



American Planning Association
Florida Chapter



3th - 5th GRADE BAND PRESENTATION
FACILITATOR GUIDE



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PROJECT DESCRIPTION

King Consulting Group is pleased to partner with the American Planning Association (APA) to create a 45-minute instructor led training (ILT) piece, to be delivered face to face in Florida public schools.

This training includes:

- A PPT presentation
- Detailed facilitator guide
- Handouts, posters, and other print media

AUDIENCE

- 3rd - 5th Grades

CONTENT AREAS

- Infrastructure
- Transportation
- Land Use
- Environment

NEEDS

The APA is currently has identified the need for ready-made curriculum that can be easily adapted for giving 30-45 minute presentations at public schools to promote interest in the planning professions, as well as raise awareness about the planning process and roles that students can play within that process.



PREPARATION

3rd - 5th GRADE BAND

This age group is developing critical thinking skills. They benefit greatly from role play types of activities and presentations that focus on their own perception of the world and their place in it.

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PREPARATION

The following set of guiding materials will help you to be an effective facilitator in the typical Florida Elementary School classroom. To help get you started, the following section will help you to reach out to educators, prepare materials, provide an agenda, and guide you through follow-up that will help to extend the learning experience for your high school audience. Let's get started!

REACH OUT

Before you are ready to start preparing for entering a classroom, the first step is to reach out to teachers at local schools that you can visit. It may be helpful to research the teachers in the Elementary School. Below you will find an example email template that you can use to help you to reach out to faculty and staff at your local schools. Do not forget to attach the Common Core Standards Mapped to Activity: 3rd-5th Grade Band document to the email (See Appendix C). It is important to call attention to how the activities in your presentation will map to the curriculum requirements of the school that you are visiting. Teachers are often pressed to address these standards in the span of the school day, so approaching them with this in mind will help them to justify setting their other activities aside for your visit.



Please replace the text in red with the appropriate information.

Dear (Insert Teacher's Name),

I hope that you are having a great week! My name is (Planner Name) and I work with the local planning association. Part of my job is to help educate the community about the planning process and encourage community members to participate in it, including Elementary School students to understand a bit more about their community and tools like maps. I am writing to see if you would be open to having me visit your (school/class) for approximately 30-45 minutes. In this time, I would walk them through a few engaging activities that will help them discover more about what I do as a planner and about their community. The activities that we will go through also address the Common Core Standards as mapped in the attached document to each activity that we will be doing.

Please feel free to contact me with any questions.

I look forward to hearing from you and hopefully meeting some of your students!

Best,

(Planner Email Signature)

(Attach: "3-5_CCS_Mapped_to_Activity.pdf")

POWER POINT PRESENTATION

In addition to the printed materials that are listed below, this curriculum includes a PPT template. This template is meant to be customized and includes several sections that should be completed by you before coming to your presentation. The template includes some guidance on what to include. Please make sure to review this and use your best judgment on what suits the needs of your presentation. Some of the items asked for include:

- Information about you and your local planning office.
- Local maps or other content that is more recognizable to your audience than the place holder images included.

ICONOGRAPHY TABLE

Activity 	Describe 	Expect 	Facilitate 	Priming 	Transition
Ask 	Discuss 	Explain 	Preparation 	State 	



AGENDA

MATERIALS

The following list of materials should be gathered/printed before you attend any presentation. These are suggested essentials for your presentation but you should feel free to add elements depending on the context of your presentation and the school Environmental that you will be presenting in.

- Power Point on Flash Drive (this needs to be customized before arriving)
- Computer Connected to Projector
- 1 Facilitator Guide
- Dry Erase Board or Easel with Sticky Paper Flip Pad
- Colored markers
- Land Use Category Chart
- Community Elements Cutouts (Large)
- 1 Land Use poster for the front of the room
- 1 Land Use Map (individual size) for each student, print several extras in case students need a new one
- Community Elements Cutouts (Small)

AGENDA

In order to help plan on the amount of time that your presentation will take, the following agenda provides you a high-level guide. The agenda lays out a list of modules and the estimated times for each module. The first time presenting any curriculum it may be a good idea to allow a little bit of extra time. With this in mind, you can always borrow time from the extension activities to keep your presentation within the amount of time that the school has allotted you. As with any presentation, preparedness and practice will make you a more effective facilitator and keep the class moving fluidly, but you always have the built-in flexibility of the extensions to adapt and spend time where you feel is best for that particular presentation.

Total Time: 30-50 min.

- Module 00: Introduction
 - **Time:** 3 min.
- Module 01: The Elements of a Community
 - **Time:** 13-17 min.
- Module 02: Building the Community
 - **Time:** 30 min. + 10 min Extension

MODULE TREATMENTS/INTERACTIONS

MODULE 00: INTRODUCTION

Time: 3 min.

This opening sequence provides a general introduction of the APA, presenter, and the ILT format.

Performance Objective(s)

Learning Objectives

- Understand that there is an organization that is responsible for planning these elements of their community and the habitat around them.
- Understand that there is a career for planning communities and the elements in them.

Behavioral Outcome(s)

- Be able to broadly describe what the planning profession is and how it affects them.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<ul style="list-style-type: none"> • Before coming to the class, the facilitator will reach out to the school using a custom communication that will be included in the facilitator guide. This will include mapping to Common Core Standards. • The facilitator will also need to make sure that all customizable PPT slides have been filled in with information about the facilitator, local planning office, local projects, etc. • Any print media for the day will also need to be prepared following the guidelines in the facilitator guide. • Send the PPT to the cooperating teacher and asking for their feedback before the presentation may also help to further tailor the presentation. 	Before arriving, be sure to review the PPT template and fill in any missing information. There are spaces provided for personal information.
Timing	3 minutes	
State 	<p><i>“Hello, and thank you for having me today! My name is (Insert Name) and I’m a (Insert Title). We will be doing some activities together today, that let you do a little of what I do. To get us started, I’d like to tell you a little bit about myself and what I do as a(n) (Insert Title).”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Describe 	Suggested topics to cover in 1-2 minutes: <ul style="list-style-type: none"> • Personal information • General and very high-level description of what you do as a planner: <ul style="list-style-type: none"> • Project types you have been involved in (think of examples that kids would recognize or that will be talked about later in the day). • Types of people you interact with on a daily basis. • What you enjoy best about being a planner. • What attracted you to planning? 	Fill in appropriate information on PPT “Bio Slide” <ul style="list-style-type: none"> • PPT
State 	<p><i>“We are going to do two activities together today. First, I need your help in sorting some different types of things in your community. Second, I am going to ask you plan your own idea of what a good community would look like, using these different types to help.”</i></p> <p><i>“How many of you have played a building game like Mine Craft, Civilization, or Sims? Raise your hand.”</i></p> <p>Pause for students to raise hands.</p> <p><i>“That’s great! Well you should do well in today’s activities then. Even though we will be working with paper, it’s the same idea where you get to think about what you need and then decide where to put it.”</i></p> <p><i>“Before we get started, I have just a few things to ask of you:</i></p> <ul style="list-style-type: none"> • <i>Ask questions.</i> • <i>Pay attention.</i> • <i>Participate.</i> • <i>Be respectful and professional towards other students.</i> • <i>Be creative!</i> • <i>Have fun!”</i> 	

MODULE 01: THE ELEMENTS OF A COMMUNITY

Time: 13-17 min.

