THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2019-2020 Ideas with IMPACT

Language Arts, Social Emotional Learning, Health & Wellness...

34 inspiring ways to cover FLORIDA STANDARDS

Engaging STEM/STEAM projects for every grade level!

IdeaEXPO The Teacher Conference

Earn 9 Master Plan Points!

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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

The Lucy Petrey Endowment Fund

Benefitting The Education Fund's Teacher Programs

The Education Fund is proud to announce the establishment of an endowment fund in honor of longtime board member Lucy Petrey, who has supported the work of The Education Fund in so many ways. Lucy is the perfect board member, one who always lends a hand, provides leadership without the title, and makes people feel better about hard work. She's always volunteering to help teachers. Whether it's at our annual EXPO giving teachers grant writing workshops, handing out checks at our teacher award ceremonies, or editing teachers' submissions to our Ideas with IMPACT catalog, Lucy is always present.

Lucy also engages others to support our work in public schools. Her friends are often corralled, with promises of brownies and other delights, to help with our teacher programs. Lucy's husband, Rod, and their daughters, Susan and Sarah, make Lucy's love of The Education Fund and supporting our public schools a family affair that has continued for many decades. Lucy's infectious good humor is combined with a deep intellect and a sharp focus, all of which she has brought to bear in numerous activities, including chairing our program committee, introducing new people to the importance of public education, and successfully securing significant funding to support our work with teachers.

Lucy's efforts have touched the lives of countless teachers and students, and her indefatigable zest for life and tireless commitment to improving our world are a tremendous inspiration to all. The Education Fund board and staff are privileged to honor Lucy Petrey with The Lucy Petrey Endowment Fund, which will support our public school teachers and their students for many years to come.

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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

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

For more than 30 years, The Education Fund has been a key partner of Miami-Dade County Public Schools, sponsoring initiatives that support teachers with networking, training opportunities, grant funding, and more. By providing teachers the opportunity to be catalysts for innovation in the classroom through programs such as Ideas with IMPACT (formerly IMPACT II), The Education Fund provides teachers the resources to bring their ideas to life and an avenue to share proven ideas with others. In this way, their leadership is rightly recognized and highlighted.

I have attended the Ideas with IMPACT EXPO – The Teacher Conference for many years, talking with teachers who value the exchange of ideas at this annual event. Having been a teacher, I understand the need to stay ahead of the curve. I applaud The Education Fund for continuing to include all subjects - not only STEM and entrepreneurialism - and for incorporating lessons that celebrate our diversity and promote inclusiveness.

As we know, Ideas with IMPACT facilitates the sharing of 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 - The Teacher Conference, and Innovator and Adapter Grants. I commend the dedicated educators who contribute their time and talents to the IMPACT network. You make a difference for our students and our community.

Alberto M. Carvalho
Superintendent of Schools

THE EDUCATION FUND

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

INNOVATION IN ACTION FOR EDUCATION

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 18,000+ teachers in 476+ schools and makes a difference in the lives of 350,000+ students.

- $58 million raised for public schools
- 32,000+ students' eating habits improved through an edible garden laboratory initiative
- 34% increase in college enrollement attained as part of a national demonstration project
- $10.1+ million in free supplies for classrooms, benefitting 2.2+ million students
- $2.7 million granted to teachers to foster student achievement in 4,700+ classrooms
- 10,500+ computers to students and parents
- $1.1+ million raised for schools' visual arts programs
- 2,400 business professionals teach for a day

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Driving a **Brighter Future**

Since 1949, Ford Motor Company Fund has invested more than $1.5 billion around the world to build stronger communities and help make people's lives better by supporting programs in education, safe driving and community life.

For opening minds, creating opportunities, and helping to create a brighter future, Ford Salutes The Education Fund.

www.community.ford.com
#fordgivesback @fordfund_

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

Ford honors your efforts to build a stronger, more innovative future for your classrooms.

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Assurant Cares.

In everything we do, we remember that people count on us.

The Assurant Foundation is proud to support public education in Miami-Dade County. We believe in teachers, and that's why we work with The Education Fund. Through our partnership, we know that teachers will get the resources and professional development opportunities that are so valuable. Thanks for all that you do to build brighter futures.

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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

Ideas with IMPACT

Building a Network of Support and Best Practices

Do you have an **innovative idea** that inspires students to learn?

Apply for an **Innovator Grant** to implement a new teaching idea in your classroom.

Apply for a **Disseminator Stipend** if you have a successful teaching project and share your idea with other teachers.

Be featured with your winning project idea in the **Ideas with IMPACT** catalog, distributed to every school.

