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2012-2013

ideas with IMPACT

27 Ideas for teachers by teachers

BYOD & STEM lessons students love!

Melissa Forney's writing workshops

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The Education Fund enlists the support of the private sector to improve Miami-Dade public schools and bring excellence to public education. Our work reaches all 20,000+ teachers in 430+ schools and makes a difference in the lives of thousands of students.

- ★ $40 million raised for public schools
- ★ 4,000 students' eating habits improved through an edible garden laboratory initiative
- ★ 34% increase in college enrollment attained as part of a national demonstration project
- ★ $6.4 million in free supplies for 18,000 classrooms
- ★ $2.4 million granted to teachers to foster student achievement in 4,400 classrooms
- ★ 10,500+ computers to students and parents
- ★ $800,000 raised for schools' visual arts programs

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The Education Fund's Ocean Bank Center for Educational Materials makes surplus inventory and supplies donated by businesses available free to teachers to use in their Miami-Dade County Public Schools' classrooms.

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GREAT TEACHERS AND OTHER THOUGHTS

GREAT TEACHERS

Many of you have come to know IMPACT II. **What makes IMPACT II possible is great teachers!** The program is fueled by teachers who offer fascinating, hands-on learning strategies that engage students; it's sustained by thousands of teachers who are willing to expand their repertoire.

In fact, each year, up to 1,000 teachers attend our IMPACT EXPO and give it high marks. We hope you'll join us to learn more about the ideas in this year's catalog and from prior years as well. Visit www.educationfund.org.

BYOD – NEWLY APPROVED AND ENCOURAGED BY MDCPS!

If you peruse this year's catalog, you'll see we devote a large portion to projects that demonstrate how Bring Your Own Device (BYOD) can be implemented successfully across a range of subjects and grades.

Imagine using students' own smartphones, iPads and other devices to:

- Help students make earthquake-proof structures
- Compare two versions of Cinderella or read Kipling
- Allow students to collaborate via a district-approved Facebook-type application
- Turn one-dimensional PowerPoints into engaging videos

Read this catalog, request a packet, attend the EXPO and you'll know how it's done.

If you're like us, you'll also thank this year's featured teachers for helping you understand useful applications, including: **Edmodo, Animoto, Polleverywhere.com, ElevationGeo, AppInventor, TripLingo**, among many others.

STEM – Science, Technology, Engineering & Math

For 2012-13 we are also featuring STEM strategies. Who knew **LEGO robots** had their own books? Even we wanted to beat the obstacles and set off on a robotic quest. We were also amazed that **economics can be taught successfully at the kindergarten level!** And, of course, what student wouldn't love to **build a Goldberg contraption** – maybe even we would have learned physics if it had been taught in such a charming and hands-on manner.

DONORS

Highlighting and sharing teaching success requires investors – donors who believe in teachers and The Education Fund's ability to assist them. We are fortunate to have a number of contributors, including:

- Our **teacher donors**, many of whom figured out how to donor-designate a portion of their United Way contribution to us
- **Verizon Foundation**, which sponsors two of our largest sections -- STEM and BYOD
- **TD Bank**, a brand new donor that stepped to the plate to co-sponsor the IMPACT II EXPO
- **Ford Motor Company**, which has supported IMPACT II and teachers without reservation for a number of years
- And many others who are listed on the inside back cover of this catalog.

"LIKE" US ON FACEBOOK

Please contact us and let us know what you think of this catalog, of the Idea Packets offered, of the EXPO, which we hope you will attend on November 10th, or any of our other work. To contact us, search for "The Education Fund" on Facebook. You'll find we have a "Page." Click on our Page and "Like" us. Then, post a comment or send us a message.

We hope to see many of you at the EXPO. Until November, please know that we thank you for being a teacher, for your dedication to public education and for modeling lifelong learning.

Let the sharing begin!

Linda Lecht
President
The Education Fund

Lorna Pranger Valle
Program Manager
The Education Fund

P.S. Register for the EXPO by Oct 15th and get a discount. Visit www.educationfund.org to find out more about our programs that support teachers and students.

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EMPOWERING SUCCESS IN EDUCATION

Verizon Foundation is putting the tools of tomorrow into classrooms today to give our kids, teachers and schools every opportunity to succeed. We are inspiring digital learning and nurturing an online learning community, infusing both with our award-winning Thinkfinity content, which offers thousands of lesson plans, interactive tools and games. Verizon is sharing its technology, resources and passion so that together, we can be even more successful.

Check our success at verizonfoundation.org
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A Message from the Superintendent of Miami-Dade County Public Schools

For more than 25 years, The Education Fund has been a partner of Miami-Dade County Public Schools, sponsoring initiatives that support teachers with networking and training opportunities and providing grant funding to engage students with hands-on classroom projects. By providing teachers with the opportunity to be catalysts for innovation in the classroom through programs such as IMPACT II, The Education Fund gives teachers the resources to bring their ideas to life and the avenue to share them with others.

I have attended the IMPACT II Idea EXPO & Teacher Conference for many years to support our teachers who value the exchange of ideas and seek to learn from each other. Having been a teacher, I understand the need to stay ahead of the curve. I applaud The Education Fund for including a STEM section in this year's catalog which brings to the forefront an array of engaging and easy-to-implement projects that demonstrate the unique teaching opportunities available with mobile technology in a Bring-Your Own-Device (BYOD) school environment.

IMPACT II is 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. I commend the dedicated educators who contribute their time and talents to the IMPACT II network and I look forward to reviewing all of this year's ideas.

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

Superintendent Carvalho with teachers from Dante Fascell Elemenatry at the Idea EXPO

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The Education Fund's Ideas with IMPACT

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The Education Fund's IMPACT II program offers teachers new ways to engage South Florida students.

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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, Saturday, November 10 at the Miami Beach Convention Center.

  Select from 100 hands-on k-12 workshops including Melissa Forney's Writing Workshops

  Visit the STEM Village and view cutting-edge BYOD Exhibits

  Attend the EXPO and become eligible for quick & easy Adapter Grants.
- **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.
- **ACCESS** on-line applications, curriculum Idea Packets and Idea EXPO registration at www.educationfund.org.

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Engage, Enhance, Excite: From PowerPoint to Animoto

Animoto enhances instruction in any grade level or subject area and makes the classroom environment more engaging. With Animoto, teachers can take old PowerPoints and refresh them into dynamic video in a quick and easy process. Animoto automatically analyzes and uses music, photos and video clips so teachers can focus on content and deliver it to students in a creative and stimulating way. It's easy to create, edit, remix and share so students can access the teaching videos anytime – even on their smartphones. With Animoto it is easier and faster than PowerPoint to create high-quality, interactive video that make lessons go from monotonous to thrilling!

It is especially helpful to use Animoto with writing and grammar lessons, which most teens find mind-numbing. By adding music, videos, and animation the student writing workshops become interactive and ultimately help improve student scores.

Students, too, utilize this tool and demonstrate learning in an original and imaginative way as they make educational videos and share them easily on social networks.

"Students develop critical thinking and gain knowledge as they create Animoto videos which are easy to share and access on their smartphones."

Students

This project can be used in large or small groups and with any grade or achievement level.

Staff

Ms. Singh is a Gifted Language Arts Department Leader who assisted in the development of Robert Morgan High School's first Gifted Department. Ms. Singh served as the United Way Ambassador and Student Government Association sponsor. She has received numerous awards from Donors Choose and The Education Fund as well as being awarded: College Board Advanced Placement Summer Institute Scholarship Recipient, 2006-2011; Florida Learn and Serve Grantee, 2010; and the M-DCPS Rookie Teacher of the Year, 2005.

Materials & Resources

A technologically driven classroom requires at least one computer, laptop or tablet, a projector or a USB cable to attach the computer to the TV.

Students can also view the videos on their smartphones to follow along in class. There are a variety of inexpensive small, portable projectors that attach to the iPhone that can be used in place of an LCD projector to project Animoto.

A ning.com account for students, teacher's webpage, Facebook, YouTube or TeacherTube are useful for uploading videos. Student tech experts are a helpful resource in teaching students and teachers how to use new programs.

Standards

This project can be adapted for any subject area.

International Society for Technology in Education (ISTE) National Educational Technology Standards for teachers

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning as professional in a global and digital society.
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth in their school and professional community by promoting and use of digital tools and resources.

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I Have an App for That!

In this project, students find a problem or issue that interests them in the subject being studied and then create an app, using Google AppInventor, that addresses it. The program AppInventor uses a drag and drop interface so students and teachers do not need to know computer programming to complete the project. Several tutorials available on the internet make the process of creating apps very manageable. For Engineering and Geometry classes, specific standards that are part of these courses which involve design for engineering and logic/conditional statements for geometry are addressed in this project.

An extension of the project includes a service learning component in which students market and sell the apps as a fundraiser to meet a community need or to bring awareness to a community issue. For example, students create an app to determine if a science project follows the scientific method. It could be a tool that other students use to see if they are using the method properly, or the app can be used to teach younger students the scientific method. Students could offer the app for free, or charge a fee as a fundraiser for their favorite cause.

"Students learn to create apps to reinforce STEM content and skills and then market them as part of a service learning project."

Students

To complete their first App, students need two block-class sessions or four traditional class periods. It is adaptable for all achievement levels in grades five through 12.

Staff

Tandy Caraway has been teaching in the community for more than 14 years. Her awards include Teacher of Year for her school, National Honorable Mention for the American Board for Certification of Teacher Excellence, the Spot Success Award and a Teach & Inspire Fellowship. Grant awards include the Florida Learn & Serve pilot and renewal grants, State Farm/UF grant and a Sprint Character Education grant.

Materials & Resources

This is a high tech project. Access to computers with Internet and the MIT AppInventor website is required for each student. Each student and teacher needs the tutorials that are provided in the curriculum packet and accessible on the website. A computer with a projector to teach the whole class at once would be optimal, although the project can be facilitated in other ways.

Graphic organizers and lessons to teach the concept of programming with user options are included in the companion curriculum Idea Packet available at The Education Fund's website at www.educationfund.org.

Standards

Sunshine State Standards

Mathematics
MA.912.A.10.1: Use a variety of problem-solving strategies.
MA.912.A.10.2: Decide whether a solution is reasonable in the context of the original situation.

