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2010-2011

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See page 1 for more details

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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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Saturday,
October 16, 2010
Miami Beach
Convention Center
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The Education Fund's IMPACT II: A Network of Ideas

IMPACT II is a program of The Education Fund that focuses on strengthening curriculum, student achievement and teacher leadership by identifying and connecting teachers who exemplify professionalism and creativity in their classrooms. This comprehensive network has specially designed programs that encompass beginning teachers to experienced teachers.

Teachers who have developed successful classroom teaching ideas are given **Disseminator Grants** to package and market their proven projects through the ***Ideas with IMPACT* catalog**, the **Idea EXPO & Teacher Conference** and the **Idea Packets**, which contain curriculum materials such as lesson plans, worksheets and resource lists that help teachers adapt the ideas to their own classrooms. **Adapter Grants** provide supplies for the project ideas. Curriculum guides for each project and IMPACT II applications can be accessed at **www.educationfund.org**.

HOW IMPACT II CAN WORK FOR YOU

- **ATTEND** the Idea EXPO & Teacher Conference, Sat. Oct. 16, 2010 at the Miami Beach Convention Center.

  Select from 75 hands-on "by teacher-for teacher" workshops for k-12 teachers in all subject areas.

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- **APPLY** for an Adapter Grant to purchase materials to adapt one of the ideas featured in this catalog or in past years' catalogs. Contact the teacher who developed the idea to discuss your adaptation.
- **APPEAR** in next year's *Ideas with IMPACT* catalog. Apply for a Disseminator Grant by April 1, 2011.
- **ACCESS** on-line applications, curriculum Idea Packets and Idea EXPO registration at **www.educationfund.org**.

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The Education Fund's IMPACT II program offers teachers new ways to engage South Florida students. Ford salutes your efforts to create a stronger, more innovative future for your classroom.

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www.educationfund.org

The Education Fund's Ideas with IMPACT

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

A Message from the Superintendent of Miami-Dade County Public Schools

Since 1985, The Education Fund has been a partner of Miami-Dade County Public Schools sponsoring initiatives that support teachers with networking and training, create opportunities for community participation and engage students with hands-on classroom projects. By providing teachers the opportunity to be catalysts for innovation in the classroom through programs such as IMPACT II, The Education Fund gives teachers the opportunity to bring their ideas to life and the avenue to share them with others.

For the past several years, I have attended the annual IMPACT II Idea EXPO & Teacher Conference to support our teachers who value the exchange of ideas and seek to learn from each other. I commend the dedicated teachers who contribute their time and energy to produce and share their best practices.

Having been a teacher, I understand the need to stay ahead of the curve, keeping students engaged and interested in the subject matter. The resources and support of IMPACT II are designed to pass on innovative cost-effective teaching ideas in a user-friendly network that includes the *Ideas with IMPACT* catalog, curriculum "how-to" Idea Packets, the Idea EXPO & Teacher Conference and Adapter grants.

Teachers have the power to affect hundreds, perhaps thousands, of students. IMPACT II encourages teachers to include their colleagues in this sphere of influence as well. I applaud The Education Fund for its 25 years of service to our public schools and I am excited to see all of the ideas that come out of this year's IMPACT II program.

Alberto M. Carvalho
Superintendent of Schools
Miami-Dade County Public Schools

Superintendent Carvalho at Idea Expo 2009

Planting Seeds for Service Learning

Finally a project that will help you counter the blank stares of "Why do I need to learn this?" by giving students hands-on leadership roles in developing and implementing projects inspired by the novel, *Seedfolks*, by Paul Fleischman. Students explore the needs addressed by the characters in the book, then extend the lessons to personally reflect on the needs of their school and community. After students identify a need or problem, they use service-learning principles and methodology to respond to the need or resolve the issue. Since the book revolves around reclaiming a vacant lot and turning it into a garden, this project could be integrated into Earth Day, Dr. Martin Luther King Jr. Day of Service or the National or Global Youth Service Days activities.

Since the root of the project is the book, there are lessons for all ages to be gleaned from its pages. Single chapters can be one- or two-week units or select stories can be used as stand-alone assignments. Younger students can read versions abridged by older students.

The book, Seedfolks, grows service-learning and literacy skills in students who blossom into engaged readers and bloom as civic-minded community members.

Students

The book and project are adaptable for any class of students as a literacy unit or may be used as a multi-disciplinary unit in a larger setting. It is especially well-suited for use across grade levels, with older students taking on mentoring roles.

Staff

Katerina Nadel has taught high school Language Arts, Service Learning, and Peer Mentoring for six years. She has received multiple *Learn and Serve* and The Education Fund grants, such as an IMPACT grant for *Art of Story*. She has used *Seedfolks* to teach an integrated service-learning curriculum for two years.

Materials & Resources

A class set of *Seedfolks* ($6.00 each), is ideal for middle- and high-school classes. With younger students, one teacher's copy would suffice. Alternatively, other books to use: *Wanda's Roses* or *The Summer My Father Was Ten* by Pat Brisson; *Somebody Loves You, Mr. Hatch* by Eileen Spinelli. If one has access to an existing garden, it can easily be adapted or a garden can be started using the same plants from the book. It can also be integrated into the Fairchild Challenges run by Fairchild Tropical Gardens. Other community resources such as G.R.O.W. (www.grow-miami.org) offer great field trips.

Standards

Sunshine State Standards

Language Arts:
- Literature / Reading competencies
- Composition competencies
- Listening / Speaking /Viewing competencies

Science:
- Earth Space Science competencies
- Interaction of Society and the Environment competencies
- Comprehensive Health competencies

Social Studies:
Character Education
M-DCPS core values can be explored in *Seedfolks* stories.

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Principal: Dr. Louis Algaze

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A Senior Prom for Senior Citizens

Service-learning, communication, writing and decision-making all come together as students plan and implement the soirée of the season for residents who could not be more grateful. Intergenerational communication is far too rare in this fast-paced modern age, and as the students get to know the seniors, they learn more about the important things in life than they could ever glean from a textbook.

Besides learning the value of "giving back," students rise to the occasion during planning, assuming leadership in their assigned roles and improving attendance. Students learn the difference between fulfilling their community-service credits and giving from the heart. The interdisciplinary project connects with visual arts, performing arts, language arts and business, hospitality and specialty service classes. As relationships developed, the project expanded to include other activities, such as a "Viewing Party," to share a multimedia presentation of the prom. To encourage future service, each student was assigned to write reflections on the value of their overall experience.

One of the formative milestones of youth is revisited generations later, as residents of a nursing home attend a senior's senior prom planned and staged by high school students.

Students

Approximately 50 students in 10th- and 11th-grades met weekly for about two months prior to the prom. It can be altered so all ages can participate or to include other academic activities, such as buddy reading or interviewing the elderly and writing about their lives.

Staff

Michelle Singh has been a language arts teacher of the gifted and FCAT reading specialist for five years. She was named Rookie Teacher of the Year, 2005, and has received numerous grants including Teacher Mini Grants, Citi Success Fund, and Impact II grants. She participates annually in The Education Fund's Teach-a-Thon.

Materials & Resources

Refreshments; entertainment (jazz band or choir); decorations; Prom Court supplies (sashes, foam crowns, award ribbons, jeweled tiara and crown); keepsakes made by the students, such as popsicle photo frames; cameras; camcorders; photo paper; printer; CDs; scrapbook supplies. Parents donate time and items, such as make-up, camera equipment, and decorations. Helpful texts include *The Complete Guide to Service Learning* by Cathryn Berger Kay; *The kid's guide to service projects: Over 500 service ideas for kids who want to make a difference* by B.A. Lewis & P. Espeland.

Standards

Sunshine State Standards

Language Arts
LA.1112.4.1.1;
LA.1112.5.2.2.

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Robert Morgan
Educational Center
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Principal: Greg Zawyer

Take Note!

Papermaking is a fun way to teach concepts of basic science, measurement, language, money, and vocational and business skills to students with Intellectual Disabilities. This project, producing greeting cards from recycled paper, even proved lucrative, allowing the class to purchase a wii system with the income generated by the sale of cards. There is a job for every child—from shredding used paper, to blending, to drying—regardless of the level of their abilities, and each child accepts their duties with utmost pride and seriousness, as part of a successful team.

Students learn business concepts such as sales, taking and filling orders and customer service, as well as the rewards of working and earning money. Confidence grew in the students when they were able to mentor other classes on papermaking. The enterprise from start to finish provides an unprecedented sense of accomplishment for children whose identity has too often been tied to their disabilities.

What began as a way to teach the concepts of recycling and re-using, has turned into one of the best teaching tools this teacher has used in 35 years!