Connect with other educators and share your best practices at the annual **Idea EXPO.**

Apply for an **Adapter Grant** to implement any of the ideas you saw at the Idea EXPO for your classroom.

To apply for any of the grant/stipend opportunities or to register to attend the Idea EXPO, visit **educationfund.org**

Merge Cube:

The Future of Education is NOW!

Students are captivated and 'mind-full' when using holographic technology to study the human brain

"Whoa, that's cool!" is what students will say with this project, which takes learning with technology to a whole new level. This excitement, coupled with today's generation of students (Generation Alpha, born 2010-2025) who have never known a world without the Internet or video games, presents an opportunity for teachers to utilize innovative forms of technology, including Augmented Reality (AR) with Merge Cube. Using Merge Cube and their cell phones uploaded with the Mr. Body application, students study the brain and its different lobes. Students see and hold the human brain as a holographic 3D augmented reality image, which is manipulated with every movement of the Merge Cube in their hands. They learn what each different lobe in the human brain does and exactly where it is located. Students can also learn about astronomy, dinosaurs, coral reefs, and other exciting subjects with the economically priced Merge Cube, which takes learning to new dimensions.

CONTACT INFORMATION

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE

SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

SC.2.L.14.1 Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton), and their basic functions.

HE.2.C.1.6 Recognize the locations, and functions, of major human organs.

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> *"The future of education is in the use and adaptation of technology."*

STUDENTS

A class of 19 second grade ESOL students, with levels ranging 1-5, participated in this project. It was implemented during Science content area time, three days a week, for a total of 150 minutes. This project can be adapted from K-12th grade, but it is suggested that it would be more beneficial for elementary and middle school students, serving as a solid foundation for high school.

MATERIALS & RESOURCES

Materials include the Merge Cube (purchased for $15 or a make-your-own version can be downloaded and printed on card-stock), smartphone or tablet, and applications from the App Store. The Merge Cube acts like a QR code, giving the apps the ability to appear holographic and in 3D. If you do not feel comfortable sharing your smartphone with your students to use with the Merge Cube, you can buy the Merge AR/VR Headset - Augmented and Virtual Reality Goggles ($33.60 from Amazon.com) and securely put your phone in the protected goggles. Resources through the App Store include: Merge Things, Galactic Explorer, Mr. Body, Museum Viewer, Object Viewer Moment, and Merge Explorer.

ABOUT THE TEACHER

A dedicated MDCPS teacher for 13 years, Zeny Ulloa has created innovative projects that have earned her numerous grants from The Education Fund. In 2004, the Florida Department of Education published her article, "Behavior Management for the 21st Century Teacher." She is the current designated UTD Steward for her school. Zeny has a post-graduate Education Specialist Degree from NOVA Southeastern University.

CONTACT INFORMATION

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DOWNLOAD PROJECT INFO: educationfund.org

Copy That, Mission Control!

Aeronautics and aerospace projects generate stellar interest that is out of this world

Efficient engineering and effective communication become critical components in this space-age project that challenges opposing aerospace teams - one mistake could be the difference between failure and success! Each team consists of an Engineer (observer), CAPCOM (whisperer), and two Astronauts (builders). The activity begins with the Flight Director (teacher), who builds something from behind a screen. The Engineer from each team observes the build (once complete) and heads back to CAPCOM to describe the build. CAPCOM listens to the Engineer and then heads over to the Astronaut workstation (behind its own screen) where he "whispers" the description of the build to the Astronauts. Astronauts build based on CAPCOM's description and verbally repeat what they did to ensure a correct build. The Flight Director checks each team's build and says yes or no to indicate if the build is correct. This project is sure to create great interest in aerospace and aeronautics, while promoting communication, collaboration, and observation skills.

"This project has created mathematical, scientific, and technical knowledge in students through experiments and research in the fields of aviation and space."

STUDENTS

This project involved elementary students in a small group setting, meeting one time a week. It can be implemented with students in grades 3 – 12 and adjusted according to varying achievement levels.

MATERIALS & RESOURCES

Some possible materials to include are a tri-fold board, Styrofoam cups, small paper cups, popsicle sticks, paper plates, large and small straws, and 3-D instructional models. Resources include the Internet and aerospace videos.

ABOUT THE TEACHER

With 27 years of experience in education, Dr. Rossana Chiarella has had the distinction of being selected as a Space Foundation Teacher Liaison Officer and has earned Lunar/Meteorite Sample Disk training from NASA. She has applied this project in numerous science sessions for both students and parents. During the last two years, this activity attracted the attention of students and teachers due to its simplicity and its low costs. No additional assistance is required for this project.