Language Arts
LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;
LA.910.3.1.3: The student will prewrite by using strategies and tools to develop a personal organizational style.

Social Studies
SS.912.C.2.5: Conduct a service project to further the public good.

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iBuild, iShake: Integrating Literature and Engineering to Build Earthquake-Proof Structures

The novel *8.4* by Peter Harnon introduces students to the project as it is a story richly focused on the science of earthquakes. The book describes the process of tectonics and how seismic waves affect the world in a fictionalized earthquake in what was the dormant New Madrid Seismic zone.

In the engineering component, students research structural requirements of buildings located in active earthquake areas, calling attention to beams, supports, materials, etc, and how failures occur. From their research student teams come up with a structural design, discuss any potential problems and then build their models. Once construction is complete, the structures are placed on the simulator and vibrated with a power drill using the iShake app on the iPhone to assure uniformity. Attached to the simulator is a piezoelectric sensor that connects to an oscilloscope so the students can actually see the seismic waves that are affecting the building. Each structure is videotaped while being tested so students analyze the damage and see how the structure failed.

"Shake things up with a STEM project that builds interest in engineering through an engaging story and interactive apps."

Students

This project was specifically designed for seventh-grade Earth Science students. It is quite suitable for middle school students who can research, design and build as a team of three.

Staff

Laurie Futterman, ARNP, MSN, is a former cardiac transplant nurse practitioner (23 years) and has been teaching gifted and advanced middle school science for five years. She is currently the science department chair and has received numerous corporate grants for her innovative projects that focus on sustainable engineering and incorporate a multidisciplinary approach.

Materials & Resources

A homemade simulator is made from one six-foot piece of lumber made into a square, 4 springs, piezoelectric sensor and a borrowed oscilloscope that changes vibrations into waveforms, or the iShake app on an iPhone can be used to compare the rate of vibrations. An attached power drill shakes the simulator. Materials for the building models: craft sticks, hot glue guns and glue, toothpicks, foam board, rulers, dimension standards and clay.

Other resources include: a visit from a civil engineer and apps for mobile devices that provide interactive earthquake engineering lessons and charts on past and current earthquakes.

Standards

Next Generation Sunshine State Standards

Science
SC.7.E.6.5: Explore the scientific theory of plate tectonics by describing how the movement of Earth's crustal plates causes both slow and rapid changes, including volcanic eruptions, earthquakes, and mountain building.

SC.7.E.6.7: Recognize that heat flow and movement of material causes earthquakes and volcanic eruptions, and creates mountains and ocean basins.

SC.7.E.6.1: Describe the layers of the solid Earth, including the lithosphere, the hot convecting mantle, and the dense metallic liquid and solid cores.

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Principal:
Bernard L. Osborn

iLearn "4N" Language

The purpose of this project is to bridge the gap between traditional learning styles and technology in acquiring foreign language skills. This is accomplished by incorporating an infusion of various forms of technology, such as SMART boards and mobile devices in the form of tablets and smartphones. Use of multimedia techniques and instructional strategies promote students' individual learning styles while encouraging cooperative learning. Students use smartphone applications (apps) to reinforce fluency, pronunciation and comprehension while practicing orally with their peers in dialogue translations and conversation.

Foreign language instructors looking to increase students' knowledge of common phrases should welcome the use of smartphones or tablets with the TripLingo app as it encourages students to translate different common phrases they hear during the day to increase knowledge of colloquial terms. With a built-in dictionary and word bank, students learn phrases on their own that are the most useful, which prepares them for present and future "real world" applications.

"Forget the flash cards and expensive software. With smartphone apps learning Spanish has never been 'más facil' or more fun!"

Students

Approximately 500 intermediate Spanish Second Language Learners (grades 3-5) that meet daily for 30 minutes participate. It is adaptable to the secondary level and can be used in both large and small group settings.

Staff

Marty Vera-Llano is a National Board Certified Teacher who has been teaching for 24 years. She is certified in eight subject areas, holds a Master's degree and has completed doctoral course work. She has been a recipient of The Education Fund's Teacher-Mini Grants, IMPACT II Disseminator and Adapter grants as well as a participant in its Teach-a-thon.

Materials & Resources

Mobile devices, such as tablets and smartphones as well as a LCD projector and SMART board, are used to supplement the lessons.

Applications for smartphones, tablets or iPads include TripLingo, an app with a built-in dictionary and word bank; Trippo Mondo, a language translator that translates any word or phrase and speaks it out loud in the language chosen; World Atlas by National Geographic, a pocket-size atlas for smartphones that features the same images as wall maps and where one can find even the most remote places on Earth with a few taps of the application.

Standards

Common Core Standards

FL.A.2.2.2 Answers or formulates questions.
FL.A.2.2.3 Organizes information in spoken or written form.
FL.A.2.2.4 Listens and reads in the target language for leisure and personal.
FL.D.2.2.3 Recognize same cultural aspects and attitudes of people in own culture and the target culture.
FL.D.2.2.1 Distinguish between the target culture of recreation, celebrations and the local culture.
FL.C.1.2.1 Participates in activities designed to integrate content-area concepts.
FL.B.1.2.3 Experiences and reacts to expressive and day-to-day aspects of the target culture.

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Principal: Christina Guerra

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iPublish Powerful Pop-Ups and Brilliant Brochures

Originally a Brickell Avenue Literary Society Teacher Mini-Grant

The use of fun, authentic learning experiences that incorporate a series of relevant hands-on tasks is the best way to reach even the most reluctant learner. This project draws on ten activities that motivate students to learn about the state of Florida (the theme is interchangeable). Through jumbo brochures, alphabet and pop-up books, students portray Florida's history, rich natural resources and manmade attractions. The 3-D features create vivid illustrations, such as making an alligator pop-up and snap its jaws, or by adding real sand to a "B is for Beaches" page.

In addition to the tactile work of creating artful books, students can also give expression to their creations digitally online. Apps for tablets and smartphones extend students' learning in untethered and imaginative ways. The app, Doodlecast, makes videos which animate students' artwork as they narrate their stories, or another, Bookabi, allows students to be the star of their own book by writing and illustrating their stories using the apps' templates, text bubbles and Bookabi characters whose faces can be personalized with students' own photos.

"Students who 'self-publish' are motivated to produce work that's worthy of the world's attention."

Students

Eighty-two fourth-grade students participated in this project. It is adaptable to other grade levels.

Staff

Eugenio Gant has been teaching for seven years in Miami-Dade and Leon Counties. He is an E.E.S.A.C member, Team Leader, PTA Liaison and club sponsor for Future Educators of America. He is dedicated to building a better world, one student at a time through teaching. His classroom has been transformed into the town of Gantville where students find memorable, authentic lessons. He has received $13,000 in grants from The Education Fund, Target, Dade Reading Council and Leon County Foundation.

Materials & Resources

Materials required include colored & white cardstock, manila folders, tape, glue sticks, crayons, markers, water colors, 12" x 18" construction paper, large brown paper bags and a laminator (optional). To generate ideas, use brochures from Florida attractions (ask parents to donate) and alphabet books on Florida, such as *S is for Sunshine* by Carol Crane.
Online resources are:
Storybird.com – create stories by choosing beautiful art and adding the words;
Zooburst.com – a 3D popup story creator;
LittleBirdTales.com – upload your photo and record your voice to tell a story;
Zimmertwins.com – choose characters, type in dialogue, chose background and create a free fun movie.

Standards

Next Generation Sunshine State Standards

Reading/Language Arts
LA.4.1.6.2: listen to, read and discuss challenging text;
LA.4.4.2.1: write in a variety of expository forms
LA.4.4.3.1: write persuasive text;
LA.4.5.2.5: make oral presentations for a variety of purposes;

Social Studies
SS.4.A.1.1: Analyze primary and secondary resources to identify significant individuals and events in Florida history;
SS.4.A.1.2: Synthesize info on Florida history by print and electronic media;
SS.4.A.6.3: Describe the contributions of significant individuals to Florida;
SS.4.A.9.1: Use timelines to sequence key events in Florida history.

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Carol City Elementary

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Principal:
Patricia Bloodworth-Johnson

iRead

Originally a Brickell Avenue Literary Society Teacher Mini-Grant

iRead motivates students to read. Through the use of mobile devices, such as tablets or the Kindle Fire, students access the latest interactive applications that connect them to their reading.

The new common core standards for Kindergarten through third grade rely on expository and exemplar text, shifting the focus from quantity to quality. Canonical text, such as the works of Rudyard Kipling, Aliki and Russell Freedman, is a large part of the literature that has been identified as 'exemplar' text. Since they are not readily found in textbooks or basal readers, e-readers can easily fill the gap with access to thousands of books. With these devices, students can highlight text, quickly look-up questions on the internet and take notes. It also aids small group instruction with applications that reinforce basic phonemic skills for struggling students. In another activity, downloading two versions of *Cinderella* makes the comparison of story elements easier with the newer one (*Cinder-Elly*) – written as a song and set at a basketball game – enticing students to read the classic as well.

"Embrace the use of interactive mobile devices to improve student motivation, attendance, attitudes, and ultimately achievement!"

Students

Exceptional Student Education (ESE) students in grades first through third met daily for a 90-minute reading block and 30-minute writing block. This project can be adapted to any age group.

Staff

Melissa La Rosa has been with Miami-Dade County Public Schools for 10 years serving as a reading coach and ESE teacher. She was awarded the 2008-09 Reading Coach of the Year and represented Miami-Dade at the state level. She has received numerous grants with the first being The Education Fund's Teacher Mini-Grant. For four years, she received a Dion Exxon/Mobil grant.

Materials & Resources

Materials needed to carry out the project include: 3-4 Kindle Fire devices used for whole group and small group instruction with access to the Kindle Fire lending library to enable downloading of texts, such as *Cinderella* by Brothers Grimm and *Cinder-Elly* by Frances Minter. Applications for phonemic awareness and phonics aid in remediation.

The project is even more effective if students bring in their own device which allows text to be downloaded, such as the Kindle Fire, iPad, or smartphone, and provides easy access to the text for independent reading at home and at school.