Students

Nineteen students, in sixth-to eighth-grades, with Intellectual Disabilities and differing levels of functioning participated. They made paper at least twice a week depending on the number of orders. It is adaptable for students of any age and ability.

Staff

Linda Ashby has taught students with Intellectual Disabilities for the past 35 years. She was on the team that brought the concept of Community Based Instruction to Miami-Dade County. Eileen Font, a teacher for 33 years, and paraprofessionals, Nellie Williams and Dyanne Johnson, were instrumental in the success of this project.

Materials & Resources

For a bare minimum of space you need one or two tables and a water source. Supplies include: two papermaking kits (one for cards and one for envelopes - available at www.arnoldgrummer.com), a blender, an iron, large plastic storage container, a measuring cup, a plastic pitcher, a cookie sheet with sides, sponges, old towels, recycled paper, seeds (optional), rubbing plates (optional). Ms. Ashby has made a DVD, which presents a good overview of her students making paper. As she is retiring, she will be able to visit classrooms to help set-up the program.

Standards

Sunshine State Standards

Language Arts:
LA. 6.5.2.1;
LA. 6.1.6.1.

Mathematics:
MA.6.G.4.In.c;
MA.8.G.5.Pa.a.

Social Studies:
SS.7.E.1.Pa.e;
SS.6.E.3.Pa.a;
SS.8.E.1.Pa.a.

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Dav Pilkey: You've Inspired a "Writing Wave!"

Originally an Assurant Teacher Mini-Grant

Second-grade students are enamored with the animated children's books of author Dav Pilkey, and excited to emulate his captivating adventure stories with their own original tales and adapted renditions. The students read several of his stories, such as *Dragon Gets By, Kat Kong, Dogzilla* and *Captain Underpants*. They explore the author's Web site and learn more about his writing style and life.

Enthusiastic readers were motivated to reproduce his captivating style of writing and created their own stories, such as Kitten Kong, Puppy Zilla, and Captain Lava. The girls created a female version of Captain Underpants and produced stories, such as Princess Skinny Jeans, Princess Sparkle Jeans and Queen Kitten Breath. In addition, the students participated in a read-a-thon, wrote letters to the author and read their stories to younger students. The final stories were bound into books for display in the school library.

Captain Underpants rescues writing! Creativity flows from children having fun, as they read, write, illustrate, edit and even bind their own renditions in the style of one of their favorite authors.

Students

Second-grade EFL (Extending a Foreign Language) students participated in this project at Coral Reef Elementary.

Staff

Mayra Perez is a National Board Certified Early Childhood Generalist who has taught in M-DCPS for 25 years. She has received several grants from The Education Fund including Citi Success Fund, Citi Team Mentor, Teacher Mini-Grants and the IMPACT II grants, *"Sense" sational Story Time Snacks, Recycle and Reuse to Learn the 3Rs,* and *Hot Off the Press.*

Materials & Resources

Paper, markers, colored pencils, crayons, several copies of Dav Pilkey's books, color and black ink printer cartridges, laminating machine, laminating pockets, a hole punch and miscellaneous materials for binding books such as colored cardstock, ribbon, shoestrings, leather, plastic ties, pipe cleaner or yarn. The author's home page is at www.pilkey.com. The Idea Packet (available at educationfund.org) contains worksheets that jumpstart the writing process.

Standards:

Sunshine State Standards

Language Arts
LA.2.1.6.1; LA.2.1.6.2; LA.2.1.7.1; LA.2.1.7.2; LA.2.1.7.3; LA.2.1.7.5; LA.2.1.7.7; LA.2.3.1.1; LA.2.3.1.2; LA.2.3.1.3; LA.2.3.2.1; LA.2.3.2.2; LA.2.3.3.1; LA.2.3.3.2; LA.2.3.3.3; LA.2.3.3.4; LA.2.3.5.1.

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Principal: Dr. Fred Albion

Educate Parents as Reading Partners

Originally a Brickell Avenue Literary Society Teacher Mini-Grant

As their children learn to read, most parents express an interest in helping them with literacy development, but unfortunately feel ill-prepared to teach reading exercises and skills. This series of seven afterschool workshops trains parents to take a more active role at home through activities that correspond with the school's reading program and other research-based strategies that generate and nurture a young person's interest.

At the beginning of the two-hour workshop, both parents and students participate together in read aloud activities. The next phase separates the groups with the children doing homework or games while their parents are introduced to a wide range of activities to address comprehension, pronunciation, word order and creative writing. Ultimately, the students' interests and attitudes for reading, attentiveness in the classroom and reading assessment test scores have increased due to their parents' involvement. Student gains in reading have led to success in other academic areas.

Learning to read becomes a family affair when parent workshops align children's classroom instruction with interactive lessons at home.

Students

The workshops, hosting around 95 parents, impacted 140 students, ages 5-9, in kindergarten through second-grade.

Staff

Suzelle Etienne, nominated for 2009-10 teacher of the year, has six years of teaching experience. Nancy Sale, in 25 years of teaching, has garnered numerous grants from The Education Fund and has given workshops at the local, state and national level on science projects. Bilingual staff members were recruited to help parents who needed translation services. Betty Hayes, M-DCPS Community and Parent Outreach Specialist, encouraged parents to participate.

Materials & Resources

Workshops were held in the school's media center and classrooms. Each family received a take-home kit which included sight words cards; action, naming & describing word cards; an assortment of picture books; dry-erase boards and markers; pencils; erasers; sharpeners; and a list of on-line interactive resources. Parents helped set-up and serve the refreshments at each workshop.

In three field trips, parents and teachers drove groups of children to Miami-Dade County libraries to apply for library cards and watch book-based theater productions performed by the Momentum Dance Company.

Standards

Sunshine State Standards

Language Arts:
LA.A. 1.1.;
LA.A.2.1.;
LA.B.1.1.;
LA.B. 2.1.

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Hollyread Hall of Fame

Originally a Citi Success Fund grant

The only thing missing is the *paparazzi*, as students challenge themselves to finish as many novels as possible to garner school-wide accolades such as a "shout-out" on the morning announcements, award medallions, T-shirts, DVDs, recognition in the local newspaper and the venerable engraved name on the Hollyread Hall of Fame wall.

After setting goals on how many books they will read, students select novels on their reading level, read independently or with a buddy, and take comprehension tests using the *Accelerated Reader* software program, which keeps track of their progress throughout the year. The project culminates in a school-wide candle-lighting Hall-of-Fame induction ceremony, where parents and classmates may celebrate the young scholars' literary accomplishments. Students who meet their goals will wear their celebrity well, improving FCAT scores and developing a love for literature that will hopefully last a lifetime.

Hoo-ray for Hollyread! Competing with smart phones, Facebook and You Tube isn't easy. This project uses incentives and student recognition to bring good old-fashioned books back in style.

Students

All sixth- through eighth-grade students in the school were eligible to participate. This project can be adapted for all ages, and formatted to include the state's recommended reading list of books.

Staff

LaQuinda Johnson has taught Regular and Advanced Language Arts, Cambridge Academy and Intensive Reading for the past five years. Ms. Johnson is also an IPEGS trainer. She has received a Citi Success Fund grant from The Education Fund and a Teachers as Heroes Award. Faculty, staff and students assisted in implementing the program.

Materials & Resources

Some incentives and supplies used to reward students include T-shirts, medallions, certificates, pencils, and Townsend Books. For the induction ceremony, light refreshments and decorations with a Hollywood theme, such as a red carpet, cut-out stars, and an array of lights, are needed.

A permanent Hall of Fame display made of engraveable name plates screwed into wood elevates the program and creates a place for students who have graduated to revisit their success.

Standards

Sunshine State Standards

Language Arts:
LA.6.2.2.5;
LA.6.6.3.2;
LA.7.1.6;
LA.7.1.7.8;
LA.7.6.4.1;
LA.8.1.6.2;
LA.8.2.2.5.

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Principal: Joaquin Hernandez

It's All "Greek" to Me

This project was designed to train students to closely analyze stories in detail in order to gain a deeper understanding of complicated text. They study characters, symbols, and events from ancient Greek mythology through the creative approach of assembling an illustrated alphabet word book, matching vocabulary and illustrations with the letters. Each group of three students compiles a book with every student responsible for eight of the 24 Greek letters. They gather corresponding images from original drawings, the Internet or magazines, and compile and showcase their final work in a bound book format which they share with other classes.

Engaging high-school students is an Olympian task, but they enjoy studying the epic feats of gods and goddesses. Their projects motivate them to re-read literature for a deeper analysis, incorporate all stages of the writing process and tap into their creative side. Results include improved attitudes and increased abilities for reading and writing.

From Alpha to Omega, this project brings out the best in students increasing their motivation, creative expression and self-esteem.