Learners manipulate cut outs of community elements to sort them into categories. They learn more about the types of things that come together to make a community like theirs and the people that make up a community.

Performance Objective(s)

Learning Objective(s)

- Better understand the elements of their neighborhood and city.

Behavioral Outcome(s)

- Be able to better describe the community that they live in.
- Be able to identify types of elements in their community or categories.

Facilitation

ACTION	EXPLANATION	DELIVERABLES/NOTES
Preparation 	<ul style="list-style-type: none"> • Optional: Search for images of local landmarks, businesses, parks, etc. that can be added to this activity. Adding these can make the learning experience more relevant and specific to your community. • Before coming to the class, you should contact the cooperating teacher to discuss the items below to decide what is needed for this module: <ul style="list-style-type: none"> • Types of resources that the school has • The space that you will be presenting in • The presentation will use both a printed poster chart and a projected version of the chart in the PPT. • Print the poster and make sure that the PPT chart will project large enough on the wall or white board to use. 	<p>It is not recommended that you have students stick cutouts to a screen</p> <p>If you will be reusing this chart, you might choose to have it laminated so you don't have to print it off every time. It will also be more durable in case you need to move it around categories</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<ul style="list-style-type: none"> • Print sufficient cutouts ahead of time. • If the classroom uses unfamiliar technology (smart boards, Wi-Fi projectors, etc.), you should become acquainted with this before coming to do the presentation. • This activity and the following one will require grouping the students. Because of the age group and established classroom culture, you should ask about the cooperating teacher’s preferences for grouping the students. 	<p>If you will be reusing these cutouts, you might choose to have them laminated so you don’t have to print them off every time. They will also be more durable in case you need to move them around categories.</p> <p>Decide if you will be leaving these materials with the cooperating classroom for further extension activities or to take it with them after leaving the presentation</p> <p>This will help to avoid potential pitfalls like accidentally grouping students that are disruptive together and can help with matching students of different ability levels or personality types into more efficient learning units</p>
<p>Priming</p> 	<p>You will start priming the students for the following activity by asking them a little bit about what makes up a community and documenting these elements.</p>	<p>Use a dry erase board or easel with sticky paper that can be affixed to the wall when pages are filled up.</p> <p>Make sure to have markers in several colors: Yellow, Red, Blue, Gray or Purple, Green, and Pale Green.</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	3 minutes	
State 	<p><i>“Communities are made up of a lot different places, ways to get around, and things to do. One example of a place is this school, which I got to from my (house/office) by using some roads in my car but I bet some of you came to school from your home in a bus. So, there are different ways of getting around and both our homes and the school are examples of different kinds of places.”</i></p> <p><i>“Planners group places for homes like houses, apartments, and townhomes as a type called “Residential”. While, the school is an example of a “Public” space. You can see these types behind me, along with four more types: ‘Commercial’, ‘Industrial’, ‘Environmental’, and ‘Agricultural’. I bet you all know a bunch of different things that make up our community, like your favorite place to go or different kinds of ways to get there.”</i></p>	
Ask 	<p><i>“What are some other kinds of places you know of? What are some of your favorite places to go?”</i></p>	
Expect 	<p>Residential (Yellow)</p> <ul style="list-style-type: none"> • Houses • Gated Communities • Apartments • Townhomes/Condos <p>Commercial (Red)</p> <ul style="list-style-type: none"> • Grocery Stores • Movie Theaters • Banks • Bookstores • Shopping Mall • Doctor’s/Dentist’s Office • Post Office 	