STANDARDS

SCIENCE

SC.3.N.1.In.4 Recognize that scientists share their knowledge and results with each other.

SC.3.N.1.Su.2 Work with a partner to make observations.

SC.3.N.3.2 Recognize that scientists use models to help understand and explain how things work.

SC.3.N.3.Pa.2 Recognize a model of a real object.

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Neuroscience in a (Spiker)Box

The neuroscience of muscles is seen through the electricity of muscle movement

With every step a person takes, every turn of the head, and every time a pencil is manipulated, electricity courses through the muscles involved. Electricity acts as a signal, telling muscles to move and is produced by muscles when they contract. Before now, seeing or listening to a person's bioelectricity was a costly and complex process that was not usually available to students. That has changed, however, thanks to the Backyard Brains Muscle SpikerBox. Through the use of the non-invasive SpikerBox, students detect the electrical activity of human muscles with simple skin surface electrodes. It allows students to listen and record their own muscle action potentials, and display them live on their smartphone or tablet. With time, students identify individual motor units and see single muscle spikes. They measure EMG (electromyogram) amplitude during muscle contractions to learn about changes in muscle cells and neural signals. With practice, students learn how to control a robotic hand (The Claw) interface that they or others hold.

CONTACT INFORMATION

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SOCIAL STUDIES

SS.912.P.3.13 Describe advances made in neuroscience.

SS.912.P.3.14 Discuss issues related to scientific advances in neuroscience and genetics.

SCIENCE

SC.912.L.14.17 List the steps involved in the sliding filament of muscle contraction.

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> *"Students investigate how our muscles work and how they affect a robotic hand."*

STUDENTS

Approximately 180 middle school students, ranging from 11-13 years of age, participated in this project. They represented achievement levels 3-5, Gifted, and they met once a week. This project can be adapted to other ages, achievement levels, and can be used with large or small groups.

MATERIALS & RESOURCES

Materials include computer, tablet, or smartphone, tables to allow small groups to work together, and Backyard Brains Muscle Spiker Box Pro, The Claw. Resources include the Internet and website www.backyardbrains.com. Parents and guest speakers, such as scientists/professors in neuroscience, are suggested to share their experiences and work with the students.

ABOUT THE TEACHER

Suzanne Banas is a National Board Certified teacher, with a Ph.D. in Science Curriculum and Educational Leadership. For 26 years, Suzanne has taught middle school science in MDCPS. Since 2003, she has been an adjunct professor at Miami Dade College for the Education Department. Her recent publications include "Emerging Young Investigators" (Harvard Press) and "The Florida Science Teacher" (Publishing Student Research Spring 2014). Suzanne's' recent honors include the Teacher Hall of Fame Top 10 Finalist 2017, National STEM Scholar 2017, and grant awards from The Education Fund in 2018 and 2019. She has used this project for one year and did not require any assistants.

CONTACT INFORMATION

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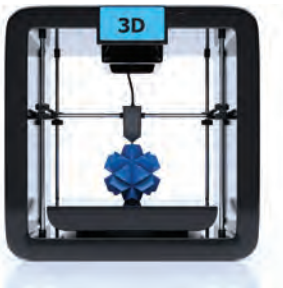
DOWNLOAD PROJECT INFO: educationfund.org

3D Math Printing - That's the Ticket!

Abstract concepts become concrete when students design and print their own math products

3D printing is becoming increasingly more popular and needed for students who do not respond well to lectures and traditional teacher-led instruction. It empowers students to take ownership of their learning through the use of fun, interactive, project-based activities that promote the comprehension of abstract concepts and the ability to apply those concepts to solve real-world problems. In one activity, students are given an entry ticket consisting of 10 standard-aligned questions. The teacher implements a lesson on how to design and print out 3D models of different shapes and then use them to make up different composite shapes. Students complete the task and are given an exit ticket to assess their growth after using the design process and producing the manipulatives for which the printer allows. Having students design and print their own products with a 3D printer allows them to develop 21st century skills in their application of solving real-world problems. It also leads to an increase in students' enthusiasm for mathematics.



"Using a 3D printer in my classroom has been an absolute joy for my students."

STUDENTS

This project served a student population of more than ninety 7th grade students of varied achievement levels and ranging from 11-13 years of age. It was implemented at least once a week and was especially useful in making abstract mathematical concepts and figures tangible for our ESOL and SPED students. It can be adapted to other age groups and any achievement level.

MATERIALS & RESOURCES

Materials include a 3D printer, a spool of filament, an SD card, and space inside a teacher's classroom. Resources include TinkerCad software.