Students

Students in ninth- and tenth-grade who scored in the bottom 25th percentile in the Reading FCAT participated. The project can easily be adapted to meet a teacher's curriculum or grade level. It increases students' motivation and self-esteem as they take great pride in showcasing their work.

Staff

Katia Calejo, with more than 13 years of teaching experience, was voted 2009-10 Teacher of the Year at her school. She has mentored new teachers and written curriculum for the district. She has used this project for three years with great success in variant content and grade levels.

Materials & Resources

Most of the activities can take place in the school's media center. The project requires computers with Internet access and Microsoft Word; a chart of Greek gods'/ goddesses' attributes; copy paper; colored pencils and markers; stapler; glitter; scissors; and glue. A binding machine to make the books is optional.

Included in her Idea Packet (available at The Education Fund's Web Site) are detailed lesson plans and the grading rubric for teachers interested in adapting this project. It is an ideal project to use to demonstrate all stages of differentiated instruction.

Standards

Sunshine State Standards

Language Arts:
LA.910.1.6.4;
LA.910.1.7.3;
LA.910.1.7.6;
LA.910.3.1.1;
LA.910.3.2.1;
LA.910.3.3.1;
LA.910.3.5.1;
LA.910.3.5.3;
LA.910.5.2.5.

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Principal: Guillermo Muñoz

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Serving Up a Menu of Sunshine State Books

Originally a P.L. Dodge Foundation Teacher Mini-Grant

Whether cooking lo-mein to celebrate the Chinese New Year after reading *The Year of the Dog* or simply making lemonade like the characters in *Lemonade Wars*, this literature club serves up excitement to complement the year's Sunshine State Young Reader Award books. In an attempt to digest all 15 books on the list, the group participates in critical-thinking discussions and cross-curriculum activities that connect science and often cooking to the stories. This project creates such an enthusiasm for reading that the club has a waiting list.

The books lend themselves to comprehension strategies that engage students. Students are so involved in exploring new cultures and conducting unusual experiments, they hardly know they are learning until they see the increases in their science and Accelerated-Reading levels. In addition, the project renews itself each year, as the state releases a new list of recommendations with accompanying activities.

Students, who've never read chapter books, go from "I can't!" to "I can't wait!" Matching cooking and science activities to the Sunshine State Books motivates students to read and increases science skills.

Students

Twenty-five students in fourth- and fifth-grades who met their Accelerated Reading goals participated twice a week after school for 1 1/2 hours. The project can also be adapted by classroom teachers for third- to fifth-grades.

Staff

Arlene Trotter is a science teacher and Theresa Angiolillo is a National Board Certified Media Specialist. Both have more than 25 years of teaching experience and have received numerous grants from The Education Fund. They have used this project for two consecutive years without assistance; however, volunteers would increase capacity.

Materials & Resources

The literature club meets in the Media Center, with science activities in the Science Lab. (Classrooms can also be used.) Most Media Centers have the Sunshine State Books, which come each year with activity guides that include curriculum connections, challenging words, figurative language explanations and food ideas (www.myssyra.org). The books can either be read to low-ability students or a class set can be checked-out of the Media Center. Students can compete in the annual, regional Battle of the Books which draws questions from the Sunshine State Books.

Standards

Sunshine State Standards

Language Arts
Understands oral information:
LA.A.1.2.1;
Understands conflict resolution:
LA.E.1.2.2;
Main Concept and Supporting Details:
LA.C.2.2.1.

Science
Scientific Process:
SC.H.1.2.1;
Applications of science:
SC.H.3.2.1;
Plant characteristics:
SC.F.1.2.3.

Sponsored by

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Principal: Melissa Mesa

CCC – Children's Conservation Corps

Originally a Miami-Dade County Teacher Mini-Grant

In this multifaceted project, students investigate solid waste, looking at its effect on the environment and searching for solutions to reduce, reuse and recycle it. After an overview of Florida's physical and natural environment, students actively engage in a series of lessons focusing on various environmental issues, with time for exploration, investigation, discussion, and action. A few of the activities include:

- Where is Away? – students learn about household trash and construct a model landfill
- Cafeteria Waste – students tour the cafeteria and plan ways to decrease waste
- Now Let's Recycle Fair – students bring in items to sort and recycle
- Papermaking – students make paper from the recycled school paper
- The Swap Box – students discuss new uses for items they no longer want and set up a school swap box

After participating in the corps, students will know practical steps they can take to properly care for the earth's resources.

Students

The corps is designed for elementary students but many activities are adaptable to middle and senior high students. It can also be used with ESE and ESOL students.

Staff

Jennifer Williams has been teaching in M-DCPS for more than 30 years. She began her career as an adult education music teacher. She then became an Educational Specialist at a magnet school and later designed and taught in their gifted program. She also was Coordinator of the Citibank FamilyTech Program and a M-DCPS Curriculum Support Specialist.

Materials & Resources

On-line resources include: delta-education.com (environmental kits); Recycle City, epa.gov/recyclecity/ (recycling games and information); Earth 911.com (recycling 101); Kids for Saving Earth.org (free materials and ideas).

A field trip to the Environmental Center at Miami Dade College South is useful to observe a compost pile with live worms and a pesticide-free garden. Students can participate in Baynanza and Adopt-a-Tree through DERM at Miami-Dade County (miamidade.gov/derm/).

Standards

Sunshine State Standards

Science:
SC.1.L.14.1;
SC.4.L.17.4;
SC.5.L.15.1.
SC.912.L.17.14;
SC.912.L.17.16.

Language Arts:
LA.K.6.2.2;
LA.1.6.4.1;

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MIAMI-DADE COUNTY

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Conservation through Collaboration with PSAs

Originally a Miami-Dade County Teacher Mini-Grant

Small cooperative learning groups research a topic concerning ecology awareness and conservation, such as beach pollution, water quality, or conserving resources by reducing, reusing or recycling. Under the premise that science, technology, and society are interwoven, students use strategies to integrate technology to communicate their environmental findings, primarily by creating a digital public service announcement to be presented to students and placed on the school Web site. They write scripts, shoot on location, edit video and distribute their message along with supporting materials such as brochures and exhibits.

Guiding the project around the choices they can make for a better life, students develop a consciousness for the interconnection between living things and our planet. They gain a deeper comprehension of the influence wielded by their own voices, the power of words and images, technology for mass communication, and the need and methods for change.

In bringing green to the screen, students become environmental researchers and activists while learning techniques of digital video production.

Students

Participating were 160 students in sixth- and seventh-grade of all ability levels, but it can be easily adapted to other grades.

Staff

Kristin Hoyer, a former magazine writer and editor, has been awarded grants to work with student writing workshops. She sponsors the school newspaper. Gwen Foote works on conservation activities and has taught on the elementary and college levels. The project succeeds because of the collaboration of teachers from several disciplines that have made Earth Day, Going Green, and other conservation activities into school-wide projects.

Materials & Resources

Students are referred to the media center and computer science lab for Internet research, interactive planning and lessons. Video cameras may be provided by the student or the school. Video is edited digitally in the computer lab and brochures are produced with MS Publisher software. Students perform interviews and video research at school, the nearby beach or on field trips to places such as the Biscayne Nature Center, rehabilitation sanctuaries or universities accessible in Miami-Dade County. Guest speakers from conservation organizations are also excellent resources.

Standards

Sunshine State Standards

Language Arts

Reading:
LA.A.1.3; LA.A.2.3

Writing:
LA.B.1.3; LA.B.2.3

Listening, Viewing, and Speaking:
LA.C.1.3; LA.C.2.3; LA.C.3.3

Language:
LA.D.1.3; LA.D.2.3

Science

Energy:
SC.C.1.3; SC.C.2.3

Processes of Life:
SC.F.1.3

The Nature of Science:
SC.H.1.3; SC.H.2.3; SC.H.3.3

Sponsored by

Yamaha Contender
Miami Billfish Tournament

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Designing Underwater Vehicles

Originally a Teacher Mini-Grant

Student teams are presented with an open-ended design problem which is based on a real-working underwater situation that involves designing and building a remotely-operated vehicle (ROV). Possible simulations for ROV-designs include navigating through Hawaii's Loihi Seamount (underwater volcano) or inspecting the Deepwater Horizon oil spill, both of which are relevant examples of commercial ROV use.

To begin, the teams make sketches and calculations outlining the structure and propulsion system. After fabricating the ROVs using PVC pipe and parts from a kit, teams test for neutral buoyancy in a pool. Once buoyant, teams perfect and modify their ROVs to improve control and maneuverability. Finally, a timed dive competition is held with points gained for completing mission objectives. Each team submits technical reports that include background research, schematics of their control boxes, drawings of their ROVs and an analysis of their ROVs' performance.

Engineering is not the product but the process. What better way to learn than to progress from a general problem to a designed, tested and constructed solution?