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<p>Public Uses (Blue)</p> <ul style="list-style-type: none"> • Houses of Worship • Hospitals • Library • Active Park (Go to play) • Schools • Firehouse • Police Station • Museum • Planetarium • Aquarium • Courthouse • Airport • Stadiums • Universities • City hall <p>Industrial (Purple)</p> <ul style="list-style-type: none"> • Factories • Warehouses • Electrical Power Plants • Offices • Sea Port/Docks • Railroad Tracks • Utilities – Water Towers/Water Treatment Plants, Garbage Collection Centers <p>Environmental (Green)</p> <ul style="list-style-type: none"> • Natural Places • Forests • Swamps • Beaches • Passive Park (wilderness, hiking, etc.) <p>Agricultural (Pale Green)</p> <ul style="list-style-type: none"> • Farms • Agricultural Processing • Agricultural Warehousing 	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Timing</p> <p>Facilitate</p> 	<p>3 minutes</p> <p>Use different colors on your dry erase board or easel with sticky paper to represent the six land use categories being talked about during this presentation but don't tell the students why you are doing this just yet: Residential (Yellow), Commercial (Red), Public Uses (Blue), Industrial (Purple), Environmental (Green), and Agricultural (Pale Green).</p> <p>As students volunteer different places, write them using the correct color for the category that they belong. This should not take that long (2-3 minutes) and you do not need all of the examples above, as the next stage will involve sorting many of these things using the cutouts.</p>	<p>Dry erase board or easel with sticky paper.</p> <p>Colored markers: Residential (Yellow), Commercial (Red), Public Uses (Blue), Industrial (Purple), Environmental (Green), and Agricultural (Pale Green).</p>
<p>Timing</p> <p>Explain</p> 	<p>3 minutes</p> <p><i>"You may have noticed that I've been writing some of your places in different colors up here. Remember when I said that planners group places? Well the colors I've been using are one way that we tell what those groups are."</i></p> <p><i>"We use these standard colors for use in planning in six main categories or groups:</i></p> <ul style="list-style-type: none"> • Residential (Yellow) • Commercial (Red) • Industrial (Purple) • Public Uses (Blue) • Environmental (Green) • Agricultural (Pale Green) <p><i>"In this next activity, you will get to be planners like me! I'm going to assemble you into planning groups and each group will get several images like this (show one or two of the cutouts) that need to be sorted into the category that it belongs. The categories are written on the chart behind me:</i></p> <ul style="list-style-type: none"> • Residential (Yellow): Places where people live. • Commercial (Red): Places where people buy things. • Industrial (Purple): Places where people work. • Public Uses (Blue): Places where community activities take place or community resources are stored. • Environmental (Green): Places with nothing on them at all. • Agricultural (Pale Green): Where things are grown or raised." 	<p>Tape Sorting Chart to wall.</p> <p>Pass out several Cutouts to each group, at least three per group.</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<p><i>“We are going to spend about 3 minutes talking in our groups to decide what each of the parts of your community that are being passed out (pass out cutouts, at least 3 per group). Then you will select one person per group to come and put them on the chart where you think that they go. Let’s try one together.”</i></p>	
<p>Ask</p> 	<p><i>“What type of land use do you think a house would be? Residential, Commercial, Public, or Industrial?”</i></p>	<p>Use a house cutout.</p>
<p>Expect</p> 	<ul style="list-style-type: none"> Residential 	
<p>Facilitate</p> 	<p>Place house cutout in “Residential” category.</p>	
<p>Timing</p>	<p>3-5 minutes</p>	
<p>State</p> 	<p>Great! See, you are going to be great planners. Let’s get started. First let’s get everyone into groups.</p>	<p>If the cooperating teacher has given you instructions on grouping the students, please use those now.</p> <p>If not, say: “I’m going to move everyone into five different groups by asking you to count off. When I point at you, say the next number in the series. This will be your group number when we are done. For example, the first person I point to will 1, the next will be 2, the next, 3 and so on until we get to 5. Then we start at 1 again and go until everyone has a number. All of the 1’s will be a group, the 2’s a group, etc.”</p> <p>“Great, now everyone please get into your groups and we can start sorting.”</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Activity 	<p>Students work in groups to assume the roles of planners who have to explain what elements make up a community by sorting a jumble of items into the correct category. They will have 3-5 minutes to talk before you prompt one person from each group to come to the front of the room and stick the item to the category they think it belongs.</p> <p>They are empowered as experts as they begin to sort elements into their types, which challenges and begins priming them for the larger concepts being covered during the day. Learners work socially as first a smaller group and then as a class to negotiate how to sort community elements.</p>	
Facilitate 	<p>Assign the students to groups so that they are all engaged in the activity with some organization. Give each group several of the cutouts and direct them to talk in their groups about what category they belong in.</p> <p>They will have 3-5 minutes to talk before you prompts one person from each group to come to the front of the room and stick the item to the category they think it belongs.</p> <p>Take advantage of the smaller more manageable units by circulating the room. Challenge the students in each group to engage socially with each other using the manipulables to discuss their community. Ask guiding questions like:</p> <ul style="list-style-type: none"> • <i>“What do you think XX is used for?”</i> • <i>“Is this something the people live in, shop at, build things in, or go publicly?”</i> • <i>“Have you ever been to or seen an XX before?”</i> 	<p>The cooperating teacher can also be invited to participate and should be consulted on grouping.</p>
Timing	2 minutes	
Activity Wrap-Up 	<p>Bring the class back together to review and discuss and explicitly teach about the categories further.</p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>State</p> 	<p><i>“Wow, you all know a lot about your community. I heard a lot of good discussion. I think we are ready to see what you came up with and start sorting our items into their land use categories.”</i></p> <p><i>“Would each group please send their designated sorter up to the chart to stick each item into the category that you decided it goes?”</i></p>	
<p>Facilitate</p> 	<p>Give the students about 1-2 minutes to stick their items to the chart.</p> <p>Give pieces of tape to each group so they can stick their cutouts onto the chart.</p>	Tape
<p>Expect</p> 	<p>Residential (Yellow)</p> <ul style="list-style-type: none"> • Houses • Gated Communities • Apartments • Townhomes/Condos <p>Commercial (Red)</p> <ul style="list-style-type: none"> • Grocery Stores • Movie Theaters • Banks • Bookstores • Shopping Mall • Doctor’s/Dentist’s Office • Post Office <p>Public Uses (Blue)</p> <ul style="list-style-type: none"> • Houses of Worship • Hospitals • Library • Active Park (Go to play) • Schools • Firehouse • Police Station • Museum • Planetarium • Aquarium • Courthouse • Airport • Stadiums • Universities • City hall 	

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<p>Industrial (Purple)</p> <ul style="list-style-type: none"> • Factories • Warehouses • Electrical Power Plants • Offices • Sea Ports • Railroad Tracks • Utilities – Water Towers/Water Treatment Plants, Garbage Collection Centers <p>Environmental (Green)</p> <ul style="list-style-type: none"> • Natural Places • Forests • Swamps • Beaches • Passive Park (wilderness, hiking, etc.) <p>Agricultural (Pale Green)</p> <ul style="list-style-type: none"> • Farms • Agricultural Processing • Agricultural Warehousing 	
State 	<i>"This looks great!"</i>	
Timing	1-3 minutes	
Discuss 	If any items are not in the correct category, ask the class the following guiding questions to help get them into the right categories: <ul style="list-style-type: none"> • "What do you think XX is used for?" • "Is this something the people live in, shop at, build things in, or go publicly?" 	Take only about 1-3 minutes for discussion. You will have a chance to talk more in depth when students are planning their communities in the next activity
Transition 	Transition into the Building the Community activity which will use these categories, cutouts, and color legend along with new iconography to plan their own hypothetical community on land use maps.	
Timing	1 minutes	
State 	<i>"Well done everyone! Now that you are all experts in what kinds of things go in each land use category and what those categories mean, it's time for us to work on planning our own communities. We will use these exact items and categories in the next activity so remember that you can always look back up at the chart as we work in our groups. I think you are all going to do a great job planning your communities."</i>	Keep Chart on wall so that students can refer to it throughout the Building the Community activity.