Standards

Common Core Standards (Grades 1st-3rd)

Reading Foundational Skills (RF) and Media Literacy standards are addressed as well as the following: RL.1.2; RL.2.2; RL.3.2; RL.1.5; RL.2.5; RL.3.5 RL.3.9; RL.1.10; RL.2.10 RL.3.10; RI.2.3; RI.2.3; RI.3.3; RI.1.5; RI.2.5; RI.3.5; RI.1.9; RI.2.9; RI.3.9; RI.1.10; RI.2.10; RI.3.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts.

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Vineland K-8 Center

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Principal: Maryanne MacLaren

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iTeach, iLearn

Combining peer teaching techniques with 21st Century technology brings a fresh approach to science and mathematics lessons. Using an iPad or tablet with a microphone and video editing software, student groups create mini-video lessons on an assigned science or mathematics topic. They research information and develop a short lesson plan. From this plan, the students break down the lesson into various scenes by using a story board. They take video images and edit them into a final video lesson. This video and support material is then posted on the web. These video lessons can take the form of a demonstration, step-by-step activity, or read and perform visual.

Middle school students benefit from the research and tech skills they develop to produce the video. It provides to elementary students a fresh take on a topic that is available anytime on their smartphones for reinforcement and review. The project can be expanded to include videotaping and uploading of teacher lessons so all students would have access as needed for review.

"To teach is to learn. Effective peer teaching combined with mobile technology puts new life into STEM lessons."

Students

The project is designed for the entire eighth grade (350+) to create at least one video during the year.

Staff

Dr. Suzanne Banas, a teacher for 30 years, is National Board Certified. Her honors include Microsoft U.S. Innovative Education Finalist 2011; Teacher Hall of Fame Finalist 2009; Space Foundation Teacher Liaison 2011; DCSTA Middle School Science Teacher 2009; Teacher of Honor-National KDP 2008; Fairchild Challenge Role Model 2009. She has secured more than $125,000 in grants and has been published in *Scholastic Instructor* and *Media & Methods for Technology* among others.

Materials & Resources

Materials needed are iPads or tablets, microphone, stand and video editing software (iMovie, Movie maker or PhotoStory3). Web Tools: create video at GoAnimate.com; turn photos into comic strips at comic-stripgenerator.com; make photos talk at blabberize.com; and create 3D pop-up stories at zooburst.com.

Apps: for story boarding - Story Patch (Android), Idea Sketch (free-Apple); for digital story telling - Story kit (free-Apple), Posterous (free-Android); for script writing - Pages ($2.99 Apple). View a free ebook, Effective Mobile Learning: 50+ Tips and an array of digital stories at techteacher.com.

Standards

Next Generation Standards

Science
SC.8.N.1.1: Define a problem using appropriate reference materials to support scientific understanding.
SC.8.N.1.6: Understand that scientific investigations involve the collection of evidence.

Language Arts
LACC.68.RST.1.1: Cite specific textual evidence to support analysis of science texts.
LACC.68.RST.3.8: Distinguish among facts, reasoned judgment, and speculation of a text.
LACC.68.RST.3.9: Compare and contrast the information gained from experiments and from reading a text.

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Principal: Evonne Alvarez

Let Go of My LEGO and Let My Smartphone Move It!

Originally an Assurant Teacher Mini-Grant

Robotics teaches programming, creative-thinking and problem-solving skills. Using LEGO Mindstorm sets is a great way to introduce entry-level robotics to children with easy-to-use programming software that allows them to build and program their first working robot in 30 minutes. LEGOS NXT 2.0 combines the unlimited versatility of the LEGO building system with an intelligent micro-computer brick and intuitive drag-and-drop programming software designed for new users. The micro-computer brick can be programmed to take inputs from sensors such as rotation sensors for movement and touch sensors to make the robot feel and react to its environment. By choosing specific program blocks that work with motors or sensors, one can program block by block to create a simple catapult to the complex humanoid that can walk, talk, dance and sort colors.

The robots can be viewed, shared and controlled remotely from smartphones by logging into Kleekbots which enables live streaming video and live chat so students can collaborate in real time and explore options together.

"Robotics is exploratory and playful for students as they collaborate in real-time and control robots over the internet from a smartphone!"

Students

Approximately 100 students in fifth grade participate. Students meet on a bi-weekly basis to specifically target working with the engineering process and collaboration of the project.

Staff

Navia Gomez is the Science Coach and previously worked as a classroom teacher for 14 years teaching math and science to fifth-grade students. Ms. Gomez has received The Education Fund's IMPACT II grant for *Nature Buddies* and a Teacher Mini-Grant for *Let Go of My Lego*. She has received multiple grants from Donors Choose and Project Rise.

Materials & Resources

The LEGO Mindstorms NXT 2.0 set is required. Examples of projects can be viewed at mindstorms.lego.com at the NXTlog where there are interactive tutorials, building instructions and video for many models. Access to Kleekbots.com and a mobile device such as iPad, iPhone, tablet or smartphone is needed to remotely operate the robot. Another interactive remote control application, MINDdroid 1.3, instantly allows a student to run the robot directly from their smartphone, tilting and turning the phone to make the robot move.

A fieldtrip to Legoland in Orlando, Florida is a valuable resource.

Standards

Next Generation Sunshine State Standards

Big Idea 1: The Practice of Science

SC.5.N.1.1 Define a problem, use appropriate reference materials to support scientific understanding, plan and carryout scientific investigations of various types such as: systematic observations, experiments requiring the identification of variables, collecting and organizing data, interpreting data in charts, tables, and graphics, analyze information, make predictions, and defend conclusions.

Sponsored by

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Margaret Ferrarone

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Tag Your Way to an Education

To begin, students analyze what graffiti means to their community and then gather images from the internet that reflect their interpretation of good graffiti art. With these images downloaded to their mobile devices (iPads, iPods, iPhones, tablets, etc.), the students take a field trip to the Wynwood Walls in downtown Miami where graffiti artists have decorated buildings. Students use their mobile devices to photograph the graffiti to compare and contrast it to the online images.

The class continues their study into the fields of architecture and engineering and the vital role they play in graffiti art design. In small groups, students design a building model out of cardboard, focusing on making the architecture – the shape and size of a building – intrinsic to their graffiti design. Once they form their model, students, using mobile devices, photograph it and use Adobe Photoshop on their tablets to overlay their designs onto the building model so as to envision the outcome and how to achieve the desired effect.

"Using mobile technology, students explore their world and create legitimate graffiti art that complements a building's design."

Students

One group of 20 high school students participated. This year, it will be expanded to three groups of students who will beautify a bus stop. It can be modified to other age groups using a template of a building on which they draw their designs on a pre-made layout. Students were able to see the potential in run-down buildings and how art could improve their outlook on life and education.

Staff

Anais Young has three years of teaching experience and is looking to make an impact upon her students' lives. Students who graduated have volunteered to help with this year's bus stop project.

Materials & Resources

Student groups share mobile devices with the teacher's tablet and iPhone used by those with no access to the technology. Recycled materials such as cardboard boxes and packaging or donated boxes from the local post office are used to construct the model buildings along with glue, tape, scissors, and miscellaneous found objects.

For paint, the students used tempera and acrylic with small, medium, and large brushes. A local graffiti artist visited the class. Field trip to Wynwood Walls (thewynwoodwalls.com) is suggested.

Standards

Sunshine State Standards

Visual Art (Grades 9-12)
VA.912.C.2; VA.912.C.2.1; VA.912.C.2.2; VA.912.C.2.3; VA.912.C.2.4; VA.912.C.2.5; VA.912.C.2.6; VA.912.C.2.7; VA.912.C.2.8;

Social Studies (Grades 9-12)
Humanities Standard 1: Identify and analyze the historical, social, and cultural contexts of the arts.
SS.912.H.1; SS.912.H.1.1; SS.912.H.1.2; SS.912.H.1.3; SS.912.H.1.4; SS.912.H.1.5; SS.912.H.1.6; SS.912.H.1.7.

Humanities Standard 2: Respond critically and aesthetically to various works in the arts.
SS.912.H.2; SS.912.H.2.1; SS.912.H.2.2; SS.912.H.2.3; SS.912.H.2.4.

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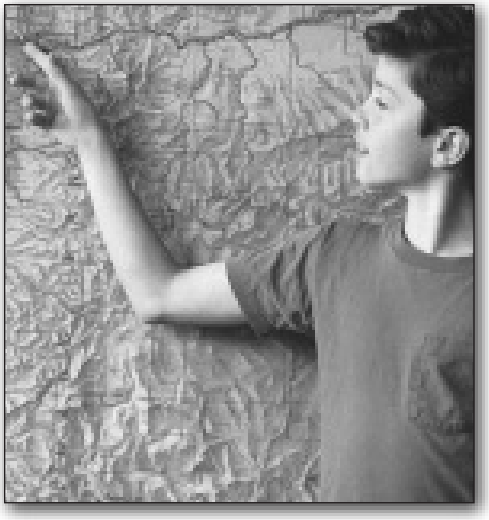
Take an iHike: Blaze New Trails by Following the Old



This project focuses on notable historic trails, such as the Appalachian Trail, Pacific Crest Trail, Silk Road, Inca Trail and South Florida's Tamiami Trail, and the history, nature, culture and arts that surround them.

With the use of apps, a smartphone or tablet is turned into a camera, video & audio recorder, compass, GPS receiver, altimeter, topographical map book and a guide book to plants, trees, animals and birds, which includes the actual sound of bird calls. Compass and navigational skills are also demonstrated with a star gazer app which identifies, by pointing a smartphone at the sky, the constellations, planets and stars in its view – even in broad daylight. One mobile device fueled with apps contains everything needed to create an original digital guide or booklet of the history, flora and fauna to any specific area, including a school or local park.

As the trails are virtually followed, they lead students to make salt topographical trail maps, play orienteering and survival games, role-play newscasts of important events and create big books of each trail to share with younger classes.

"A smartphone loaded with apps becomes an outdoor learning lab for students to study how nature and geography shaped history."

Students

This project is designed for grades three through seven and can be altered to accommodate ESL and ESE students.