Students

This project was designed and implemented in a mixed level second and third year engineering classroom with students in grades 10th - 12th. It can be modified for use with sixth – ninth grades in physical science classrooms.

Staff

Melissa Fernandez teaches Engineering Technology, Information Technology and AP Computer Science and coaches the Mecha Makos, MAST Academy's engineering and robotics competition team. She holds a M.S.Ed. in Education Technology from Barry University and is currently pursuing a Ph.D. in Computing Technology.

Materials & Resources

All project materials are available from hardware and a marine/outdoor outfitter. ROV-in-a-Bucket kits are recommended for novices at www.marinetech.org (Web site lists on-line suppliers of materials to build ROVs). If a pool is not available, smaller ROVs can be built using a bathtub/child's pool to test the designs.

Books and Web sites: *Build your own Underwater Robot and Other Wet Projects* by Harry Bohm & Vickie Jensen; immersionlearning.org (interactive build-a-ROV); www.marinetech.org/rov_competition/resources.php (ROV competitions).

Standards

Sunshine State Standards

Standards for Technology Literacy:
STL.1.J; STL.2.BB; STL.5.I; STL.8.H; STL.8.I; STL.8.J; STL.9.J; STL10.J; STL11.P; STL.11.Q; STL.11.R; STL.12.M; STL16.N

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Engineering Liftoff

Origami meets NASA, as high-school math students construct paper airplanes by selecting from among different papers and materials and using designs of their own imagination. After they fold and test fly their creations, they collect data on horizontal distance traveled or flight time before landing. In order to account for different extraneous variables, students launch their plane at least three times and find the mean of the values measured.

Next, students are required to alter their plane by attaching paper clips, adding a fold to the wings or tail, or cutting grooves, etc. After they hypothesize how their change will affect the earlier measurement, they test fly the new design and recollect the data. Performing these re-designing tasks, the students learn the work of engineers as they test ideas and refine different models to achieve success. Their findings are presented to the class in a discussion of aerodynamics and engineering concepts, such as angle of launch, width of wings, thrust, and drag.

Working as engineers, students test ideas and designs with paper airplanes and, in the process, learn aerodynamic laws and engineering principles.

Students

The project is directed to students in grades 9 – 12. Although knowledge of statistics is not a prerequisite, students with stronger math backgrounds tend to consider more variables when they conjecture and have less difficulty with folds and measurements. Less experienced students benefit from working in small groups of two or three.

Staff

Sandra Argüelles Daire has been teaching high school mathematics for 20 years. She is pursuing an Educational Doctorate degree at Nova Southeastern University with a concentration in Educational Technology and Distance Education.

Materials & Resources

Construction paper, Origami paper, copy paper, scissors, measuring tapes and timers. Paperback books with pre-designed, ready-to-cut airplanes can be used as a guide for designs. For larger versions of airplanes which fly higher and farther, ledger-size paper is used.

Resource books include *Gigantic Paper Planes*, Flying Frog Publishing; *Great Paper Jets* and *Super Paper Airplanes: Biplanes to Space Planes*, N. Schmidt; *Introduction to Engineering with Paper Airplanes*, S. Oakland. Additional resources and helpful Web sites are listed in the project's Idea packet.

Standards

Sunshine State Standards

Math:
MA.912.S.1.1;
MA.912.S.1.2;
MA.912.S.3.2;
MA.912.S.3.3.

Science:
SC.912.N.1.1;
SC.912.N.1.7.

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Just Let Me Do It!

Originally a Teachers Network Leadership Institute Action Research Project

From the minute a child is born, she has an innate drive to make sense of her world by tasting, touching, smelling, and hearing. Research for this project shows that the early introduction of science process skills not only creates an interest in science, but translates into improved development in other cognitive areas, especially language. This project creates opportunities to utilize children's natural curiosity and interests through meaningful developmentally appropriate science experiences and related studies.

Students are introduced to science concepts through fun experiments like turning solids to liquid by making mud or turning liquids to solids by making butter. They explore colors, magnets, weather, energy, plants and more with tactile activities and interactive stories and songs that lead to an expanded vocabulary, increased letter and word recognition and advanced science process skills. Children are engaged and clamoring for knowledge just in time for kindergarten.

All I really need to know, I learned…before kindergarten? Hands-on science activities in the pre-k classroom increase school-readiness skills, an interest in science and vocabulary.

Students

This project was used with 18 pre-k students, which included ESOL, SPED and speech impaired students. All students showed at least a six-month increase in age-equivalent growth in language and cognitive areas. The science environment this project promotes can be used in any pre-k to second-grade classroom.

Staff

Peggy Gordon is a TNLI fellow with 29 years of teaching experience in the classroom. She has received IMPACT II grants from The Education Fund and has presented her action research at the annual Idea EXPO. A pre-k paraprofessional helped in implementing this project.

Materials & Resources

The Idea Packet contains an extensive list of materials for hands-on science experiments, such as cereal, jell-o, diet coke, shaving cream, bubble liquid, milk cream, film canisters, magnifying glass, basting syringes, measuring cups, containers, assorted dry beans, sand, magnets, tree leaves, kites, small toys and balloons, as well as a list of books that complement the lessons. Access to the school media center and the Internet bolsters the project.

Standards

Sunshine State Standards

Language Arts:
All the standards

Science:
SC.A.1.1.1,2,3; SC.H.1.1; SC.H.2.1; SC.H.3.1.

Mathematics:
MA.B.1.1; MA.B.2.1; MA.B.3.1; MAB.4.1; MA.E.2.1; MA.E.1.1; MA.E.3.1.

Music:
MU.A.1.1; MU.E.1.1;

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Rod & Lucy Petrey

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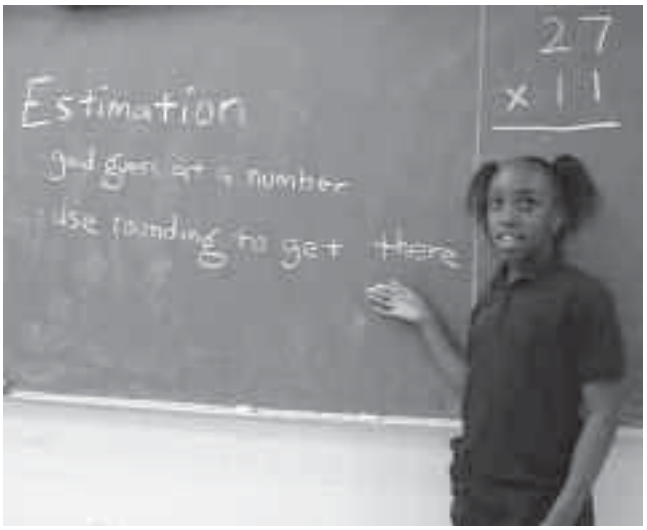
THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Mathematician Spotlight

Originally a Rod & Lucy Petrey Teacher Mini-Grant

Students are recorded explaining mathematic concepts in one- to five-minute video shorts, which are replayed to introduce and reinforce new math concepts to classmates, including younger learners. Some concepts such as grouping, estimating and probability can be effectively taught with this medium and reach an optimal audience when broadcast during the morning announcements.

Students take part in the planning process and are responsible for the recordings and demonstrations. This project encourages cooperative planning and poly-modal learning in the student presenters, who take ownership of the learning process and establish self-esteem and social skills by reaching out to their classmates. Students in lower grades are influenced by their older peers, shining a positive light on the math to be learned and learning in general. All the lessons can be packaged in a comprehensive tutorial study aid for future students.



Students teach students by video-recording math concepts. Young filmmakers master their subject and their presentation skills by creating videos that instruct their peers and impress their families.

Students

The project is designed to benefit all mathematics students in third- to sixth-grades including students in general education, gifted and special education classes. Success is found in students teaching other students.

Staff

After years as a software engineer, Kerry Mathews reinforced his long-held idea of using technology in education by acquiring a M.S. in Exceptional Student Education from Barry University. He began writing educational software for his own five children before adapting his creations to the classroom to reach a broader audience.

Materials & Resources

The project requires a video projector, two low-cost video cameras (one for backup), memory cards for the cameras, and blank CDs to burn copies for the students. A Smart board or Prometheus with a projector is an ideal set-up.

For successful implementation, allow 30 minutes to teach each student team how to use the video camera and create a video script. Students will need one to two hours to record their video segments and an hour to edit the video. Upper level students may become skilled enough to edit their own videos.

Standards

Sunshine State Standards

The project is designed to introduce mathematical concepts and, as such, all Sunshine State Standards in mathematics are within reach.

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Florida Matching Grants Program

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Outrageous Weather: Hurricanes and Tornadoes, What Would You Do?