ACTION	EXPLANATION	DELIVERABLES/NOTES
	<ul style="list-style-type: none"> • Print sufficient cutouts ahead of time. • If the classroom uses unfamiliar technology (smart boards, Wi-Fi projectors, etc.), you should become acquainted with this before coming to do their presentation. • This activity and the following one will require grouping the students. Because of the age group and established classroom culture, you should ask about the cooperating teacher's preferences for grouping the students. 	<p>If you will be reusing these cutouts, you might choose to have them laminated so you don't have to print them off every time. They will also be more durable in case you need to move them around categories.</p> <p>Decide if you will be leaving these materials with the cooperating classroom for further extension activities or to take it with them after leaving the presentation.</p> <p>This will help to avoid potential pitfalls like accidentally grouping students that are disruptive together and can help with matching students of different ability levels or personality types into more efficient learning units</p>

ACTION	EXPLANATION	DELIVERABLES/NOTES
Timing	3 minutes	
Priming 	<p>To get the learners ready for this activity, use an example land use map to give the students an idea of what they will be doing.</p> <p>Start with a brief discussion of how maps are used in planning, this should help to further establish context for the students since they are assuming the role of planners. Also, introduce some background knowledge and get them thinking about why they are doing the activity of creating a land use map.</p>	
Explain 	<p><i>“I bet everyone here has seen and used a map before either for school or to get around. They’re useful tools for giving us a bird’s eye view of what’s around us or even the layout of distant places.”</i></p> <p><i>“This map I’m passing out to each group is a specific type of map that is used to help plan communities. As planners, we use these maps to help decide what kinds of things can go where in a community. We do this by using something called a Land Use Map.”</i></p> <p><i>“Planners play a big role in helping to make sure that communities have the kinds of things that they need, like those we talked about in our sorting activity. We also think of other things that make life better for the people in our communities, like students and their families. For example, we try to make sure that there are parks and schools close to where kids like you live and that there are highways to help your parents get to work.”</i></p>	
Ask 	<p><i>“What are some other reasons why it would be important to decided where certain types of things go? For example, who would want their house to be next to the where the trash goes or really close to something loud like a power plant?”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Expect</p> 	<p>Answers we are looking for:</p> <ul style="list-style-type: none"> • <i>Eww.</i> • <i>Yeah, that would be bad.</i> • <i>That would smell.</i> • <i>The trucks at the power plant would keep me up at night.</i> • <i>You shouldn't live under power lines, it's dangerous.</i> • <i>All the trucks could be loud</i> <p>Potentially unexpected answers:</p> <ul style="list-style-type: none"> • <i>All the trucks could be loud.</i> • <i>Potentially unexpected answers:</i> • <i>Power is good, though.</i> • <i>I like the big clouds from the power plant.</i> • <i>We go to the power plant to see the manatees and play, though.</i> • <i>Why would that matter?</i> 	<p>Be prepared for some students to not follow your line of thought. You may need to explain some reasons for why having trash or a power plant next to where they live could be bad:</p> <ul style="list-style-type: none"> • Smell • Noise • Traffic Congestions • Health Hazards • Danger • Etc.
<p>Timing</p>	<p>5 minutes</p>	
<p>Explain</p> 	<p><i>"In this next activity, we are going to use a blank land use map to plan what kinds of things will go where. Before you all get to work on your communities, I'd like to share one that we already had made."</i></p>	<p>Example Land Use Map</p>
<p>Ask</p> 	<p><i>"Think about the things that we just finished talking about. What different categories do you see on the map? What do the colors mean?"</i></p>	<p>Example Land Use Map</p>
<p>Expect</p> 	<ul style="list-style-type: none"> • Residential (Yellow) • Commercial (Red) • Public Uses (Blue) • Industrial (Purple) • Environmental (Green) • Agricultural (Pale Green) 	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Facilitate 	<ul style="list-style-type: none"> At a very high level, ask some priming questions to help get the learners thinking about the “why” behind the map and position them as experts capable of planning a community. 	
Ask 	<p><i>“Looking at our chart, what kinds of things do you think we would have in the Residential area?”</i></p>	
Expect 	<p>Residential (Yellow)</p> <ul style="list-style-type: none"> Houses Gated Communities Apartments Townhomes/Condos 	Build on this discussion naturally, keeping in mind that this age group will be most comfortable talking about things that affect them and their family or friends directly.
Ask 	<p><i>“Great, you’re absolutely right. The yellow residential areas are where people live. Now what about these red areas next to where everyone lives? What do you think might be there and why?”</i></p>	
Expect 	<p>Commercial (Red)</p> <ul style="list-style-type: none"> Grocery Stores Movie Theaters Banks Bookstores Shopping Mall Doctor’s/Dentist’s Office Post Office 	You can help them to get some of these answers but it’s not necessary to cover all of the content.
Ask 	<p><i>“Very good. Yeah, a lot of the red areas have things that people can get to quickly and easily, like the grocery store. But there are some things that folks might not like to so close to. What kinds of things are in these purple areas and why do you think they are further away from where people live than the red things?”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Expect 	Industrial (Purple) <ul style="list-style-type: none"> • Factories • Warehouses • Electrical Power Plants • Offices • Sea Port/Docks • Railroad Tracks • Utilities – Water Towers/Water Treatment Plants, Garbage Collection Centers 	You can help them to get some of these answers but it's not necessary to cover all of the content. The objective here is to just get them thinking about why they would put things different places in their own communities.
Timing	12-15 minutes	
Explain 	<p><i>“You’re all great at this! You are going to do well in the next activity. You get to work on planning your own community. We will take the next 12 minutes to work in our groups to first add colors next to the labels on the color key of your Land Use Maps. A key is this thing on the right of the map, we use it to tell other people that will read your map what everything means. We should look up at our chart to decide what color we should color next to each color.”</i></p> <p><i>“Next, you will color in the blank areas on your map using the colors from the color key. Like in the example map that I showed you. It’s completely up to you how much land gets used for what but you should keep in mind the kinds of things that could get built in each area and what that would be like living in the community. Remember how smelly and dangerous it might be to have a purple area right next to where people live? That’s the kind of thing that we should think of as planners.”</i></p> <p><i>“Finally, you can choose a few of the items from the cutouts that I am passing around to add to your map. Think about important things like where the school might go, where you might live, where one of your favorite places would be (park, aquarium, restaurant, etc.), and where your parents might work. This is your community so be creative!”</i></p> <p><i>“I’m going to be walking around to help you, so please raise your hand if you have questions or you want show me something.”</i></p>	Pass out Land Use Maps, one per group with one or two extras. Optional: You can give every student a Land Use Map to use on their own later. Pass out small cutouts sheet of icons. Pass out scissors and colored pencils/crayons/markers to each group if the cooperating teacher has told you that they do not already have these supplies.