Staff

Dr. Minerva Santerre is in her 27th year of teaching, both in private and public school in Miami-Dade County and has held a National Board Certified. She holds a Doctorate degree in Science Education, a Specialist degree in Science Education and a Master's degree in Emotionally Handicapped. Dr. Santerre was honored to receive the National Outstanding Earth Science Teacher Award in 2010-2011 from the National Association of Geoscience Teachers.

Materials & Resources

Materials needed for the salt maps include pizza boxes, salt, flour, paint and Sharpie markers. Books used include *Halfway to the Sky, Turn Right at Machu Picchu, We're Riding on a Caravan, Soft Rain: Story of Trail of Tears, Why is Crater Lake So Blue?* and *To Walk the Sky Path,* among others.

Apps for smartphones and tablets include: GPS Kit, ElevationGeo, iTopo Maps, Sun Compass, Trails–GPS Tracker, Motion X GPS, and Redshift or Star Chart, an app which by pointing a smartphone to the sky uses GPS technology to calculate the current location of stars, planets, and constellations.

Standards

Next Generation Sunshine State Standards

(Grades 3rd – 5th)
Science: SC3.N.1; SC.3.L.14.1; SC.4.N.1; SC.4.N.2; SC.4.E6.5; SC.5.N.2.2; SC.5.E.7.4; SC.5.L.15.1; SC5.L.17;

Language Arts: LA.3.1.6; LA.3.1.7.3; LA.4.1.7.3; LA.4.2.1.5; LA.5.3.1.2; LA.5.3.5.1; LA.5.6.2.1;

Mathematics: MA.3.S.7.1; MA.4.G.3.1;

Social Studies – Geography: SS.4.G.11; SS.4.G.1.2; SS.4.G.1.4; SS.5.G.1.2; SS.5.G.1.3.

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

To the Moon with BLiSS Sim: A Space Simulation to Explore Plant Growth on the Moon

This project inspires students to learn botany, life systems and environmental factors through a virtual simulation that poses the situation: "You're stuck on the Moon or relocated to Mars — how are you going to survive for months and possibly years without re-supply?" What makes this app unique and highly desirable is that it uses a game format to engage youth in the challenges of supporting humans in space or extreme environments on earth.

In the BLiSS Sim, players learn how four plant types–wheat, potatoes, soybeans, and lettuce–can be grown and harvested to supply human oxygen, water, and food needs. Associated with the game are four hands-on labs, one of which is on imbibition or water uptake, the key event that initiates the germination process, transforming the seed to a seedling. This experiment explores how much time the imbibition process takes and what effects it has on the rate (speed) and uniformity (simultaneity) of germination. Radish seeds are suggested, but it can be made more complex by using multiple species or multiple varieties of a single species.

"Intrigued by a game app and hands-on labs, students explore growing plants to furnish oxygen, water and food on the moon."

Students

The project is geared for high school biology students, but can be adapted for middle school life sciences and used in all academic levels from regular to honors. This unit study spans 1-2 weeks, depending on the methods used.

Staff

Mr. Gantt has been teaching for 11 years in middle and high school. He also annually directs a science summer camp for elementary students. His numerous awards include: a Zero-G flight at Houston's Space Center; Dade Science Teacher of the Year 2010; Fairchild Challenge Teacher of the Year 2003-04; and the 2012 Florida and National Teacher of the Year Award from the USDA/Ag in the Classroom.

Materials & Resources

To implement, use an iPad or tablet with the BLiSS App (free) connected to a SMART Board for whole group, or 4-5 iPads for small group rotation.

For the imbibition labs, each student pair needs: radish seeds; squirt bottle of distilled water; weigh-boats or weighing paper; petri-dishes; filter paper; wax marker; a 10mL graduated cylinder; parafilm or tape; triple-beam or analytical balance; thermometer; and forceps.

A tutorial on the BLiSS app includes screenshots and activity pages. The NEON network, NASA Teaching from Space, and NASA guest speakers via Skype are valuable resources.

Standards

Next Generation Sunshine State Standards

Students exposed to BLiSS passed the Biology EOC and scored very well in the strands dealing with botany and environmental factors.
SC.912.L.14.3 Structures of plant and animal cells.
SC.912.L.17.20 Impact of humans on environment/ sustainability.
SC.912.L.18.9 Interrelated nature of photosynthesis and cellular respiration.
SC.912.L.18.12 Properties of water that contribute to life on Earth.
SC.912.N.1.1 Define a problem based on a specific body of knowledge.
SC.912.L.14.7 Relate structures of plant organs to physiological processes.

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Transform Your STEM Classroom into a BYOD Hub

Mobile devices expand STEM instruction through free technologies: Edmodo, a Facebook for education; Coursesites, a learning management system; and Polleverywhere.com, an assessment tool that uses smartphones. Edmodo, adopted by the district, is a platform accessible as an app on Android smartphones or iPhones in which students are able to collaborate online using functions similar to Facebook. Coursesites interfaces with ExamView to administer assessments and manage blogs, wikis, and podcasts. It is helpful for struggling students as they have access to limitless resources, such as video and virtual manipulatives, that can be repeatedly used at their own pace. Polleverywhere.com can be embedded in PowerPoints to generate multiple choice, true/false, or short answer responses using students' smartphones.

Students create videos or interactive games for Edmodo or Coursesites. The games can be math-related or similar to the 1980's Atari-like video games of Galaga or Centipede. A subscription to a game making website and a video camera is all that is needed.

"Engage students via smartphones with 'anytime, anywhere' STEM instruction to reach all students and meet their diverse needs."

Students

The technology presented in this project may be used in grades five through 12. It is adaptable for all achievement levels and academic abilities.

Staff

Tandy Caraway has been teaching in the community for more than 14 years. Her awards include Teacher of Year for her school, National Honorable Mention for the American Board for Certification of Teacher Excellence, the Spot Success Award and a Teach & Inspire Fellowship. Grant awards include the Florida Learn & Serve pilot and renewal grants, State Farm/UF grant and a Sprint Character Education grant.

Materials & Resources

Access to mobile devices with Internet is required for at least each pair of students in the classroom; however, more can be accomplished if each student has a mobile device. Teachers need access to game making software, such as Quia or Gamestar Mechanic. Other needs are Polleverywhere.com, Coursesites.com, Edmodo.com and video recording, which is available on smartphones, iPads or tablets.

A computer and projector to teach the whole class at once would be optimal, although the project can be facilitated in other ways. Various ways to implement the project will be included in the curriculum packet.

Standards

Sunshine State Standards

Mathematics
MA.912.A.10.1: Use a variety of problem-solving strategies, such as drawing a diagram, making a chart, etc.;
MA.912.A.10.2: Decide whether a solution is reasonable in the context of the original situation;
MA.912.D.6.2: Find the converse, inverse, and contrapositive of a statement;
MA.912.D.6.3: Determine whether two propositions are logically equivalent.

Language Arts
LA.910.3.1.3: The student will prewrite by using organizational strategies and tools.

Social Studies
SS.912.C.2.5: Conduct a service project.

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

WOW – Watch our Weather

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

Students assemble a wireless weather station, decide the location for the solar-powered equipment, and install all software for automatic collection of data – temperature, wind, humidity, etc. They practice scheduled monitoring of conditions and data analysis. They apply lessons they learn on weather patterns from lab activities and problem solving simulations to create forecasts which they compare to reports of meteorologists on local TV stations and weatherbug.com.

Students use their smartphones to compare weather reports and to independently analyze data. They use a Samsung Galaxy Tablet 7 to communicate updates with other professional weather stations on a regular basis. They download apps from CBS Weather Bug, weather.com and accuweather.com as well as apps that have the capacity to collect weather information, for comparison purposes, using GPS location to provide accurate, current wind direction and speed, temperature and humidity. Other applications embed video and photos of the area into PSAs for hurricane preparedness and weather forecasts.

"Studying weather in a hurricane area where NOAA is headquartered motivates students, aided by mobile devices, to produce timely, scientific forecasts."

Students

Initially 8th grade STEM and SECME students participated as did the Science Club. Plans are to expand it to more than 100 students in 6th, 7th and 8th grade who will take part via small collaborative learning groups. Students modified it to use during the hurricane season.

Staff

Gwen Foote is certified in natural sciences and has experience in meteorology working with her father in his professional work in the field. The school received an award as a finalist from the Green School Challenge for this project as it emphasized the use of solar powered weather station using a recycled old laptop.

Materials & Resources

Equipment includes Davis Vantage instruments and Fisher Scientific solar powered weather station. Useful apps are Wind Vane Pro, Thermometer HD, Humidity Dial, Heat Warning, Video Forecast and Weather Window.

Resources include: field trips to Miami-Dade County Emergency Management and NOAA; MAST Weather on Wheels outreach lab; on-line lessons through M-DCPS subscriptions with Discovery Education and Jason.org of National Geographic; pacing guides; local meteorologists; The Weather Channel and NHC websites. Professional weather meteorologists are consulted online with a tablet.

Standards

Next Generation Sunshine State Standards
Science
SC.8.N.1.2: Design and conduct a study using repeated trials and replications.
SC.8.E.5.10: Assess how technology is essential to science for such purposes as access to outer space and other remote locations, sample collection, measurement, data collection and storage, computation, and communication of information.
SC.8.E.5.6: Create models of solar properties including: rotation, structure of the Sun, convection, sunspots, solar flares, and prominences.
SC.8.E.5.7; SC.8.E.5.8; SC.8.E.5.9; SC.8.E.5.11; SC.8.N.1.1.

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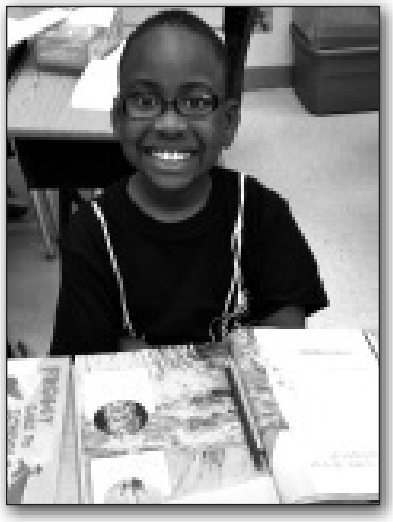
40 Years of Teaching Tidbits



Step into Linda's world of teaching elementary school for the past four decades. Her strategies engage students of all abilities in reading, writing, math, science, and social studies. One key factor she promotes is to develop strong character traits that enable studies to pull their talents together. With simple gestures, children show respect for each other by giving eye contact to the speaker and not raising their hand while another child is sharing. The real-world courtesies are life-long skills that are important to teach to students. Students learn best in a respectful and safe environment that offers many opportunities to grow, make mistakes, take risks, and welcome new ideas.