Since Special Education (SPED) students learn best through a variety of learning styles, this project's visual, auditory and kinesthetic-tactile lessons create a whirlwind of activities concerning severe weather conditions. Students learn to map historical and current hurricanes by plotting the coordinates of a storm on charts. They see dramatic videos of storms and participate in demonstration labs such as the "Tornado Tube" and "Discovery Tornado Lab." They take part in a web-based interactive lab activity (Gizmo) on Hurricane Motion, research Web sites from the National Hurricane Center and NOAA, and use a variety of graphic organizers to record and interpret the information.

Each student presents information to the class about a historical hurricane, including damages and the path that it traveled. In the future, all students will be able to chart hurricanes, prepare for storms following safety procedures, and explain the science behind nature's most violent phenomena.

With a whirlwind of engaging activities, this project puts students in the eye of the storm, capturing their attention and unleashing their power to learn.

Students

Ninth-grade students with Specific Learning Disabilities, Emotional Behavioral Disorders and Attention Deficit Disorders and reading, math and science levels of 1-3, participated during their Earth Space Science class.

Staff

Lynda Miret has taught for 14 years and is National Board Certified with an Educational Specialist degree in Varying Exceptionalities and Special Education. She received in 2010 a grant from The Education Fund for her project, *Water Conservation, Just Do It!* She has used the weather project for 10 years updating it periodically with new labs and activities.

Materials & Resources

Internet access; projector; latitude and longitude worksheet; graphic organizers (from the Idea Packet); maps and charts; Publix hurricane maps; plastic liter (soda) bottles; Hurricane & Tornado simulations: Gizmo Lab: Hurricane Motion; Brain Pop: Hurricanes and Tornadoes; Tornado Tube Lab; Discovery Tornado Lab; DVD: Discovery Channel's *Raging Planet: Tornadoes and Hurricanes.*

Web sites: nhc.noaa.gov (National Hurricane Center); wunderground.com/hurricane; www.usatoday.com/weather; www.esminfo.prenhall.com; www.whyfiles.org.

Standards

Next Generation Sunshine State Standards

Earth Space Science: Grades 9-12
SC.912.E.6.6;
SC.912.E.7.1;
SC.912.E.7.3;
SC.912.E.7.5;
SC.912.E.7.6;
SC.912.E.7.7;
SC.912.E.7.8;
SC.912.E.7.9;
SC.912.P.10.4.

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Florida Matching Grants Program

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Solar Energy Fun Powered by the Sun

During the school's Solar Fun Day, young scientists are actively engaged, working together and having fun as they gain an understanding of solar energy. They experiment with solar power by constructing solar ovens, pinwheels and solar bead bracelets. In addition, they explore and understand how we, as humans, can influence positive changes in our environment by exploring alternative energy sources.

Students learn how solar energy is the force that creates the wind by observing when their pinwheels spin. They watch their solar bead bracelets change colors when exposed to ultraviolet rays. Finally, they watch the temperature rise on thermometers in their hand-crafted solar ovens made from pizza boxes, black paper, tinfoil and plastic wrap. Anticipation builds as s'mores glisten in the afternoon sun. Upon completion of the activities, students can be assessed through expository writing and verbal exercises showcasing their new vocabulary. The project is designed to function at many levels so that it captures the focus of even the most challenged students.

Students create, from start to finish, hands-on projects while learning about our cleanest and most reliable renewable energy—the sun. Few kids will pass up an assignment that ends in s'mores!

Students

This was a school-wide, collaborative effort of all pre-k to fifth-grade students in general and special education classes. Fourth-and fifth-grade students were paired with the younger students. Each teacher provided for their class three science labs and lessons with additional resources to accompany the activities.

Staff

Cathy Bellinghieri is a fourth-year teacher and first-year science coach. Leslie Gonzalez is a fifth-year teacher and a second-year science coach. Together, they were awarded a Project Rise Grant for a Star Gazing Event and the FPL Renewable Energy Grant in 2009-2010.

Materials & Resources

Set-up project in an open outdoor space on pavement such as sidewalks or a basketball court. Solar ovens are constructed with clean pizza boxes, tin foil, plastic wrap, black construction paper, packaging tape, scissors and rulers. S'mores are made of graham crackers, mini-marshmallows, and chocolate bars. To make pinwheels, use straws, crayons/markers, a hole punch, copy paper, and tape. Bracelets of solar beads and lanyards are easily crafted with string or pipe cleaners. The project begins with the video by Bill Nye, The Science Guy, *The Sun*. Books include *I Face the Wind*, by Vicki Cobb; *The Wind Blew*, by Pat Hutchins; and *Cooking With the Sun*, by Beth Halacy.

Web site resources:
fpl.com/community/learning/solarstations.
www.fplforkids.com;
www.need.org;
www.fsec.usf.edu

Standards

Sunshine State Standards

Science
SC.B.1.1.1;
SC.B.1.1.2;
SC.B.1.1.3;
SC.B.1.1.4;
SC.B.1.1.2;
SC.H.1.1.1;
SC.H.1.1.5.

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From "Terminator" to Conservator!

Originally a Miami-Dade County Teacher Mini-Grant

South Florida's water supply, seemingly endless given the abundance of lakes, canals, aquifers and rainfall, faces a scarcity similar to that of the arid west. But, unlike out west, a sense of urgency has yet to take hold. This project hopes to instill that urgency in a new generation of water conservationists.

Students garner information and ideas from a Web site scavenger hunt that challenges them to learn more about our local water purification process and various ways to conserve water. They then perform a home water audit and calculate how much water they use daily. Other activities include building a model of the Biscayne Aquifer, setting-up a hydroponics lab and staging a mock-city council meeting in which students groups portray industry, environmental, and government interests on a water-related issue.

Following the water conservation unit, the class takes part in a year-long program addressing a broader spectrum of energy, soil, ocean and wildlife conservation methods.

Many believe water will be the "oil" of the 21st Century. These students discover and share new ideas to protect a resource that will grow more precious over their lifetime.

Students

The project targets 75 fourth-grade students of all levels, including Special Education.

Staff

Sandra Castellon has been a media specialist for ten years and mentors new media specialists for the district. She also serves as the EESAC Secretary and a Leadership Team Mentor. She has received Florida Learn & Serve grants and The Education Fund's Teacher Mini-Grants. To share her love of reading with her students, she holds AR parties, Young Author Teas and a vocabulary parade each school year. She collaborated with the fourth-grade science teachers to implement this project.

Materials & Resources

Materials for water experiments include a glass measuring jar, food coloring, 1-2 cups of aquarium gravel, 1-2 cups of soil, ½ cup grass, a poultry baster, a toothbrush, toothpaste, and a clock, timer, or stopwatch. Great resources are: Recycle this Book by Dan Gutman; 50 Simple Things Kids Can Do to Save the Earth; EPA Web site, www.epa.gov/watersense/kids; and Miami-Dade County Water & Sewer Dept. Website, Miamidade.gov/conservation. A representative from the Water and Sewer department is an informative guest speaker and their mascot, D-Rop, could also drop-in!

Standards

Sunshine State Standards

Science:
SC.B.2.2.3; SC.B.2.2.2. SC.D.1.1.3; SC.D.1.2.3. SC.G.1.2.1; SC.G.1.2.2; SC.G.1.2.7; SC.G.2.2.3; SC.G.2.2.2. SC.H.1.1.1; SC.H.1.2.2; SC.H.3.3.5.

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Wild Mathemat'Cats' Awareness to Action Water Conservation Campaign

In this project, students discovered effective ways to take action as water conservationists in their schoolyards and backyards, by putting their math lessons to work in the real-world. Students first became aware of the water consumption in their community with water audits. To track home water usage, they developed an information sheet for conserving water, leading many families to make more-efficient modern upgrades.

Known as the Mathemat'Cats after their mascot, math students then collected and evaluated water data from their school. The young detectives took action by finding leaky equipment and brainstorming ways to cut the biggest culprit of waste -- irrigation. To counter this waste, the class held a rain barrel workshop, made as many as 12 rain barrels and placed them throughout the school, gathering water for irrigation and reducing the water bill. They then shared their findings on water waste in a presentation to the city, where rain barrels were subsequently placed in various sites around town.

Water conservationists move rapidly from awareness to action with easy-to-implement methods to save resources, to educate others in the community and, ultimately, to affect the world.

Students

Participating in the project were the sixth-grade mathematics club and the sixth- and seventh-grade environmental club. This project is appropriate for any secondary student.

Staff

Steve Vajda has been a mathematics teacher at South Miami Middle Community School for seven years. He has been interested in environmental issues and renewable energy for many years.

Dr. Suzanne Banas, NBCT, science teacher and environmental club sponsor, has been a science teacher for 25 years and environmental action has always been a part of her instruction.