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Activity</p> 	<p>Learners continue in their roles as a planner by creating a land use map, where they take ownership for their community and are motivated to share their favorite parts of it as they reason through its layout. They are immersed within a contextualized scenario where they must begin to use age appropriate critical thinking skills to create a land use map and begin discussing why it is laid out the way that it is, as they engage with the physical materials related to creating their land use map, and the context of being a planner.</p> <p>The learners will be divided into smaller groups and challenged within each group to create their land use maps, negotiate the map layout, and then share their maps with their reasoning behind the different layouts to other groups or before the whole class.</p> <p>The students are supplied with outlined graphics that can be placed on the land use maps (icons), along with outlined but not colored in zoned land use map templates (Legal Paper Sized). Working with these templates and pre-drawn graphics, will help to keep the activity intuitive and manage the amount of time needed for students to create their land use maps. Further, the learners are immersed within a contextualized scenario where they must begin to use age appropriate critical thinking skills to engage in a logical discussion for a community's layout. This discussion will draw on their higher order thinking skills as they delve deeper into why the community is being planned the way that it is.</p>	<ul style="list-style-type: none"> • Land Use Maps • Cut Out Icons • Scissors • Colored Pencils/Crayons/Markers

ACTION	EXPLANATION	DELIVERABLES/NOTES
<p>Facilitate</p> 	<p>Set a timer for 12 minutes, providing 5 minute and 1 minute warnings to help keep the students on task.</p> <p>Walk around the room answering questions and asking guiding questions from each group to help them to think more deeply about the “why” behind the communities that they are planning. You can ask questions like:</p> <ul style="list-style-type: none"> • “Why would it be a good/bad idea to have XX next to/far away from YY?” • “What kinds of things do you wish were closer to your homes?” • “What kinds of things do you wish were easier to get to from your school/home/etc.?” • “What kinds of things do you wish that there were more of in your part of town?” <p>For advanced groups you can ask questions about the concept of mixed-use areas:</p> <ul style="list-style-type: none"> • What types of things could be put together? • How would this impact the areas around it? 	
<p>Timing</p>	<p>6 minutes</p>	
<p>State</p> 	<p><i>“Wow! Those look like some great communities. It’s amazing how different each one looks even though you are using the same map. It makes you wonder how differently our community could be, better or worse. I think I could see myself living in any one of your communities.”</i></p>	
<p>Explain</p> 	<p><i>“Now that you have all had a chance to work together, let’s take a few minutes to share with another group what you’ve come up with. In this next part, I will pair each group with another one. You should work together to present and compare each other’s maps.”</i></p> <p><i>“There are some questions to ask the presenting group on the slide that I am projecting. These can help you to find out a little bit more about why the other group made the choices that they did.”</i></p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Activity Wrap-up 	<p>After creating their land use maps in groups, each group is paired with another group to share what they have come up with briefly. This should be no more than 3-5 minutes of brief discussion.</p> <p>The activity is made meaningful by being personalized to each student’s own perspective as they are challenged to share with other classmates after creating their land use maps. As the students describe their communities and their reasoning behind its planning, they are engaged with the physical materials related to their description (the land use map and its community elements). Learners work socially with each other as they share their insights or negotiate with other learners as they work to refine their discussion and reasoning.</p>	<p>Refer to PPT slide that has guiding questions on it for the students to discuss.</p>
Facilitate 	<p>Set a timer for 3 minutes to keep the class on track. This discussion should be brief, especially if you are going to choose to do the Extension Activity.</p> <p>Walk around the room, listening and referring students to the guiding questions on the PPT.</p>	
Timing	10 minutes	
Extension: Explain 	<p><i>“Now that you have had a chance to practice sharing with another group, let’s come back together as a class and share with everyone. Let’s go around the room, taking just 1 to 2 minutes to briefly show everyone else what each of your groups came up with.”</i></p>	
Extension: Activity 	<p>Over about 10 minutes, each group is asked to present their map to the whole class rather than just in small groups.</p>	

ACTION	EXPLANATION	DELIVERABLES/NOTES
Extension: Facilitate 	<p>Make sure to keep track of time, no group should take more than 2 minutes to present their Land Use Maps. If the students are shy or finish too quickly use the guiding questions from the PPT to help them explain their maps in more detail.</p> <p>This can also be used as an opportunity to wrap-up and use guiding questions from the PPT to start summarizing the learning for the day. You can ask things like:</p> <ul style="list-style-type: none"> • How many land use categories are there? • What did we do with our land use chart? What about with our maps? • What are some things that we thought about while planning our communities? <ul style="list-style-type: none"> • What kinds of things are good to have close to each other? • What are some things that should be kept further apart? • What did you like best about today? • What did you learn that you will tell your parents? • Would anyone like to be a planner when they grow up? Why? 	
Timing	1 minute	
State 	<p><i>“You all did a wonderful job explaining your communities and being good listeners. I hope that you enjoyed being planners with me for the day, I know that I enjoyed working with you. Thank you for having me today and for being such a great group to work with!”</i></p>	



APPENDIX A: GLOSSARY

Use the glossary below to help describe key technical terms related to planning to the kids. These descriptions will help to keep them engaged and feel that your presentation is clearer.

<i>Built Environment</i>	Places that have been developed and what that looks like.
<i>Charrette</i>	A meeting that lasts a few days where different experts plan for a project in a neighborhood. Just say meeting with people.
<i>Commute</i>	Your drive to work or school and how long it takes, how long it takes you to get to school or family member to work.
<i>Council or Commission Meeting</i>	Meetings that anyone can go to if they want to see something changed in their community.
<i>Density</i>	How many people or things (e.g., houses) are in a specific area or space.
<i>Development</i>	<ul style="list-style-type: none">• Physical Development: What things look like.• Community Development: How communities work.• Economic Development: Attracting businesses/resources.
<i>Drainage Basin</i>	An area that all drains to a common place.
<i>Environment</i>	The world around us, not just trees.
<i>Florida-friendly Plants</i>	Plants that live well in Florida without a lot of care and are not invasive.
<i>Grid</i>	The use of streets and blocks to arrange the use of land in a city or town.
<i>Invasive Plants</i>	Plants that can damage the environment by taking over an area.
<i>Land Use</i>	The right place to put a certain type of building. You don't want to put a factory next to a house.
<i>Latitude</i>	The lines on a map that go from side to side.
<i>Legend/Key</i>	Something that helps you to read a map.



APPENDIX A: GLOSSARY

Local Government	People who make decisions: <ul style="list-style-type: none">• Mayor• Commissioners• Elected officials
Longitude	The lines on a map that go up and down.
Master Plan	Planning the future for your neighborhood to make it safe and easy to get around.
Native Plants	Plants naturally found in Florida
Natural Hazards	Floods, wildfires, hurricanes that can harm people and the environment. Planners try to minimize the impacts from natural hazards.
Planning	<p>A profession (i.e., people go to university and get a degree in planning) that deals with how land is used in a community to make daily life better. Planning is about creating a good future for our community by working together.</p> <p>Planning means making places better by putting the right things in the right place.</p>
Plat	The framework showing the division of land.
Public Involvement	Describes how you and everyone in your community can participate in decisions about what happens in the community, such as where things go, or what you want to see in the future.
Rural	Out in the country.
Scale	How to draw big things much smaller.
Sewer	Pipes that carry the water from all the drains in your home (Sink, shower, toilet) to be cleaned.
Stakeholder	Someone that is part of the community or has some connection to a place, normally with some kind of community “power”.
Transit	Trains, trolleys, and buses that carry groups of people.
Urban	A city or a town.