ABOUT THE TEACHER

Gareth Pearson has been teaching 7th grade mathematics at his school for the past three years and is the recipient of Rookie Teacher of the Year 2018-2019. He was awarded an Innovator Grant from The Education Fund last year, and one from DonorsChoose, where he acquired nine chromebooks to fuel technology-driven instruction in his classroom. No assistants are needed to implement this project.

STANDARDS

MATHEMATICS

MAFS.7.NS.1.1a Describe situations in which opposite quantities combine to make 0.

MAFS.7.G.1.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

MAFS.7.G.1.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.

MAFS.7.G.2.4 Know the formulas for the area and circumference of a circle and use them to solve problems.

MAFS.7.G.2.6 Solve real-world and mathematical problems involving area, volume, and surface area of two- and three-dimensional objects.

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Wind Tunnel Engineering

A portable wind tunnel provides hands-on experience for students learning about hurricane mitigation

In general, many students have seen the devastation a hurricane leaves behind either through photographs, video footage, or first person. To further expose them to the conditions of a hurricane and how its winds create tremendous damage to structures, trees/plants, and animal life, this project introduces them to the application of hurricane mitigation principles. Students start off by learning to create model structures of buildings and placing them inside a portable wind tunnel for testing. They mitigate their model structures to withstand stronger winds inside the tunnel and use an anemometer and manometer with Bernoulli's Equation and the continuity equation to acquire real-world data. Mitigation application conclusions are then made based on students' experimentation and research. Wind tunnel applications serve as great hands-on STEM experiences that contribute to students' awareness about hurricane mitigation and the various physics principles that can be applied towards it at different levels.

CONTACT INFORMATION
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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE

SC.912.P.12.1 Distinguish between scalar and vector quantities and assess which should be used to describe an event.

SC.912.P.12.2 Analyze the motion of an object in terms of its position and velocity as a function of time.

SC.912.P.12.3 Interpret and apply Newton's three Laws of Motion.

SC.912.P.12.5 Apply the law of conservation of linear momentum to interactions, such as collisions between objects.

SC.912.P.10.1 Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.

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> *"Their awareness of everything dealing with hurricanes changed as they built their models, tested them, took data from instrumentation, and wrote their lab reports."*

STUDENTS

Approximately 217 high school students, ranging from 15-19 years of age, participated in this project. They represented high levels of achievement and met every class period for two weeks. This project can be adapted to other ages at any achievement level and can be used with large or small groups.

MATERIALS & RESOURCES

For the set-up, 10-15 feet is needed for the wind tunnel itself (if possible) with two portable tables holding the wind tunnel. The tunnel itself weighs about five pounds. Additional tables are needed for model construction. Materials include foam boards, Ex-acto knives and blades, Gorilla tape, glue sticks and glue guns, meter sticks, copy paper, rulers, pencils, and computer devices. Resources include the Internet, videos, NHERI - National Science Foundation money, FIU's WOW (Wall of Wind), Mechanical Engineering Department, STEM Department, Physics Department, and MDCPS' PD Department.

ABOUT THE TEACHER

Rebeca Hernandez is a high school teacher who spent six weeks at the FIU Wall of Wind research facility, collaborating with the School of Mechanical Engineering. As a result of that experience, she and her co-teacher gave a three-day PD session introduction and another four-day PD during the summer on what they had learned. Rebeca has used this project for one year. An assistant is recommended.

CONTACT INFORMATION

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DOWNLOAD PROJECT INFO: educationfund.org

A School of Fish with a STEAM Twist

Art sculptures are personalized using STEAM concepts

Seeking a fresh STEAM idea to implement? This clever endeavor is sure to please and fascinate students. "A School of Fish" was inspired by the American artist Alexander Calder, known for his innovative, kinetic mobiles and wire sculptures. Simulating Calder's zeal for making art personal, yet purposeful, students reveal tidbits about their lives as they construct their own mobiles to represent their true selves. With wire hangers, they create a fish exoskeleton sculpture by measuring and cutting the wire to accommodate body proportions of fish sketches that had been drawn earlier. Students then sketch designs, representing something personal about themselves, and color them on plastic trays that will eventually become shrunken tokens, hanging within the fish exoskeleton. In order to shrink and harden the plastic trays into tokens, students calculate the shrinking ratio of plastic as it is heated in a toaster oven. Once heated, students attach their personalized tokens inside their fish exoskeleton by joining them with thin wire and letting the tokens hang. The result is a beautiful art piece that students are proud of, created by using a multitude of STEAM-related concepts.