Materials & Resources

Supplies to make rain barrels: 55 gallon reconditioned, food-grade drum, plumbers tape, mesh screen, pvc pipe, drill and garden hose. Other resources: Fairchild Tropical Garden Challenge materials and information on water management and conservation from Water & Sewer Department of Miami-Dade County (www.Miamidade.gov). Barbara McAdams of the Florida Yards & Neighborhoods, a Miami-Dade County Extension Office, (bmcadam@ufl.edu or 305-248-3311, ext. 245) is a valuable resource.

Standards

Sunshine State Standards

Mathematics
MA.6.S.6.2.

Science
SC.7.E.6.6;
SC.912.E.7.8;
SC.912.L.17.16;
SC.912.L.17.20;
SC.912.N.4.2.

Sponsored by

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Let's Have a "Pow Wow" on Native-American Studies

This interdisciplinary project introduces students to the story of South Florida's native people as part of an overview of Native American tribes by geographic region. Students learn about the Seminole and Miccosukee Tribes in their study of Native American tribes' clothing, food, types of shelter, and unique customs and characteristics. To gain background knowledge of Native American culture and lifestyles, they read the novels *The Talking Earth* and *Skeleton Man*.

Students learn how to take organized notes and conduct research that they will use in individual and group projects. They build a model of a chickee hut or a tepee, sew patchwork bookmarks, create ceremonial headdresses, design sand paintings, make dioramas of a particular tribe, and write their own original stories and poems. Group projects include performing Native American dances, such as the Green Corn Dance, playing traditional games, and even cooking recipes of authentic foods.

Often overlooked, Native-American culture and history will not be lost on these engaged students who learn the importance of remembering and preserving the ways of America's original inhabitants.

Students

This project was designed for fourth- and fifth-grade gifted students in a full-time bilingual program in which students work 60 percent of their time in English and 40 percent in Spanish. It can be adapted to all ages and achievement levels.

Staff

Josefina P. Novoa is a National Board Certified teacher with a master's degree in reading. She has been teaching for 23 years, 18 of these in gifted programs. She is a recipient of The Education Fund's Teacher Mini-Grants and IMPACT II Disseminator grants, *Fantastic Units=FUN, Kids Creating Cultures*, and *Adventures in Medieval Times*.

Materials & Resources

Course reading includes the Harcourt Brace 5th-grade Social Studies textbook; *CORE Knowledge, What Your Fifth Grader Needs to Know*, by E.D. Hirsch; *The Talking Earth* by Jean Craighead George; and *Skeleton Man* by Joseph Bruchac. Other resource books include: *Night Bird: A Story of the Seminoles* by Kathleen Kudlinski and Patchwork: Seminole & Miccosukee Art & Activities. The project is enhanced by fieldtrips to the Seminole Okalee Indian Village in Hollywood, the Ah-Tah-Thi-Ki Museum in the Big Cypress Reservation and the Everglades Miccosukee Village on Tamiami Trail.

Standards

Sunshine State Standards

Social Studies
SS.A.1.2.1; SS.A.3.2.3; SS.A.5.2.8; SS.B.1.2.3; SS.B.2.2.1; SS.B.2.2.3.

Language Arts
LA.A.2.2.1; LA.A.1.2.2; LA.A.1.2.3; LA.A.2.2.1; LA.A.2.2.2; LA.A.2.2.4.

Sponsored by

Florida Matching Grants Program

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Principal: Josephine Otero

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Teaching Trunks on the Holocaust

The Florida Holocaust Museum invites you to meet the Florida Mandate for Holocaust Education through their literature-based teaching trunks. Their dynamic trunk curriculum teaches the lessons of the Holocaust, genocide and character education with large trunks designed to accommodate the needs of one class or a team of teachers. The selected materials align with state standards, and are appropriate for students at each grade level. The focus of each trunk is carefully developed to create a spiraling educational approach that builds upon the previous grade level trunk.

The first- and second-grade trunks include a video-based series with related literature on respect and tolerance education. All other trunks contain class sets of literature, curriculum guides, videos/DVDs, read-aloud selections, CDs, picture books, and reference and resource materials. Teaching poster sets are included for the middle and high school levels.

The curricula focus is on integration of subject areas, cooperative learning, and multiple intelligences with an emphasis on reading and writing skills. Themes include *Different and the Same* for first- and second-grade; *Creating Community* for third- and fourth-grade; *Beginning Holocaust Studies* for fifth-grade; *Investigating Human Behavior* for middle school; and *Historical Perspectives of the Holocaust* for high school.

Further study is available through an Arts Trunk for elementary students which investigates messages by images, music and performance, or the Human Rights and Genocide Trunk for middle and high school which explores past and present human behavior.

How to Reserve a Trunk Free-of-Charge

From the museum's home page at **www.flholocaustmuseum.org**, click on the Education button at the top to view the trunks or to reserve on-line. Contact the Florida Holocaust Museum in St. Petersburg *directly to reserve a trunk* to use in your school or classroom for up to 4 weeks. They ship free-of-charge.
For more information: **trunks@flholocaustmuseum.org**, 727-820-0100, ext. 249

Impact II Holocaust Education Sponsored by:

Robert Russell Memorial Foundation

Teaching Trunk Advisors

Contact the local teachers listed below for curriculum-related ideas, advice and support in using the trunks.

Tom W. Glaser
tomwglaser@dadeschools.net

Mr. Glazer teaches at Mater Academy Charter High School. He attended the first U.S. Holocaust Memorial Museum Belfer Conference and was one of the first 25 Mandel Fellows. He is a member of the Florida Education Commissioner's Task Force on Holocaust Education and the Miami Beach Holocaust Memorial Education Board. He has presented on the Holocaust and the Armenian genocide at M-DCSS, FCSS, NCSS, NCTE, and ISSS. He has taught with Dr. Miriam Klein Kassenoff at the University of Miami and Appalachian State University. He attended the Holocaust Documentation and Education seminar for teachers and the Vladka Meed Summer Seminar on the Holocaust and Jewish Resistance in Poland and Israel, as well as visiting Holocaust sites in Germany, Austria, and Italy.

Xosé Manuel Alvariño
P174517@dadeschools.net
305-242-8452

Mr. Alvarino has taught in Miami-Dade County Public Schools since 1991. He participated in the University of Miami Summer Institute: Teaching the Holocaust, Human Rights & Social Responsibility, 2010; and the Advanced Holocaust Symposium, M-DCPS/University of Miami, 2010. He has also been the recipient of several National Endowment for the Humanities Fellowships as well as a Gilder Lehrman Institute of American History Fellowship and a Fulbright Fellowship on China: Tradition and Transformation. He has made numerous presentations at local, state, national and international education conferences.

Additional Resource on Holocaust Education

Dr. Miriam Klein Kassenoff
Holocaust Education Specialist, M-DCPS;
Director of the University of Miami Holocaust Summer Teacher Institute.
mkassenoff@dadeschools.net; 305-995-1201

View the trunks and attend a workshop on the Holocaust Teaching Trunks at the Idea EXPO on Sat., Oct. 16. Other workshops on the Holocaust will also be presented including *The Power of Literature and Film in Teaching the Holocaust* by Dr. Klein Kassenoff. Register for the Idea EXPO at: www.educationfund.org

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Teaching the Civil Rights Movement through Media

Using film, literature, and music as "textbooks," students analyze, discuss, and conduct primary research on the events of the Civil Rights Movement. Students learn of well-known national events such as the Emmett Till case and Freedom Rides, as well as lesser-known Florida incidents, such as the advocacy of Dr. Robert B. Hayling, who picketed segregated establishments and was beaten by the Ku Klux Klan, or "The St. Augustine Four" group of teenagers who were jailed for six months for "sitting in" at a Woolworth's counter.

Examining images and nontraditional readings, watching rare video clips and listening to protest music of the times, students gain an unprecedented insight into the struggle. As witnesses to these not-so-distant events, students are inspired to share their reactions through discussions and essays. Test scores, attitudinal changes, and class attendance have all improved, as students are motivated to learn more about the movement and how it shaped our world today.

Multimedia presentations bring the Civil Rights Movement into focus for students and into their back yards, as they learn of lesser-known struggles that took place in Florida.

Students

Up to 300 sixth- and seventh-grade students, in regular, ESOL, and foreign-language classes of various levels of achievement, participated in this project. The project can be adapted to other grade levels.

Staff

Xosé Manuel Alvariño, a social studies teacher, studied film at Boston University. This project is based on research conducted on a Gilder Lehrman Fellowship at the University of Virginia. He is a recipient of NEH fellowships from the Birmingham Civil Rights Institute and the Mississippi Delta State University Center for Culture and Learning.