The tidbits are a multitude of activities that motivate students and enhance their learning. Some of them require very little prep while others need some planning. Each teacher can pick and choose those ideas that will work in their unique classroom setting. *40 Years of Teaching Tidbits* is a bundle of possibilities!

"Experience is the best teacher. This plethora of cross curricula strategies has a positive effect on achievement, attendance, and attitude."

Students

Every year, all students in a self-contained inclusion class participate. Most activities are geared for ages seven to 12; however, many ideas are easily adapted for other grade levels.

Staff

Linda Askari Blanchfield has been an enthusiastic teacher since 1971. She has taught grades 2-6 in Florida. Linda has earned many grants, presented at many conferences, and authored a book, *Why Didn't I Think of That* with Creative Teaching Press. She is instrumental in the work of the Dade Reading Council (www.dadereading.org) as the Membership Director, Workshop Coordinator and WebMaster.

Materials & Resources

When your passion is teaching, you are on a continual journey to improve your craft. Every experience becomes a learning opportunity whether it is a workshop, university course, a classroom visit, an article or book, a TV show or movie, a trip, or merely a chat with a fellow educator.

Top recommended resources:
1) visiting other teachers' classrooms and attending the "by teachers, for teachers" workshops at the Idea EXPO to get ideas;
2) watching the videos of outstanding teachers at www.teachingchannel.org;
3) attend worthwhile workshops such as those given by Dade Reading Council;
4) Google.

Standards

Common Core State Standards (Next Generation Sunshine State Standards)

The Common Core State Standards in Florida include integration of literacy with research and media skills in writing, along with developing speaking and listening skills.

This project addresses classroom routines and management in many different subject areas that facilitates optimal learning of the Common Core State Standards in all subjects.

Sponsored by

Florida Matching Grants Program

Linda Askari Blanchfield

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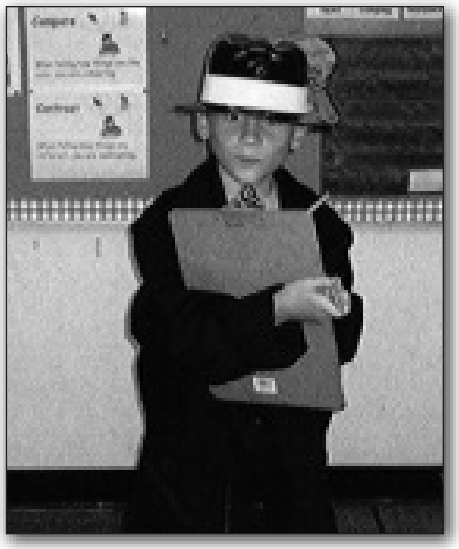
Character Building through Story Detectives

After hearing a story that has moral consequences, students work through a story detective booklet in which they confront wrong behaviors in the story and their effect upon a community while investigating to determine who was at fault and why. To develop their thinking, the students create alternative scenarios, changing the story characters' reactions to fix the problem situation, and then rewrite the story ending.

For each story that is read, students are handed a prepared case file which includes the name of the case (title of story), clues about the case, suspects (characters), and the incident that makes them guilty (the problem in the story).

Upon dissecting the story to complete a case file questionnaire, the students formulate ideas on how to solve the case. They write a case scenario describing how the problem came about, what was done by whom, and how the case is resolved. When the file is closed, the students receive a detective badge, which reminds them their choices in life matter and have consequences.



"Through analyzing stories with a message, students learn to think about consequences and ways to better their behavior and attitude."

Students

This project is recommended for use in any grade level from Kindergarten through fifth-grade. For the past two years, a Kindergarten class of 18 students participated in this project, which has resulted in their improved behavior and attitude in the classroom.

Staff

Nancy Cuevas has been teaching for 38 years. Throughout that time, she has taught students in Kindergarten through sixth-grade. She currently teaches Kindergarten students at Carol City Elementary. Ms. Cuevas has successfully used this project for two years.

Materials & Resources

Needed for the project is an array of short stories such as William Bennett's *The Book of Virtues for Young People: A Treasury of Moral Stories*, *The Children's Book of Heroes* and *The Children's Book of Virtues*. Other books advised are *Aesop's Fables for Children* by Dover Publications, *The Three Questions* by Leo Tolstoy and Jon Muth and *Books That Build Character* by William Kilpatrick.

Other items needed are costume hats and badges, clipboards, crayons, color markers, copy paper, glue, file folders, laminating paper and oaktag for setting up scenes from the stories.

Standards

Common Core Standards

(Kindergarten)
RL k.8 Identify the reasons an author gives to support points in a text;
RL 1.1 Asks and answers questions about key details in a text;
RL 1.3 Describes characters, settings and events in a story using key details;
RL 2.1 Asks & answers who, what, where, when, why and how questions;
R.2.9 Compare & contrast story events.

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Readers' Theater Makes Great Readers

This easy-to-implement and inexpensive strategy incorporates repeated guided oral readings to connect reading, literature, and drama in the classroom with a script that students read aloud. It does not require costumes, props, stage sets, or memorization as students use their voices, facial expressions, and bodies to interpret the characters. Its use improves vocabulary development, comprehension skills and most of all reading fluency, which is the speed, accuracy and prosody (expression) that a person uses when reading a text and is the bridge between decoding and comprehension.

Readers' Theater serves as a dynamic and effective motivational strategy which allows students to increase their literacy skills while being actively engaged in learning content. The novelty stimulates struggling readers to increase their read-aloud skills and their desire to read. The framework is conducive to team work as it easily enables students of varying abilities to work together in a cooperative learning environment.

"Readers' Theater transforms the classroom into a stage which captivates and motivates students to become reading stars."

Students

Thirty-six students in second grade (2 departmentalized reading and language arts classes) who range from below grade level to above grade level participated. It is adaptable for primary and intermediate elementary students and can be used for small group or whole group instruction.

Staff

Mayra Perez is a National Board Certified Teacher who recently obtained a Master's degree. She has been a recipient of several of The Education Fund's Teacher-Mini Grants, IMPACT II Disseminator and Adapter grants. She has been teaching in Miami-Dade County for 26 years.

Materials & Resources

Readers' Theater scripts (commercially printed or downloaded from the internet) are available for all content area, including language arts, social studies, science and math.

Other materials needed are highlighters in multiple colors, colored paper and card stock. A field trip to see a theatrical performance can be a year-end incentive for achieving class goals. An iPad or tablet is used to monitor scripts, provide sound effects and music. A small attachment to an iPhone projects background scenes and an app on the iPhone helps with pronunciation of unknown words.

Standards

Common Core State Standards

Language Arts
Standard 1: The student uses the reading process effectively. (LA.A.1.1)

Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.1)

Listening, Viewing, and Speaking Standard 1: The student uses listening strategies effectively. (LA.C.1.1) The students uses viewing strategies effectively. (LA.C.2.1)

Sponsored by

Florida Matching Grants Program

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THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Taking a Bite out of Success with Dracula!

This project is a valuable tool for teachers as it not only targets key National Common Core Standards, but can be adapted and modified for all types of classes at little to no cost. Students from high to low levels will enjoy analyzing literature with different strategies that aid in the comprehension of the text. These strategies can also be adapted to any curriculum and include but are not limited to: reading, writing and research strategies; note-taking skills; differentiated instruction; and technology implementation.

Students read and analyze a classic piece of literature, such as *Dracula* by Bram Stoker, and its modified version to ensure differentiation. Students learn to write marginal notes as they read and analyze fiction and nonfiction as well as implement vocabulary strategies to aide in the comprehension of complex text. The use of advanced reading and writing strategies, such as Power Notes, Idea Organizer, Literary Analysis Map, aids and augments comprehension in all subject areas.

"Apply reading and comprehension strategies to every class to enhance students' school-wide success."

Students

This project was created to be used in middle school and high school with a classic piece of literature. It can be used with large or small groups. It was implemented with seventh-grade Advanced Language Arts students.

Staff

Katia Calejo has taught for more than 15 years. She was named Teacher of the Year at her previous school and has received two Project Rise grants. She is the sponsor for the Creative Writing Club, a National Board Candidate and seeking her Master's in Curriculum and Instruction.

Materials & Resources

Needed to implement the project for Language Arts classes are copies of *Dracula* by Bram Stoker and other classic novels chosen by students, photocopy paper, computer and projector. The companion Idea Packet contains the Dracula unit plans that include tests, vocabulary assignments, literary analysis map and the differentiation plan for Dracula. It also provides the prepared PowerPoint and advanced graphic organizers. The Idea Packet contains strategies applicable for all classes including Power Notes and Idea Organizer.

Standards

Common Core Standards

Reading
RL.9-10.2.; RL.9-10.1.; RL.9-10.4.; RI.9-10.3.; RI.9-10.5.; RI.9-10.6.

Writing
W.9-10.1.; W.9-10.2.; W.9-10.4.; W.9-10.5.; W.9-10.6.; W.9-10.7.; W.9-10.8.; W.9-10.9.

Language Arts
L.9-10.1.; L.9-10.2.; L.9-10.4.

Sponsored by

Florida Matching Grants Program

Katia Calejo

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Principal: Hilca Thomas

Banish Bullying Using Lessons from the Holocaust

Bullying is no longer considered a rite of passage for students but rather a form of persecution that can leave lasting emotional scars on its victims. Empowering students by giving them the educational tools to empathize with the victims and identify with resisters may be the key to breaking the bullying cycle. One such tool is to examine the antecedents of the Holocaust, a time when bullying was the norm in a society, and apply those lessons to today.

One lesson on The Nuremberg Laws compares them to statutes enacted by other governments to exclude and demonize certain groups. In another lesson, students read the personal histories of young Holocaust victims and work in groups to create digital memory books. By examining primary documents, they also research those who were involved in resistance during the Holocaust. Video book reviews are created of bully-related fiction and nonfiction and are shown school-wide. To combat cyber-bullying, students role-play scenarios created by classmates. With these activities, students develop compassion for their peers and the strength to break the bullying cycle.