1. WHAT TYPES OF PLANNING PROFESSIONALS ARE THERE?

Answer:

Planners are facilitators that work to build consensus and provide stakeholders with advice on planning issues that are being proposed.

Many planners are generalists, but some specialize in comprehensive land use, transportation, Environmental, public health, economic development, and housing [what about scale-oriented focuses: urban planner, city-wide planner, regional planner, rural, neighborhood, downtown, parks and rec, etc.]

School planning, emergency management

Urban planners do many types of jobs and are involved in almost any kind of government or private activity which seeks to affect the future or accommodate community change. The majority of planners work in government, and within that category, local government. Planners may also be employed at the state and federal levels. International organizations such as the United Nations and the World Bank also hire planners. Planners may also work with non-profit agencies or in the private sector. Private sector jobs include working for utility companies, law firms, real estate developers, and planning consulting firms.

Most planners work in traditional planning areas such as land use, Environmental protection, economic development, transportation, community design, housing, and social planning. Individual planners may still have a wide variety of responsibilities within these specialties. Other planners work in less traditional areas, often with people from other disciplines, such as healthy communities, energy development, or school planning. Some planners become generalists, developing a level of expertise in several substantive areas. Others become specialists and define themselves as transportation planners or Environmental planners, for example.

Whether specialists or generalists, most planners share a common set of skills:

- involve all affected parties in important planning decisions;
- help communities to develop their own vision of the future, preparing plans responsive to shared community objectives;
- analyze qualitative and quantitative information to suggest possible solutions to complex problems;
- evaluate the cost-effectiveness of proposed projects and plans; and
- present recommendations to public officials and citizen groups in a comprehensive and understandable way.

Job Titles and descriptions:

- **Land Use Planner:** Land Use Planners create programs and plans for land development and usage. They will usually meet with a developer, public official, or community members/residents to discuss a particular piece of land and what their client wishes to accomplish with it. They will then analyze data about the land in question and then take a look at the plans already created. Based on the data they've collected, they then determine the efficiency, effectiveness, safety of those plans. The Land Use Planner will then submit revisions or new plans for consideration.



APPENDIX B: CONTENT RESOURCES

- **Transportation Planner:** A transportation planner is someone who works alongside government agencies to select and develop plans to organize transportation options. Transportation routes may be developed for car, walking, bicycling, busing, rail, or air. A transportation planner is responsible for designing, evaluating and planning the implementation of a state, city or town's transportation mediums, such as highways, roads, subways and streetcars. He must evaluate the various social, economic, Environmental, fiscal and land-use factors that go into an area's transportation.
- **Economic Development Planner:** An economic development planner assists in supporting the City's economic development program and redevelopment activities, including efforts focused on the retention and expansion of existing business and efforts to bring in specific targeted businesses to the City; coordinates with City staff and developers to include the preparation of development agreements, develops and executes marketing and business development efforts, coordinates with other County and City agencies, and follows-up on business leads/interested parties.
- **Natural Resources Planner:** Responsible for planning, coordinating, and implementing education, stakeholder outreach, and natural resources programs relating to the health and sustainability of local water bodies. Leads the Environmental impact assessment of city infrastructure and city policies. Develops city codes and ordinances required to comply with State requirements (BMAP and TMDL).

RESOURCES/LINKS:

<https://www.planning.org/jobdescriptions/>

<https://www.planning.org/choosingplanning/>

<https://www.planning.org/kidsandcommunity/whatisplanning/>

<https://www.planning.org/kidsandcommunity/moreplanning/>

<https://www.planning.org/salary/summary/>



2. WHAT ARE THE PRIMARY RESPONSIBILITIES OF A PLANNER?

Answer:

Get input from stakeholders on the plan for an area/issue; do analysis and research; [prepare maps, graphics, reports; make recommendations as to the best plan for an area/issue; implement adopted plans, as appropriate; facilitate dialogue around the issues to get to agreement/consensus.

Generally speaking: Help citizens and developers to understand the land development process; provide professional opinions to elected officials regarding the built Environment, the growth of the built Environment, and the impacts of that growth of the built Environment. They can work on the local community level, regional or state level.

RESOURCES/LINKS:

- <https://www.planning.org/aboutplanning/>
- <https://www.planning.org/ethics/ethicscode.htm>
-

3. WHAT KIND OF BACKGROUND AND TRAINING IS INVOLVED IN BECOMING A PLANNER?

Answer:

A master's degree in urban or regional planning, Environmental planning, urban design, or geography is a typically a requirement for a career in city planning. However, some schools offer an undergraduate degree in urban planning. Some positions either require or prefer a candidate that belongs to the American Institute of Certified Planners (AICP). AICP is a voluntary professional certification that individuals can earn by passing an exam after meeting professional experience and education qualifications.

4. HOW DOES SOMEONE BECOME INVOLVED IN PLANNING?

Answer:

- By identifying a problem or an issue with how your community functions (e.g., buses don't run often enough, there are no sidewalks near a school, parks are in disrepair, etc.)
- Reading the news about development in your community (newspapers, Internet, etc.)
- Attending community meetings or participating in community outreach in your area about an issue.
- Online surveys
- Volunteering in neighborhood committees, or becoming a community leader or neighborhood organizer
- Getting appointed to a local government board, like a Planning Commission, Historic Board Commission, etc.
- Running for elected office
- A citizen can:
 - Engage as part of an appointed board of the local government
 - Become active in a grassroots community organization
 - Attend local and regional government public meetings
 - Meet with your local elected representatives

5. WHAT ARE SOME EXAMPLE ELEMENTS THAT A PLANNER IS RESPONSIBLE FOR KEEPING IN BALANCE? WHAT CAN HAPPEN WHEN THESE ELEMENTS BECOME UNBALANCED (INCREASE IN GOVERNMENTAL COSTS, URBAN SPRAWL, ETC.)?

Answer:

Population and housing; population and jobs; population utilities (water, sewer, etc.); population and services (parks, libraries, schools, police, etc.); land use and transportation network; mix/ratios of different land uses and densities;

The adopted land development documents such as the Comprehensive Plan and Land Development Regulations in addition to any other documents such as neighborhood plans, bike and ped plans, economic development initiatives, tourism development strategies (not as common), historic preservation plans, capital improvements plans (as it relates to future growth). Unbalance means conflicting regulatory documents where confusion becomes standard. When documents don't mesh with each other, it is difficult to enforce policy and regulations.