Materials & Resources

The project requires a room with an LCD or a DVD/VCR, literature on the civil rights era, and a CD or cassette player. The Idea Packet for this project (available at www.educationfund.org) includes lists of movies, film clips, music and Internet sites that have easily downloadable lesson plans for teachers interested in adapting this project.

Guest speakers are a very powerful resource, especially those with first-hand experiences. The use of the Internet, media center, and the public library are recommended for research.

Standards

M-DCPS Competency-Based Curriculum Objectives:

IIB2. Define civil rights and cite examples of efforts made to secure these rights for all groups in the United States.

VIA1. Use appropriate skills and resources to access, analyze, and synthesize information.

VIA3. Discuss contemporary human rights issues from multiple perspectives or view points.

IIB1. Cite examples of cases brought before the Supreme Court which established precedents for future court decisions.

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Xosé Manuel Alvariño

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South Dade Senior High

Mail Code: 7701

Telephone: 305-242-8452

Principal: Alicia Hidalgo

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Healing Words: Drawing from Within

Originally a Citi Team Mentor Grant

The purpose of the project is to increase student interest in art and creative writing and help them use both as a method to cope with life's issues. In addition, FCAT vocabulary and writing skills are incorporated throughout the lessons. Initially students read books on common topics (divorce, bullies, death of a pet, sibling rivalry, etc.) then examine strategies of how the person overcame obstacles and resolved the issue. The students then look inside themselves, exploring conflict and resolution, and expressing themselves through the written word and illustrations. While studying composition techniques, students learn how metaphors can be used to symbolize sensitive issues.

As author, illustrator and subject of the book, each student takes great pride in the project and is motivated to share their work with the class. The outreach builds confidence and empathy as it creates an environment of comfortable support. As a result, writing test scores have increased, as well as coping skills and positive peer relations.

What better way to gain a student's attention than by making her the author, illustrator and subject of her very own book!

Students

Participating in the project were fourth-grade students with emotional/behavioral disabilities who met weekly for four months. The project has been used with grades 2-12.

Staff

Melinda Fedorko has worked since 1991 as a Clinical Art Therapist for k-12 students. She holds a B.S. in Art Education from FIU, a M.A. in Art Therapy from University of Louisville and a National Board Certification as an Exceptional Needs Specialist. Since 2004, Ms. Fedorko has co-written 14 successful grants. This project has been used since 1992 with modifications.

Materials & Resources

The project requires a classroom with access to computers which students use to compose their stories. A detailed list of books and stories to read to students is included in the Idea Packet at www.educationfund.org. Items needed are dictionaries, thesaurus, drawing paper, writing paper, markers and colored pencils. The binding materials can range from inexpensive (Arnold Grammer's *ZigZag* book in class sets) to professional hardcover binding (Nationwide Learning, Inc). The only resources used are the Internet and magazines for research and ideas.

Standards

Sunshine State Standards

Language Arts:
LA4.1.6.1.;
LA4.1.6.8.;
LA4.1.6.10.;
LA4.2.1.3.;
LA4.3.2.1.;
LA4.4.1.1.;
LA4.3.5.3
Each activity also includes a Visual Arts benchmark (listed in The Idea Packet that can be accessed at www.educationfund.org).

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Melinda Fedorko

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Dept. of Psychosocial
Clinical Support Services
M-DCPS
Mail Code: 4391
Telephone: 305-242-8340
Supervisor: Robin Morrison

Lights, Camera, Action...in the Classroom

Any teacher knows the narratives of history and the miracles of science are the ultimate reality shows, filled with enough drama to stimulate students to learn with enthusiasm and enjoyment. This innovative project allows students to present the lessons themselves, with their own dramatic flair, converting the pages of lifeless textbooks to creative scripts for classroom theatrical productions.

After first learning the material, students begin to focus on aspects of the theatre, such as acting, dialogue, lighting and props. Then they choose which lessons will make the best plays. Subjects as diverse as ecosystems, U.S. history, the cycle of life, and ancient civilizations can easily be transformed into performances. Students also read serial novels like *Magic Tree House* and *Magic School Bus* to study how facts and background are incorporated into narrative. Whether students take away a love of performing, or a newfound academic interest, they will all be inspired by this style of active learning.

Learning takes center stage when the unlikely subjects of science and social studies are adapted into captivating student plays.

Students

This project was used with first- to fifth-grade students in a full-time, bilingual, gifted program, but can be adapted in any elementary or middle school classroom.

Staff

Marlene Figueroa holds a M.S. degree in Reading Education and is National Board-Certified as a Middle Childhood Generalist. She has been a teacher of the gifted in math and science for 18 years at Coral Way K-8 Center and has received grants from The Education Fund. Currently, she is writing a book about theatre in the classroom and pursuing a Specialist (ED.S) degree in Educational Leadership.

Materials & Resources

Resources that enrich the program include the *Magic Tree House* by Mary Pope Osborne, *Magic School Bus* by Joanna Cole, and magazines and CD software from *National Geographic*. The movie, *A Night at the Museum*, provides a framework for a script. Field trips to Metro Zoo and Miami Seaquarium as well as visits by neighborhood veterinarians are all wonderful tools to enhance student learning and provide facts and details for the theatrical production. Bake sales, car washes, parent donations and video sales all help to buy supplies and costumes.

Standards

Sunshine State Standards

Science:
SC.F.1.1.1;
SC.F.1.1.4;
SC.F.1.1.5;
SC.F.2.1.1;
SC.F.2.1.2;
SC.G.1.1.2;
SC.G.1.1.3;
SC.G.2.1.1;
SC.G.2.1.2.

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Marlene Figueroa

mefigueroa@dadeschools.net

Coral Way K-8 Center

Mail Code: 1121

Telephone: 305-854-0515

Principal: Josephine Otero

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Masterpiece Enlargements

This inexpensive and easy-to-implement project inspires interest in the classic works of art history. Students enjoy working together to create a larger-than-life version of a famous masterpiece. It also serves as a follow-up activity to the study of a specific period—for example, after studying the Renaissance, the class could reproduce an enlarged version of the Mona Lisa.

After cutting a reproduction of a great masterpiece into equal (i.e. 2-inch) squares, the teacher places the squares in an envelope, from which students all choose a random section and reproduce their image on a larger (8-inch) square. Emulating the artist's strokes on an isolated square gives each student an intimate demonstration of the master's techniques. The resulting enlargements are glued in place to the bulletin board to construct a unique abstract work of communal art. Students are thrilled to see how their piece contributes to the entirety of the composition. The project integrates art and math and fosters teamwork and cooperation.

Who says it's bad to blow something way out of proportion? Every student contributes their personal flair to a team project illustrating the giants of the art world.

Students

All of the fifth-grade students at Jack Gordon Elementary participated in this project. This project can be adapted to kindergarten through 12th-grade classrooms. It is also suitable for a small group, such as an art club.

Staff

Michael Flaum has been an educator for 27 years, serving as an art teacher in both elementary and middle schools, and for nine years as an Assistant Principal. He returned to his passion of teaching art eight years ago. His work as an Assistant Principal provided insights into the entire school setting that now enables him to have a greater impact on his students.

Materials & Resources

Supplies needed are: color sticks or pastels, bulletin board paper, black construction paper, paper cutter or scissors, rulers, pencils, glue/glue sticks and gloss medium which is used to protect the project when its completed.

Helpful resource books are Janson's *History of Art*, *Art of the Twentieth Century* by Jean Louise Ferrier, *Essential Van Gogh* by Josephine Cutts and James Smith, *Leonardo* by Maria Costantino and *Adventures in Art* by Laura Chapman.

Standards

Sunshine State Standards

Visual Arts:
VA.A.1.2,
VA.B.1.2,
VA.C.1.2.

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Michael Flaum

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Jack D. Gordon Elementary
Mail Code: 2151
Telephone: 305-234-4805
Principal: Dr. Gloria Arazoza

The Education Fund's Citi Postsecondary Success Program (CPSP)

What is CPSP?

The researcher M. Roderick (2008) found that too many urban students, especially first-generation college goers, face huge roadblocks to college access. To ameliorate the problem, in March 2009 Citi Foundation, together with the Academy for Educational Development (AED) and the Public Education Network (PEN), launched the Citi Postsecondary Success Program (CPSP). Miami-Dade was selected as one of only three communities in the U.S. to participate in this national initiative. In Miami-Dade, The Education Fund partnered with M-DCPS to organize and direct CPSP in three public high schools. CPSP also collaborates with local postsecondary institutions, non-profit organizations, community and business groups, and funders to increase the number of public high-school students who prepare for, enroll in, and graduate from postsecondary institutions.