"The Holocaust provides valuable lessons for today's youth in combating all forms of bullying."

Students

This project can be adapted by sixth- through eighth-grade Social Studies or Language Arts classes.

Staff

Sharon Glueck has been an educator for 37 years with the past 19 years teaching for M-DCPS. She presently is a media specialist and gifted language arts instructor. In 2010, she received the Laura Bush Foundation for America's Libraries award. She was awarded a scholarship to study at the Yad Vashem Memorial Summer Institute in Jerusalem and was invited back to present to educators during its 6th International Conference on Holocaust Education–Fighting Racism and Prejudice.

Materials & Resources

On-line resources of The Museum of Tolerance, U.S. Holocaust Museum, and the Yad Vashem Holocaust Museum provide a wealth of information. Cyber bullying is addressed at http://cybersmartcurriculum.org. DVDs used are *Bullied* from www.tolerance.org and *If You Cried You Died* from the site, www.impactamericanow.org.

A field trip to the Holocaust Memorial on Miami Beach is suggested. Dr. Miriam Klein Kassenoff, M-DCPS Holocaust educator, mkassenoff-@dadeschools.net and Holocaust Teaching Trunks (shipped free-of-charge) at www.flholocaustmuseum.org are valuable resources.

Standards

Next Generation Sunshine State Standards

Social Studies
SS.6.W.1.3
SS.6.W.1.6
SS.8.A.1.5
SS.8.A.1.7

Language Arts
LA.6.4.2.3
LA.7.4.2.3
LA.7.6.2.2
LA.8.4.2.3
LA.6.6.4.2
LA.7.6.4.2
LA.8.6.4.2

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Robert Russell Memorial Foundation

Sharon Glueck

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Lake Stevens Middle

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School Phone: 305-620-1294

Principal: Dr. Mark Soffian

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Creating Caring Citizens

In this project, a classroom election is held in which students vote for their favorite book! In the spirit of the upcoming presidential election, youngsters take to the campaign trail to spread the word about reading. This social studies unit is guaranteed to produce caring citizens and a bandwagon of reading enthusiasm. Student groups participate in a campaign promoting their favorite book. The campaign aides hold a press conference to announce the campaign, create ads, design campaign buttons and posters, write and give speeches, schedule stops in Florida and the nation and prepare background information on the locations, stage campaign rallies and vote to experience the full election process.

Students follow the election process and learn along the way important civic lessons about participating in our local, state and national governments. Attendance and academics are boosted due to points awarded to the different "political parties" for such things as tasks completed, good grades and attendance.

"Take your students on the campaign trail to promote and vote for their favorite book!

Students

Twenty-five second-grade students in the full-time bilingual gifted program participated in the project.

Staff

Ms. Figueroa is National Board Certified since 1999. She has 21 years of teaching the Gifted and Talented and Spanish Language Arts. She has also been the science coach for the lower academy. She has a Masters in Reading Education and is pursuing a Specialist in Educational Leadership degree. She has received several IMPACT II grants, including *Carnival of Colonial Fun* and *Once Upon a Math Lesson, Everyone had Fun*! She has also written grants for M-DCPS and the Dade Reading Council.

Materials & Resources

Books: *Flat Stanley: The US Capital Commotion* and *Notebook Foldables* by Dinah Zike; arts and crafts; paper; addresses collected from students of locations to send Stanley for campaigning; stamps; large yellow envelopes; and reproducibles.

A field trip to city hall and local monuments of statesmen is suggested. For older students a trip to Tallahassee or Washington D.C. is ideal.

Flatstanley.com has teacher projects, reproducibles and games students can use at class centers. Recommended guest speakers include commissioners or state representatives.

Standards

Sunshine State Standards

Social Studies
Civic and Government:
SS.2.C.2.3;
SS.2.C.2.4;
SS.2.C.2.5.

Function of Government:
SS.2.C.3.1;
SS.2.C.3.2.

Sponsored by

Rod and Lucy Petrey

Marlene E. Figueroa

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Coral Way K-8 Center

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School Phone: 305-854-0515

Principal: Josephine Otero

Rap on Government

This project is a fun and imaginative exercise in civic affairs that can be applied at several different grade levels and subject areas as it allows students with diverse learning skills and levels to work as a team to research, write lyrics, tell a story, compose musical beats, and perform on-camera to create "rap" videos about local, state, or national political figures, government agencies, judicial or civic processes. The purpose is for students, through their research, to learn about the three branches of government and how it affects them.

Student groups choose a subject and use web-based research to tell a story that is not only factual, but can be turned into lyrics for their very own "rap" song. Students compose an original musical beat to match the rhyme structure of the lyrics, including a hook or repetitive chorus to stress the main point. Then they perform on-camera or produce photos which they edit into a rap video. The final versions are shown on the school's daily, live news broadcast and uploaded to YouTube to teach other students.

"To interest students in the basic functions of government, they are charged with remaking a civics lesson into a rap video."

Students

Students participating included 128 students in four classes in grades 9 - 12 and included ESL, SPED and advanced students.

Staff

Dr. Underwood is a Television Production teacher at Miami Senior High since 1984. He has been Regional Finalist for Teacher of the Year, Rotary Club 4-Way Award Winner, a Disney American Teacher Award honoree, USA TODAY All-Star Teacher, National Teacher Hall of Fame Inductee (2007); Japan Fulbright Teacher; Pearson Foundation Global Learning Fellowship to China (2011) among many others. He has been awarded $400,000 in grants from various entities.

Materials & Resources

To compose the musical beat, use music programs such as Garage Band, form a band using instruments such as guitar, piano, drums or flute, or use a class of students to produce the beat and sing back-up. Shoot the videos or photos using smartphones, tablets or digital cameras. Use basic editing software, such as Windows Media Center or iMovie, on a smartphone or laptop to edit the video. Then broadcast it on school TV and upload to a social networking site, such as YouTube.

For reference, view the video, *J-Diddy Rap on Government*, of Dr. Underwood and his class on YouTube.

Standards

Next Generation Standards

Television Production Standards
04.0 Demonstrate use of studio equipment
07.0 Exhibit knowledge of TV production team
20.0 Use oral and written skills
28.0 Use technology tools for research

Social Studies - History
RH 9-10.1 Cite specific textual evidence
RH 11-12.2 Cite central ideas of primary & secondary sources
RH 11-12.7 Evaluate multiple sources of information

Language Arts
W.9-10.7. Conduct research
W.9-10.8. Gather information from multiple sources.

Music Standards
MU.68.S.1.3 Arrange a short musical piece.
MU.68.F.1.1 Create a composition.

Sponsored by

Rod and Lucy Petrey

Dr. Joe Underwood

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Miami High School

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School Phone:
305-649-9800

Principal: Benny Valdes

Food Safety & Science

Through scientific inquiry, students learn about the importance of food safety, food borne diseases and how we benefit from microbial activities to produce certain foods. As they discover that most bacteria is beneficial and used in many biotechnological processes to make different food products, the students research and practice scientific inquiry procedures to select the optimal conditions to make fermented products, such as yogurt and sauerkraut. They expand their inquiry to recipes from a number of countries in which fermented foods are prominent in their cultural heritage.

Students research and prepare presentations about the bacteria that cause food poisoning and how the human organism is affected by the toxins produced by these bacteria. Proper techniques and procedures on handling different foods are also disseminated to promote food safety. From this research, students learn food safety affects all levels of agri-business and the role of FDA (Food and Drug Administration) in ensuring a safe food supply from farm to table.

"As students learn that bacteria can be friend or foe, they avoid it with proper food handling, but use it to make healthy fermented food."

Students

The project was designed for middle school students but can be adapted to the elementary level.

Staff

Kitchka Petrova is a National Board Certified Teacher and has been teaching science for the last 12 years. Prior to teaching, she worked as a research scientist in Bulgaria, Russia and in the USA. She holds a Ph.D. in Microbiology from Moscow University. During the 2008-09 school year, she was selected as an Albert Einstein Distinguished Educator Fellow and served her fellowship at the National Science Foundation in Arlington, VA.

Materials & Resources

The educational materials related to food safety are free from the FDA (Food & Drug Administration) website. There is also a curriculum "Science and our Food Supply – Investigating Food Safety from Farm to Table," developed by FDA/NSTA that is available. The companion Idea Packet provides suggested Web sites with related resources, the FDA materials plus a step-by-step guide on how to prepare yogurt, sauerkraut and pickles.

The activities of this project can be completed with readily-available food items, a yogurt maker ($24 - $50) and a refrigerator, which is found in most schools.

Standards

Next Generation Sunshine State Standards

Science

SC.6.N.1.1: Define a problem from 6th grade curriculum, use references to support scientific understanding, plan and carry out a scientific investigation of various types.

SC.6.N.1.4: Discuss, compare and negotiate methods used, results obtained, and explanations among groups of students conducting the same investigations.

HE.6.B.3.1: Investigate healthy and unhealthy alternatives to health related issues.

Language Arts

LA.6.4.2.2: Students record information related to a topic, including visual aids to organize and record information.

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Florida Matching Grants Program

Kitchka Petrova

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Ponce de Leon Middle

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Principal: Martha Chang

Magnificent Market Day

An in-class economic system provides meaningful instruction on economics for the younger student as well as a student-centered form of classroom discipline in which students pay fines for classroom infractions and earn classroom money to use on Market Day. The system models real-life experiences, such as applying for a job, paying rent for desk, books and supplies, receiving bonuses and earning classroom money for tasks completed.

It culminates each semester with a Market Day in which students produce, advertise, sell, and purchase original, student-made goods and services. They learn first-hand about bartering, supply and demand, and making informed decisions when purchasing products and services. The program helps students' develop an early ability to count, add, subtract, estimate and make change using money. Writing tasks include creating a product proposal and designing a marketing tool, such as a brochure, commercial, flyer or coupons.

"Young students learn money basics and apply that understanding to their daily lives through dynamic, entrepreneurial activities."