- May have to travel long distances to gain access to resources such as parks, libraries, etc.
- Property may become very expensive; commute times may be long with large amounts of traffic.
- Service and civil workers may be priced out of the community that needs them.
- Natural resource and habitat loss.
- Waste is washed into the Environment during storms, storm water is untreated.

6. WHAT WOULD A WELL-PLANNED COMMUNITY IN FLORIDA LOOK LIKE? IF THERE ARE ANY REAL-LIFE EXAMPLES OR RESOURCES PLEASE FEEL FREE TO INCLUDE THEM.

Answer:

One that is walkable with daily services within close proximity to commercial hubs with mass transit to further less-daily needs. However, because it is so hot and occasionally rainy in Florida people tend to hop in their car even for short distances. Here is our dilemma. This community would have also gone to great lengths to preserve our Environmental features such as wetlands and coastal areas and not develop closely to them. There would be rail to service the transfer of goods.

- Some of the new urbanist communities like Disney's Celebration are good examples.
 - Caution: Many are not affordable to the average American. Deeds and covenants restrict what you can do with your property.
- Or Seaside/Watercolors in NW Florida.
- Baldwin Park in Orlando is great.
- Also, older historic communities like many of our historic Downtowns (built before the 1940's).
- Examples include Downtown Orlando, Winter Park, Downtown Lakeland, Ybor City, Downtown St. Pete, etc.

RESOURCES/LINKS:

There are several communities in NW Florida in South Walton County that provide the commercial hub surrounded by residential model. However, these have become second homes to the very wealthy and "resort-type" communities because there is no real economy there outside of tourism. If you can work remotely, it may work for you, but it provides a good on-the-ground example of ideal Florida communities. The City of Pensacola also has a similar framework in the downtown where they have the historic commercial corridor with residential near enough and some light transit with a minor-league baseball team/field in the walkable vicinity (entertainment). They also have a port there and office buildings for a live/work Environmental within a short walking distance.



7. WHAT TYPES OF TOOLS OR RESOURCES ARE USED IN PLANNING (I.E., LAND USE MAPS)?

Answer:

- Maps, surveys to get input, demographic data like from the census
- Community meetings, town hall meetings, charrettes (multi day, design oriented workshops, bring together professionals in multiple fields, studio and workshop type format)
- Aerial photos, historic photos
- Field trips and inventories
- Grants (for funding)
- Software like GIS, Word, Excel, PowerPoint, Publisher/InDesign, Photoshop... Apps like Google Earth, Street Mix, Place meter, etc., etc.
- Partnerships and collaborations between stakeholders (public/private, etc.)
- Indicators/Performance Measures (to track progress in implementation)
- Data, data, data! Studies, reports, ESRI GIS programs.
- Local context (show students the local jurisdiction's Comp Plan, how to navigate to it, etc.)

RESOURCES/LINKS:

Land use maps:

Look at your local Comprehensive Plan as an example.

<http://www.planhillsborough.org/plant-city-alexander-street-land-use-study/>

Hillsborough Long Range Transportation Plan: <http://www.planhillsborough.org/2040-lrtp/>

Temple Terrace Comprehensive Plan:

<http://www.planhillsborough.org/wp-content/uploads/2017/04/Full-TT-Plan-1.19.16-updated-3.17.pdf>

See page 8-9 for Hillsborough County Vision for Future Growth and page 9-10 for Temple Terrace Vision for growth. These maps are used as very broad and general examples of how a community will grow and develop.

Page 62-64 are the land use categories and land use map for Temple Terrace. This is a small city with minimal categories. Many counties and cities will have dozens more categories.

Almost all of the maps in the Temple Terrace Comp Plan are required by the state of Florida.

Here are special studies: <http://www.planhillsborough.org/planning-commission-reports/>

Transit studies:

<http://www.planhillsborough.org/public-transit-plans-studies/>

<https://www.planning.org/ethics/ethicscode.htm>

Use an “Anywhere, FL” as an example and do a case study with a map. The map could include developed areas, Environmental areas, agricultural areas, etc. We could say another 10,000 people are planned to move to the area. Where will they live, where will the jobs be located, where will we put new parks and new schools, etc. This is essentially what we do when we begin a new Comprehensive Plan. We ask citizens where do you want the community to grow and how.

Include what citizens want (transit, save the agricultural areas and Environmental, less sprawl, walkable/ bikable places, places to shop, good schools, transportation options, parks, safety, jobs closer to home, etc.), what government wants (lower infrastructure costs, better services) and what developers want (more land for development, more road, good schools). Ask the students what can a planner do to balance all three. What solutions can the class come up with? Maybe a map that they can draw where new development should go (compact or grow everywhere), how it should look (low, mid, high density), where they would build roads or transit and the type of transit, where they would put in preserve areas, etc.

8. WHAT COMMON TECHNICAL TERMINOLOGY IS USED WHEN DESCRIBING WHAT PLANNERS DO OR THE PLANNING PROCESS? HOW MIGHT YOU DESCRIBE THESE TERMS TO AN ELEMENTARY STUDENT?

Answer:

- Very broad terms. Nothing fine grained.
- A council or commission meeting - meetings that anyone can go to if they want to see something changed in their community.
- Public involvement- related to above. Also: describes how you and everyone in your community can participate in decisions about what happens in the community, such as where things go, or what you want to see in the future.
- Storm water Infrastructure - those gutters and drains you see in the streets that carry rain away.
- Transit - trains, trolleys, and buses that carry groups of people.
- Conservation easement - an agreement to protect sensitive or special land from being developed.
- Planning - a profession (i.e., people go to university and get a degree in planning) that deals with how land is used in a community to make daily life better. Planning is about creating a good future for our community by working together.
- (Planning means making places better by putting the right things in the right place.)
- Natural hazards - floods, wildfires, hurricanes that can harm people and the Environmental. Planners try to minimize the impacts from natural hazards.
- Sewer - pipes that carry the water from all the drains in your home (Sink, shower, toilet) to be cleaned.
- Density - the concentration or quantity of people or things (e.g., houses) in a specific area or space. (Denser development occupies less land)
- Master Plan- Planning the future for your neighborhood to make it safe and easy to get around.