During the next four years, CPSP seeks to build capacity in three demonstration schools by increasing:

- High-school graduation rates
- College readiness
- Postsecondary enrollment
- College graduation rates

The CPSP model hopes to achieve these goals by:

- Fostering dialogue among partners and stakeholders
- Leveraging and coordinating resources
- Collecting and using data to assess strengths and bridge gaps
- Instituting school-based strategies for long-term change

The CPSP Schools

CPSP works directly with three schools: Miami Beach Senior High; Miami Southridge Senior High; and Westland Hialeah Senior High. Each school's in-house CPSP coordinator organizes staff and partner meetings to plan ways for students to engage in college-going activities and college academic planning. This year, the schools organized college visits and college clubs to teach students how to navigate the financial aid and admissions applications processes, and prepare for the college entrance exams. The partners' meetings brought business and community leaders together with school staff to expedite the delivery of resources to students. In order to effect long-term change, the three schools also engaged in a researched-based planning model known as asset mapping.

What Is Asset Mapping?

Created by AED, based on the latest research, the CPSP asset maps identify assets of a strong college-going culture in high school in three categories: key content knowledge, academic behaviors, and contextual skills and awareness. Within each area, the maps describe up to 20 behaviors and/or strategies that an effective school would have in place for all students. In CPSP schools, key instructional staff compared their school's current practices against the behaviors/strategies on the asset maps in order to determine where the school needed improvement in fostering college-preparation opportunities. As a result of the mapping, CPSP schools are developing a road map for involving all grade-level teachers, of all disciplines, in teaching the college-going skills identified on the asset maps.

Learn More

The Education Fund: www.educationfund.org

Consortium on Chicago School Research at the University of Chicago (CCSR): http://ccsr.uchicago.edu/potholes

The University of Oregon's Center for Educational Policy Research (CEPR): http://cepr.uoregon.edu

Educational Policy Improvement Center (EPIC): www.epiconline.org

Educators for Social Responsibility (ESR): www.esrnational.org.

CPSP Sponsors

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Dade Community Foundation

CPSP is implemented locally by The Education Fund as part of a national initiative by the Public Education Network (PEN) and the Academy for Educational Development (AED).

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The Education Fund's Plant a Thousand Edible Gardens – A Collaborative Nutrition Initiative

Planting the Seeds

Simply put, the urgency to educate children in health and nutrition has become as critical as improving their minds. The edible gardens program took root in five M-DCPS elementary schools in 2007 to address academic achievement while confronting the obesity epidemic that afflicts one of three American children. The program uses edible gardens as outdoor learning laboratories to instill in children the desire to eat vegetables, the knowledge to reduce intake of unhealthy foods and the love of learning in all subjects. Based around the hands-on planting and harvesting of edible vegetable and herb gardens, students become enthusiastic participants in an interdisciplinary experience that combines the teaching of nutrition with learning in science, math, art, reading and writing. Meanwhile, parents work in the gardens, contribute recipes and attend workshops, where they learn ways to cook healthy. In three years, the program has expanded to more than 28 elementary and middle schools throughout the district.

Increase in Academic Achievement

Students, excited to get out of the classroom and get their hands dirty, scarcely realize they are learning, but evaluations show significant improvements, not only in test scores, but also in attitudes and behavior. One school reported that mastery of reading skills improved in the program from 30% of students passing in the fall to 70% in spring, noting that attendance on days they were working in garden was at 100%. Another reported overall student gains from the pre- to post-test in math (62% gain) and reading (34% gain). Almost every school reports gains in science.

Improvements in Eating Behaviors

Survey results after the first two years showed an 80% increase of children who report eating vegetables with lunch and a 50% increase in students eating vegetables with dinner. After one year in the program, 50% fewer children ate candy or ice cream at lunch and 45% fewer children frequented fast-food chains. Data also shows 88% of parents are preparing healthier food after a year in the program, while 90% said their children request healthier food.

Recognition

In 2009, The Blue Foundation for a Healthy Florida awarded the program with its prestigious Sapphire Award for "demonstrating excellence in addressing health disparities within the community." The program was also honored by the University of South Florida's College of Public Health with its Exemplary Practices in Childhood Obesity Prevention Award.

Future Expansion

The foundation of the edible gardens program is teacher training. In 2009-10, 50 teachers attended eight Saturday training sessions where they received mentoring from university professors on how to plant and maintain their gardens, integrate them into the curriculum, reach out to the community, collect data to evaluate the program and advocate for nutrition literacy and healthy eating. The success of our schools where teachers have assumed ownership of the gardens, and initiated training of new teachers, has inspired us to make "teaching the teachers" the catalyst of future expansion.

To learn more about how your school can implement the Edible Gardens Program, e-mail Jeannie Necessary at jnecessary@educationfund.org. You can also attend one of the Edible Garden workshops at The Education Fund's annual IMPACT II Idea EXPO on Saturday, October 16, 2010. Additionally, a variety of information is available at www.educationfund.org.

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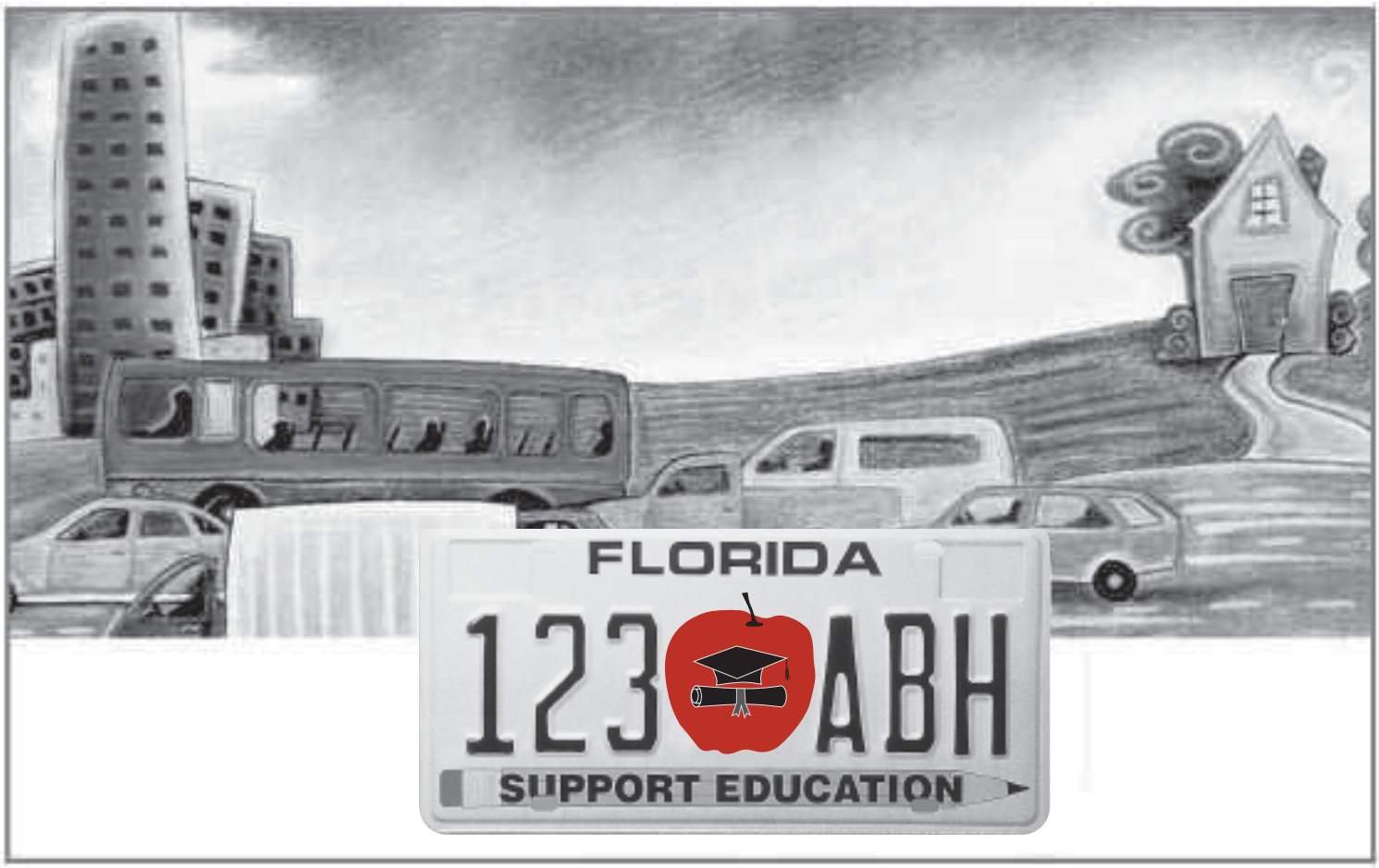

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www.educationfund.org/fordonors/buyaneducationlicenseplate

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