc.)

Informal: discuss as a class these developments, and how it drastically changed Utahns' lives.

*Assigned Formal: Students will complete **Ch. 8-15 Guided Notes** & **Ch. 8-15 Quiz**, Due: **T2D10***

Ch. 10-11: The Territory Prospers + Struggle for Statehood | T2D8

Understand the dramatic changes that the railroad brought to Utah & the context for Utah's continued drive for statehood | US 0.1-4, 1.3-5, 2.1-8, 3.1-3, 4.2-4, 5.1-2,5

Investigate the drastic changes occurring in Utah during this period, and their effects (i.e. railroads, increased settlement, diversity, schools, innovations, mining, reservations, etc.)

Informal: Class discussion and review of the incredible pace of progress during this period

Dissect the struggles Utah endured in their (finally successful) quest for statehood (i.e. benefits, roadblocks, polygamy & persecution, manifesto, dissolution of the People's Party, etc.)

Informal: Review and discuss these topics, and compare & contrast polygamy persecution with today re: bigotry, etc.

Ch. 12-13: Utah Life Reflects the Nation + Utah in the Modern Age | T2D9

Survey life in Utah & America in the 1900s (i.e. immigration, bigotry, innovations, Progressivism, Land Conservation, WWI, the Spanish Flu, the Roaring Twenties, the Great Depression, WWII, Cold War, technology in Utah, etc.) | US 0.1-4,

Explore what drew immigrants to Utah and the bigotry they sometimes faced

Informal: Discuss what students have seen themselves, & compare it with the historical record

Scrutinize the various innovations that continued to improve life in Utah (i.e. streetcars, cars, airplanes, electricity, appliances, etc.)

Informal: Discuss life without these innovations today, and compare and contrast (see: <https://youtu.be/RftqoygXXHk>)

Investigate the reforms of progressivism & land conservation during this period (i.e. labor rights, government regulation, federal lands, etc.)

Informal: Discuss what Utah might look like if we did not make and upkeep these reforms

Study the impact that WWI & WWII & the interwar period had on Utah, and Utah's impact on the nation

Informal: As a class debate the impact that these events had on Utah, and vice versa, & their lasting influence

Survey the Cold War, and the technological innovations it spurred in Utah then and now

Informal: Review the influential part Utah played during the Cold War, in technology, resources (Uranium), & today

Ch. 14-15: Working in Utah Today + Utah Government | T2D10

Investigate what life is like in Utah today (especially economically), and how our government functions in the state (politically) | US

0.1-4, 1.5, 2.2-3,5, 4.2-6, 5.1-5

Explore and share the various economic activities that exist in Utah (i.e. tourism, mining, tech, medical, agriculture, trade, entertainment, etc.)

Informal: Students will discuss some of the activities that they read about, & those they know who engage in such work

Discover the government that Utah has, how it is modeled after our national government, etc.

Informal: Students will complete an interactive webquest to learn more about our state government, followed by a quiz.

Formal: Ch. 8-15 Quiz / Review (Kahoot: <http://bit.ly/Utah-K8>; Jeopardy: <http://bit.ly/Utah-J8>) | T2D10

6. PBL Project

Hometown Hero | T2D10-21

Explore tourism in Utah, & discover how as virtual tour guides they can show off & describe unique sites & things about their community (past, present, & future) to visitors | US 0.1-4, 2.1-3,8, 3.1-3, 4.1-6, 5.1-5

Intro to the Hometown Hero Project & Components (Parts I, II & V) | T2D10-11

Investigate local community, searching for sites, events, etc. worthy of tourists' attention |

Explore various categories worth highlighting (i.e. Historic, Economic, Cultural, Public, Natural, Cuisine, Lodging, etc.)

D10-Assigned Formal: Part V: Self-Guided Tour. Students will make a self-guided tour of their hometown; Due: D16, D20

D11-Assigned Formal: Part IIA & B: Site Survey Assignments. Students will make plans & visit at least 3 category sites.

This will be modeled for them via Part IIA on a field trip; IIB will be done independently; Due: D15, D17

Reflect on project planning, work & assignments (i.e. consider what sites are worth visiting, how to best share the information, planning to complete project, etc.)

D11-Assigned Formal: Part I: Reflection Journal. Students will introspect on their learning; Due: D14, D17, D19

Intro to Interview / Tangible / Problem & Solution Components (Part IIIA, B OR C) | T2D12-14

Analyze deeply the community, & find a way to share and improve the good, the bad, and the ugly therein |

Learn more about the community by interviewing a local expert connected to it

D12-Assigned Formal: Part IIIA Interview a Local: Students will interview a longtime local, reflect & share; Due D16, D18

Interpret their connection to the town by creating a product, performance, etc. & explaining what it means

D12-Assigned Formal: Part IIIB Tangible Product: Students will create an artistic representation / interpretation of their hometown, display it, & explain and show their process for the product; Due D16, D18

Investigate potential issues that could use resolving in their community, and propose potential solutions to those in charge

D12-Assigned Formal: Part IIIC Problem Solved! Students will research a local problem of concern, why it is troublesome, and possible solutions to fix it (and the students' recommended course of action); Due D16, D18

Intro to Poster board & Final Presentation Components (Parts IV & Final) | T2D15-18

Present and exhibit knowledge regarding chosen community & sites, demonstrating ability to positively portray their community in a flattering yet truthful way |

Demonstrate student research, knowledge, and interpretation of the positive things their community offers

Informal: Part IIA & B are reviewed, given a preliminary grade and feedback

*D16-Assigned Formal: **Part IV Display Board:** Students will create an appealing display board illustrating the primary sites / events / etc. that they wish to share on their self-guided tours; **Due: D19, D20***

*D18-Assigned Formal: **Final Presentation Event Assignment:** Students will present their tours and products to each other, the public, etc.*

Completion of Hometown Hero Project & Reflection | T2D19-D21

Finalize all components of the project, and reflect on the learning experience |

Complete our research, presentation and reflection of our project

Formal: Parts I-V are graded and finalized

Informal: Students will discuss the things they enjoyed with the project, things they did not, feedback for the class, etc.

References

Mission. (2017). Retrieved May 5, 2019, from <http://meritacademy.org/about-us/mission/>

Social Studies – Utah Studies Core (2017). Retrieved May 5, 2019 from <https://www.uen.org/core/core.do?courseNum=6400>