APPENDIX B: CONTENT RESOURCES

- Commute- Your drive to work or school and how long it takes, how long it takes you to get to school or family member to work
- Local government - mayor, commissioners, elected officials
- Charrette- a meeting that lasts a few days where different experts plan for a project in a neighborhood - Just say meeting with people.
- Transit - buses, trains, trolleys
- Development -- Physical development (what things look like), community development (how communities work), economic development (attracting businesses/resources)
- Sustainability -- how to ensure the things (natural or built) we have today last for the future
- Environmental -- the world around us, not just trees
- Built Environmental -- places that have been developed and what that looks like
- Urban/Rural
- Stakeholder -- someone that is part of the community or has some connection to a place, normally with some kind of community “power”
- Land use -- what types of buildings there are, for example, school, church, park
- Zoning - control of the types of activities allowable in an area, putting the same type of building next to each other, keeps factories away from houses
- Local government - people who make decisions
- Longitude
- Latitude
- Legend/Key

9. WHAT TYPES OF TOOLS OR RESOURCES ARE USED IN PLANNING (I.E., LAND USE MAPS)?

Answer:

- North, south, east, west: Never Eat Soggy Watermelons
- Roads
- Water bodies
- Types of uses on land
 - residential- houses,
 - commercial- stores,
 - green space- reserves or parks,
 - industrial- factories
- Drainage basin - an area that all drains to a common place.
 - Retention Pond – Holds extra water.
 - Native plants - plants naturally found in Florida
 - Invasive plants - plants that can damage the Environmental by taking over an area
 - Florida-friendly plants - plants that live well in Florida without a lot of care and are not invasive.
 - Scale: indicates how a full size real-life object (like a building, or a subdivision!) is reduced to a manageable “drawing” size
 - Scale - how to draw big things much smaller
 - Grid - the use of streets and blocks to arrange the use of land in a city or town
 - Land Use - the right place to put a certain type of building. You don’t want to put a factory next to a house
 - Plat - the framework showing the division of land
 - Map key - tells the reader what the map is showing them

10. WHAT COMMON COMMUNITY ELEMENTS MIGHT A PLANNER BE INVOLVED IN PLANNING FOR (E.G., HIGHWAYS, PARKS, ETC.)?

Answer:

- Parks, highways, roads, schools, sidewalks, transit
- The siting of
 - Places of worship (find general iconography)
 - Schools, libraries, trails for bicycling and running
 - Housing (subdivisions, apartments, etc.)
 - Shopping malls, offices, factories
 - Restaurants
 - Stores
 - Hospitals
 - Assisted living/nursing homes
 - Community Centers
- Police and fire stations
- Parks and playgrounds
- Physical characteristics of buildings/built Environmental
- Identifying Safe Routes to School needs
- Planning of trails
- Conservation areas
- Aquarium
- Museum
- Port
- Historical Landmarks
- Swimming Pools

11. WHAT ARE COMMON COMMUNITY ELEMENTS OR LANDMARKS THAT MANY FLORIDA COMMUNITIES HAVE?

Answer:

- Body of water (river, ocean, intracoastal waterway), parks, theme parks, swamps, beaches
- Main streets, downtowns
- Suburban neighborhoods
- City Hall
- Farms
- Parks
- Planned Communities
- Libraries
- Schools



12. WHAT ARE SOME PUBLIC RESOURCES THAT KIDS MIGHT BE USED TO SEEING (E.G., LIBRARIES)?

Answer:

- Library
- Park
- Post Office
- Schools
- Firehouse, police station, ambulance (emergency services)
- Museum, Planetarium, Aquarium
- Art/sculptures
- Courthouse
- Airport
- Sea port/docks
- Railroad tracks
- Forests
- Beaches
- Bridges
- Stadiums
- Universities
- City hall
- Powerlines
- Non-public landmarks that kids recognize: hospitals, churches, grocery stores, movie theaters, banks, bookstores, shopping mall, doctor's/dentist's office
- Utilities -- Water towers/water treatment plants, garbage collection centers



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

COMMON CORE STANDARDS MAPPED TO ACTIVITY:

Brandon King, *Instructional Designer*

prof.king.bk@gmail.com

MODULE 01: THE ELEMENTS OF A COMMUNITY

Time:13-17 min

Learners manipulate cut outs of community elements to sort them into categories. They learn more about the types of things that come together to make a community like theirs and the people that make up a community.

COMMON CORE STANDARDS

ANCHOR

- CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- CCSS.ELA-LITERACY.CCRA.L.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

CCSS.ELA-LITERACY.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

3rd Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

4th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

- CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

- CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.*

- CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

5th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.L.5.4.A

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

MODULE 02: BUILDING THE COMMUNITY

Time: 30 min + 10 min Extension

Learners build on their knowledge about their community and the typology from the previous activity by creating a land use map.

COMMON CORE STANDARDS

ANCHOR

- **CCSS.ELA-LITERACY.CCRA.SL.1**
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.SL.2**
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-LITERACY.CCRA.SL.3**
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- **CCSS.ELA-LITERACY.CCRA.SL.4**
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-LITERACY.CCRA.L.5**
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- **CCSS.ELA-LITERACY.CCRA.L.6**
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **CCSS.ELA-LITERACY.CCRA.SL.6**
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- **CCSS.ELA-LITERACY.CCRA.L.1**
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-LITERACY.CCRA.L.4**
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- **CCSS.ELA-LITERACY.CCRA.L.6**
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

3rd Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.3.1.A

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- CCSS.ELA-LITERACY.SL.3.1.B

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- CCSS.ELA-LITERACY.SL.3.1.C

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- CCSS.ELA-LITERACY.SL.3.1.D

Explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.3.2

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- CCSS.ELA-LITERACY.SL.3.3

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.3.4

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.3.5

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

- CCSS.ELA-LITERACY.SL.3.6

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.3.6

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

4th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.4.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.4.1.C

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

- CCSS.ELA-LITERACY.SL.4.1.D

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- CCSS.ELA-LITERACY.SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

- CCSS.ELA-LITERACY.SL.4.6

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.4.1.A

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

- CCSS.ELA-LITERACY.L.4.1.C

Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

- CCSS.ELA-LITERACY.L.4.1.E

Form and use prepositional phrases.

- CCSS.ELA-LITERACY.L.4.1.F

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- CCSS.ELA-LITERACY.L.4.3.A

Choose words and phrases to convey ideas precisely.*

- CCSS.ELA-LITERACY.L.4.3.C

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.4.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.4.4.A

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

5th Grade

Speaking & Listening: Comprehension & Collaboration

- CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

- CCSS.ELA-LITERACY.SL.5.3

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Speaking & Listening: Presentation of Knowledge & Ideas

- CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

- CCSS.ELA-LITERACY.SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- CCSS.ELA-LITERACY.SL.5.6

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)



APPENDIX C: COMMON CORE STANDARDS-MAPPED TO ACTIVITY

Language: Conventions of Standard English

- CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- CCSS.ELA-LITERACY.L.5.1.C

Use verb tense to convey various times, sequences, states, and conditions.

Language: Knowledge of Language

- CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Language: Vocabulary Acquisition and Use

- CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- CCSS.ELA-LITERACY.L.5.4.A

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.