Students

The project was implemented with 100 gifted students in Kindergarten through third grade. The students apply for jobs in their homeroom classes, meet weekly to address community concerns, and, at the end of each semester, the classes are combined for Market Day.

Staff

Susan Bostick, a teacher of the gifted with 20 years of teaching experience, began implementing this project four years ago. Each class participating requires a teacher to actively instruct the students on the process and guide discussions. Parents are vital to the implementation of Market Day.

Materials & Resources

The materials include paper for informational flyers for parents, job applications, job chart, photos of each child for job chart, copies of in-class money, flag banners, poster boards for ads, and envelopes for buddy wallets.

A large space with tables, such as covered patio, library or cafeteria to create a market place. Guest speakers from an ad agency and/or parents to share job experiences. Field trips to a local store (Whole Foods or Walmart) for a behind-the-scenes tour and Brainpop videos on bartering, supply and demand, etc. are recommended.

Standards

Common Core Standards (K-2nd grades)

Mathematics:
K.CC.6. & K.CC.7.;
1.OA.1. & 1.OA.2.;
2.MD.8. Solve word problems involving dollar bills, quarters.

Social Studies:
IIIA1 Discuss the importance of cooperation;
IIIA2 Demonstrate respect for the property of others;
IIIA3 Discuss the importance of honesty and truthfulness in dealing with others;
IIIA4 Recognize that rights are accompanied by responsibilities.

Writing:
Composing a narrative, expository, or persuasive piece; Generating ideas.

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Florida Matching Grants Program

Susan Bostick

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Devon Aire K-8 Center

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305-274-7100

Principal: Irwin N. Adler

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Reading Robots

Originally an Assurant Teacher Mini-Grant

Using LEGO Mindstorms NXT 2.0 robotics kits, middle school students work in cooperative teams to learn programming and robotic design. To add real world problem solving to the project, they read a Lego technology-in-action story adventure, which also serves as a beginner guide to NXT robots. In the story, the characters encounter obstacles or traps that must be overcome to complete their quest. The book hints at the type of exploration robot needed, and the students build and program robots to get past the obstacles. They work in teams in the roles of team leader, materials procurer, designer and programmer. They manage the process by planning the robot using a design journal, testing the robot, and making adjustments as needed.

After reading the stories and building the robots in the book, the groups develop their own "story" with an obstacle and design a robot to overcome that obstacle. The groups then exchange stories and try to design and build each other's robot. This project is designed to motivate even the most challenged students.

"Fiction and nonfiction reading is intertwined with the appeal of building, programming and operating robots."

Students

Students in all academic levels from ESE to advanced in sixth to eighth grade participated, but it can also be easily used in fourth or fifth grade. Teams of three to four were grouped heterogeneously so that the advanced students could help the ESE students, if needed.

Staff

Joy Rosales is a middle school Business Technology teacher who is National Board certified and has been named Teacher of the Year district finalist twice in her 17 year career. She has also taught ESE and Gifted at the elementary level. She is a recipient of a Teacher Mini-Grant from The Education Fund.

Materials & Resources

LEGO Mindstorms NXT 2.0 kit (1 for 3 to 4 students); *LEGO Mindstorms NXT 2.0 Discovery Book: a beginner's guide; Technology in Action: LEGO: The Mayan Adventure; Classroom Activities for the Busy Teacher: NXT* by Dr. Kee; *Getting Started with LEGO Robotics: A Guide for K-12 Educators* by Mark Gura; *Mindstorms Made Easy* by Karl Peterson;

Other items needed: lockable closet or containers; AA batteries; 1 tablet or computer per group for downloading software (comes with kit) and programming; the video *Dean of Invention: Robot Revolution* from Discovery Education (on the teacher portal).

Standards

Common Core Standards

Language Arts – Reading Informational Text:
RI.6.1.; RI.6.4.; RI.6.7.;
RL.6.1.;RL.6.2.;RL.6.3

FLDOE Robotics Curriculum Framework:
09.0 Build, program, and configure a robot to perform predefined tasks:

- Build a robot
- Create programs using robotic software for robot tasks
- Create a flow chart on a basic robotic task
- Configure servo and motors to operate the robot
- Present a proposal on the robot, the tasks, rationale, and the results.

10.0 Solve problems using critical thinking, creativity, and innovation;
43.0 Use information technology tools.

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Florida Matching Grants Program

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South Miami K-8 Center

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Principal:
Anamarie Moreiras

Salute to Goldberg! Build a Contraption!

Best known for drawing humorous "contraptions," Rube Goldberg was an engineer who became a satirical cartoonist who poked fun at technology. In this project, students create a "Rube Goldberg" contraption – an elaborate set of arms, wheels, gears, handles, cups and rods, put in motion by balls, pails, boots and live animals – which takes a simple task, such as popping a balloon, ringing a bell or trapping an object, and makes it outlandishly complicated. Besides completing one to three simple operations, the contraption must also have a minimum of five transformations of one object passing energy to another.

In designing their contraption, students learn to apply principals of physics and understand the laws of motion and gravity. Students collaborate, formulate ideas, draw conclusions and problem solve using the skills from Science (laws of motion, gravity, acceleration, simple machines), Technology (for research and presentation), Engineering (in their design), and Mathematics (calculating speed, distance and time, work, force).

"From Silicon Valley to the Dave Letterman show, Goldberg contraptions inspire future scientists and increase their physical science scores."

Students

Students who participated were seventh-grade gifted/advanced. The complexity can be varied to fit fifth grade through high school.

Staff

Rosa Perez has been teaching for 17 years in elementary and middle schools. She has been honored numerous times at various schools as the Teacher of the Year, Math and Science Teacher of the Year, and the SPOT Recipient. She is a member of DCSTA, NSTA and TAG -Teacher Ambassador Group of the Museum of Science and is the SECME Coordinator, Odyssey of the Mind Coach, Fairchild Liaison, and the Science Department Chair.

Materials & Resources

Materials: marbles, balloons, action figures, hand bell, push pins, rubber bands, string, small cars, dixie cups, construction paper, scissors, markers, poster & foam board, blocks, styrofoam cups & sheets, balsa wood (various shapes and sizes), and computers.

Field trip: Museum of Science exhibit on "Moving Things"; Videos: Bill Nye on simple machines, force and motion; Books: *Physical Science* by Steck Vaughn; *Leonardo's Machines* by Domenico Laurenza; *Rube Goldberg: Inventions!* by Maynard Frank Wolfe; *Physical Science*: Grades 5-8 by Pam Jennett.

Standards

Next Generation of Standards

Science
SC.7.N.1.1 Define a problem from the seventh grade curriculum, plan and carry out scientific investigation;
SC.7.N.1.2 Differentiate replication from repetition;
SC.7.N.1.3; SC.7.N.1.4;
SC.7.N.1.5; SC.7.N.1.7;
SC.7.N.2.1
SC.7.P.11.2 Transformation of energy;
SC.7.P.11.3 Cite evidence that energy cannot be created/destroyed;
SC.6.P.11.1 Explore the Law of Conservation of Energy;
SC.6.P.13.1 Investigate and describe types of forces;
SC.6.P.13.2 Explore the Law of Gravity;
SC.6.P.13.3 Investigate an unbalanced force acting on an object.

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Florida Matching Grants Program

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Zelda Glazer Middle

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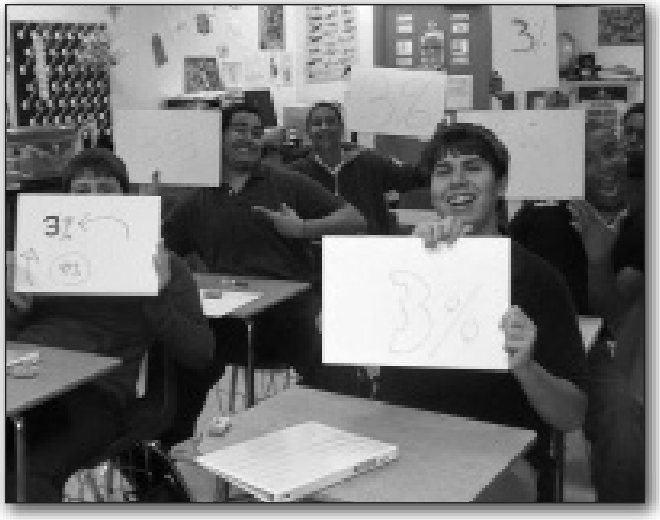
Principal: Melba Brito

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Water Conservation: Just Do It!

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

Since more than 70% of the Earth's surface is covered by water and less than 1% of this water is fresh and available for human consumption, students should learn and discuss methods to conserve and purify this natural and limited resource. Students analyze how much water they and their families consume on a daily basis, brainstorm ways to reduce their usage and put their ideas into action in their homes and community. This project was developed because water conservation is an important issue in South Florida and the Earth Space Science textbook has limited information and activities on the topic. Through this project students are engaged in lessons and hands-on activities that encompass E.Z.C. reader strips, graphic organizers, reading activities, laboratory activities, such as testing for water quality, and preparation of a PowerPoint at the end of the unit. It is especially geared toward Special Education (SPED) students as they learn best when they are taught using a variety of learning styles which this project addresses.



"A water unit with interactive lessons addresses a variety of learning styles and motivates students to apply what they learn."

Students

Ninth-grade students with Specific Learning Disabilities, Emotional Behavioral Disorders and Attention Deficit Disorders with reading, math and science levels from 1 to 3 participated during their Earth Space Science class. It is adaptable to higher level eighth- and ninth-grade classes.

Staff

Lynda Miret has taught for 16 years and is National Board Certified with an Educational Specialist degree in Varying Exceptionalities and Special Education. She has received a Teacher Mini-Grant, Adapter grant and a Disseminator grant for *Outrageous Weather, What Would You Do?*

Materials & Resources

Supplies needed include dry-erase boards, markers/erasers, USB flash drives, Water Quality Test Kit, Kid's Discovery Conservation Books, Personal Water Use Charts, 1" binders and dividers to organize handouts, LCD projector and a computer with Internet access and PowerPoint.

Resources include: video clips from www.teacherdomain.org on Global Water Distribution, Water Treatment Plant and Conserving Water at Home; clean water activities from www.chewonki.org; and a down the drain interactive project from ciese.org/curriculum.

Standards

Next-generation of Sunshine State Standards

Earth Space Science (Grades 9 -12)
SC.G.2.4.6: how humans are placing their environment support systems at risk.
SC.H.3.4.3: scientists can bring information, insights, and analytical skills to matters of public concern.
SC.G.2.4.4: world ecosystems are shaped by physical factors.
SC.D.2.4.1: interconnectedness of the systems on Earth and the quality of life.
SC.H.3.4.2: technological problems often create a demand for new scientific knowledge and new technologies.
SC.H.3.4.6: scientific knowledge is used in design and technology to solve practical problems.

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Yamaha Contender Miami Billfish Tournament

verizon foundation

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You Are My Sunshine

The sun's power is universally understood and is a gateway for students to learn about clean and efficient energy resources that will help them achieve a safe and sustainable future environment.

Students research how solar power is used in everyday gadgets and expand it to include uses in home and industry. To demonstrate the concept, a solar tea party is held on the lawn in which Florida sun cookies are baked using a solar oven and sun tea is brewed. Student groups then construct their own solar ovens. One oven is from pizza boxes, aluminum foil and black paper to bake apples and cinnamon, and another uses a Pringle canister (with one side of the foil interior folded outward to reflect the sun) with a wooden skewer piercing the end lids to cook hot dogs. The students are amazed at the power from the sun and begin to see the possibilities of solar energy in their lives now and in the future. Extensions of the project include experiments with solar beads, suntan lotion and sunglasses to emphasize the power of solar rays and the damage it can cause to humans.

"Students respond to fun-in-the-sun experiments and by year's end name science as their favorite subject!"

Students

The entire second grade level at the school participated because the original class was so excited about the project that the other classes wanted to participate. The project is adaptable for school-wide use for any grade level.

Staff

Maria Aluma has been teaching for more than 25 years. During that time she has been selected Teacher of the Year for her school and has received more than five grants, including The Education Fund's Teacher Mini-Grant and IMPACT II Disseminator and Adapter grants. This project has been used for six years since the PTA donated the solar oven.

Materials & Resources

The materials include a solar oven, baking trays, cookie dough and recipes from sunoven.com. The companion Idea Packet includes a step-step guide on assembling simple ovens of common materials: 1 Pringle canister, wooden skewer, and transparency film (to cook hot dogs); another oven is made from: 1 pizza box, aluminum foil, newspaper, black construction paper, wooden stick and duct or masking tape.

A field trip to the Florida Solar Center is ideal for older students. Extension solar experiments require solar beads, suntan lotion and sunglasses.

Standards

Next Generation Sunshine State Standards

Science

SC.2.P.10.B: Energy exists in many forms and has the ability to cause change.

SC.B.1.1.1: Sun supplies heat and light energy to earth and a thermometer measures the heat absorbed by an object

SC.B.1.2.3: student knows that most things that emit light also emit heat

SC.D.2.2.1: reusing or reducing the use of natural resources improves and protects the quality of life.

SC.E.1.2.3: energy of the sun can be captured as a source of heat and light on earth

SC.B.1.2.6: student knows ways that heat can move from one object to another

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Florida Matching Grants Program

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Principal: Aida Marrero

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Mixed Media Mini-Mask

Mask making opens up for students multiple avenues of investigation, such as world cultures, traditions and the artists who use this media. Throughout history, the mask played multiple roles -- ceremonial, functional or decorative. In this project, students explore the cultural, festive and/or religious significance masks held in different societies and cultural events to build a holistic picture of the purposes of mask making. They begin to make associations among themselves, the environment and the cultures they explore. Just as the traditional mask makers used things found in their environment, today's students use found objects, recycled material and personal mementoes in their construction.

Readily available, 90% recycled materials, such as a plastic bottle, are used to create the mini-mask, a smaller format than the typical mask which enables even young students to successfully complete a 3D mini-mask in a timely manner. It is adaptable to middle and high school with varied outcomes and complexities dependent upon the grade level.

"In exploring mask making, students not only create easy 3-D masks, but also learn about cultures and traditions of the world."

Students

The project is designed to be used either for an entire class or for a specific group project. The materials can be adapted to suit third through 12th grades as needed. Students should meet at least once per week for one hour for the duration of four to six weeks, depending on the achievement level.

Staff

Peter Demercado has been teaching visual arts for 22 years and has received numerous awards for himself and his students for 3D mixed media using recycled materials, one of which was an Award of Distinction from The Education Fund's Ocean Bank Center Art of Found Objects Exhibition.

Materials & Resources

Materials: 1/2 gallon plastic bottles/jugs, pipe cleaners, thin wire, paper shredder, strip type scissors, school glue, #10 stiff bristle brushes, masking tape, old costume jewelry, construction & tissue paper in a variety of colors, hole puncher, plastic sheets, large garbage bags and found objects or personal mementoes for embellishments.

Art reference books from the public library and museum websites provide visuals to show functional, ceremonial, decorative or whimsical masks from different cultures. Students can bring in masks they may have at home for viewing and discussion.

Standards

New Sunshine State Standards

The Arts: Cultural and Historical Connections

Standard 1: The student understands visual arts in relation to history and culture.

VA.C.1.2
1. Understands the similarities and differences in works of art from a variety of sources;
2. Understands how artists use symbol systems through time and across cultures;
VA.5.H.1.1: Examine historical and cultural influences that inspire artists;
VA.5.F1.1: Examine and experiment with traditional or non-traditional uses of media.

Social Studies
SS.5.A.1.1: Use primary and secondary sources to understand history.

Sponsored by

The William J. and Tina Rosenberg Foundation

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Banyan Elementary

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Principal: Cheri Davis

The Education Fund a

Plant A Thousand Gardens – A Collaborative Nutrition Initiative

- Addresses academic achievement while confronting the obesity epidemic that afflicts one of three American children.
- Uses edible gardens as outdoor learning laboratories to instill in children the desire to eat vegetables, reduce intake of unhealthy foods and learn in all subject areas.
- Stems from students' hands-on planting and harvesting of edible vegetable and herb gardens
- Results in students becoming enthusiastic participants in an interdisciplinary experience
- Integrates the garden and the teaching of nutrition into science, math, reading, writing, art and other subjects
- Engages parents through workshops that teach nutrition and how to prepare "old favorites" in healthier ways.
- Operates in more than 35 schools throughout the district.

Results – Increase in Academic Achievement

96% of students reported an interest in collaborating with other students

80% reported gaining respect for other students

96% of the students demonstrated an interest in science with 64% showing an interest in math.

80% gain in science scores from pre- to post-testing.

Results – Improvements in Eating Behaviors

49% of the children became healthier eaters

48% had increased their knowledge of nutrition.

57% increased their willingness to eat healthy foods.

51% of the parents reported healthier family eating behaviors

Recognitions

Rated the #1 Obesity Prevention Program by the University of South Florida's College of Public Health;

Awarded the Sapphire Award for demonstrating excellence in addressing health disparities within the community

Special Thanks to our Signature Sponsor: WELLS FARGO

Learn more about The Education Fund at www.educationfund.org.

Citi Postsecondary Success Program (CPSP)

In 2009, The Education Fund was selected as one of only three sites in the U.S. selected to:

- Participate in a national initiative to increase college readiness, access and success
- Create a demonstration model in three high schools, and
- Convene community partners to champion solutions to college access and success issues

Together, The Education Fund and Miami-Dade County Public Schools embarked on an ambitious model in three demonstration schools: Miami Beach Senior High, Miami Southridge Senior High and Westland Hialeah Senior High.

Results:

- 34% increase in college enrollment
- "A" grades in the three demonstration schools
- 24% increase in high school graduation rates

The Model:

- Stipend position in each school to coordinate activities
- Asset Mapping by school staff to determine which research-based strategies are in place and which need to be strengthened
- Implementation of strategies from an "Asset Roadmap"
- College clubs lead by teachers (stipend positions)
- College visits to excite students about college
- Tutoring to prepare for the college entrance exams
- FASFA Marathons to help parents with online financial aid
- Community partner meetings with business and nonprofit partners working together with school staff to expedite the delivery of resources to students

Citi Foundation

Florida Matching Grants Program

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CPSP is implemented locally by The Education Fund as part of a national initiative by the Public Education Network (PEN) and FHI 360.

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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

t Work in our Schools

Ocean Bank Center for Educational Materials

The Education Fund depends on companies, retail stores and manufacturers to donate their surplus office supplies, remnants and excess inventory for use in classrooms throughout the county.

Our 11,000 square-foot warehouse is where M-DCPS teachers shop for free, filling their classrooms not only with art supplies and creative teaching aids, such as small tiles used as math manipulatives or maps used as backgrounds for dioramas, but also with markers, pens, binders, various sizes of paper, books and other essentials.

To receive a pass to shop for free, visit www.educationfund.org and click on the "For Educators" button at the top of the home page and fill-out the online submission form.

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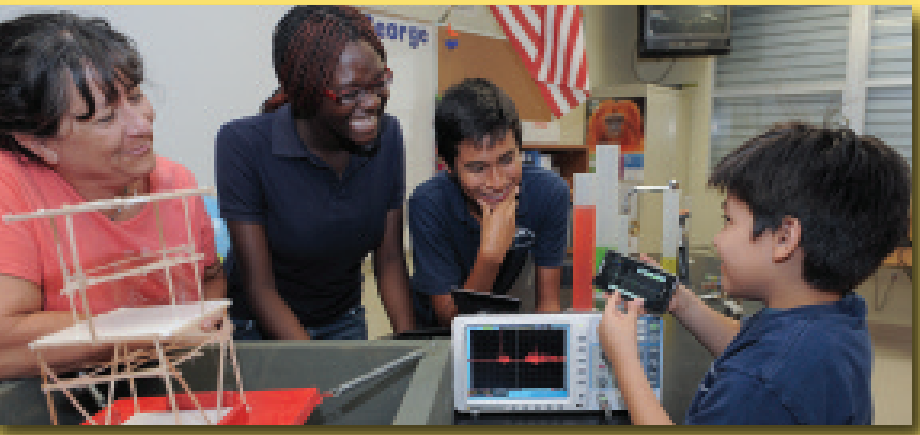

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