> *"Students get to see matter change in physical appearance, shape, size, and density all while making a work of art."*

STUDENTS

A total of 130 students in grades 9-12 participated in this project, meeting every other day during a 90-minute block. Achievement levels and ESOL levels varied. The lesson was taught in a whole group style and as the project evolved, students broke off into several smaller groups, working at different rates and complexity levels. This project can be adapted with learners as young as 3rd grade and up through 12th grade.

MATERIALS & RESOURCES

Required materials include toaster ovens, extension cords, masking tape, spatulas, fishing filament, jewelry pliers, scissors, permanent markers, wire hangers, parchment paper, fine grit sandpaper, dust masks, hole punchers, paper clips, copy paper, 6 in. x 6 in. pieces of cardboard, pencils, supply list with pricing, and Feldman's stage of art criticism student formatted handout. (Each workshop attendee will receive enough supplies to complete the project as designed. Suggestions on how to use it with other subjects and grade levels will also be provided.) Resources include field trips, school media center, public library, the Internet, contributions and loans from parents or institutions, and guest speakers.

ABOUT THE TEACHER

Beth Goldstein has been teaching art education in Miami-Dade County for over 30 years. Her teaching experiences include elementary schools, high schools, museums, and workshops. Through the years, Beth has earned awards at the county, state, and national levels and has served as a DAEA and FAEA board member. For the past three years, Beth's school has been a (silver) STEAM designated school. She has used some form of this art technique for at least four years with great success.

STANDARDS

VISUAL ARTS

VA.912.F.1.4 Use technological tools to create art with varying effects and outcomes.

VA.912.O.2.2 Create a model of a design solution to an engineering problem.

VA.912.H.1.9 Describe the significance of major artists, architects, or masterworks to understand their historical influences.

VA.912.S.3.1 Manipulate materials, techniques, and processes through practice and perseverance to create two- and/or three-dimensional artworks.

SCIENCE

SC.912.P.81 Differentiate among the four states of matter.

MATHEMATICS

MAFS.912.G-CO.1.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment.

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Build-a-Bug:

A STEAM Intro to Insect Anatomy Using Art

Bugs look their best in 3D form when applying the art of quilling

Insects gain new respect from students in this art project that combines an investigation into entomology and the anatomy of insects with an age-old art form that dates back to the Renaissance. Building on prior knowledge and their personal experience with common insects in South Florida and other tropical environments, students research and study common physical characteristics of insect body structure. Once information is gathered, and students practice quilling techniques (rolling paper to create forms) that are modeled first by the teacher, they assemble quilled paper to replicate an anatomically correct insect of their choosing. With an emphasis on measurement, proportion, symmetry, and engineering design, this 3D mixed media art exercise incorporates STEAM concepts while enhancing fine motor skills, spatial awareness, and higher order thinking to problem-solve. This project can be adapted using other animals or human anatomy as subjects.

CONTACT INFORMATION

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

VISUAL ARTS

VA.5.S.2 Development of skills, techniques, and processes in the arts strengthens the ability to remember, focus on, process, and sequence information.

SCIENCE

SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
A. Offspring of plants and animals are similar to, but not exactly like, their parents or each other.

SC.5.L.14A All plants and animals, including humans, are alike in some ways and different in others.
B. All plants and animals, including humans, have internal parts and external structures that function to keep them alive and help them grow and reproduce.

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"This is an easy and adaptable STEAM lesson for multiple grade levels and learning styles with connections to content area and classroom learning activities."

STUDENTS

Approximately 125 students, 3rd-5th grade, participated in this project. Student ages ranged from 9-11 years of age. They met once a week for one hour. The entire unit may be completed in four hours at the elementary level and in as little as two hours with high school students, after an introduction to the techniques.

MATERIALS & RESOURCES

Materials needed to build a bug are card stock, tag board, recycled manila folders, thin cardboard, shredder, paper cutter, scissors, assorted colored tissue paper, stiff #8 bristle brush (1 per student), white school glue with small containers, natural and recycled materials, pipe cleaners, and 1" wide masking tape. Resources include Internet access for visuals and research on insect anatomy and the following websites: entomology.ca.uky.edu; naturalhistory.si.edu; and entoplp.okstate.edu/4H-FFA

ABOUT THE TEACHER

Peter Demercado has been teaching for 26 years. He works in the classroom and at the district-level providing curriculum support, professional development, and museum education. Peter is a four-time recipient of the Teacher of Year award and has received two awards from Who's Who of America's Teachers. Additionally, he earned Miami-Dade's Art Teacher of the Year 2017-2018 and numerous awards from The Education Fund, including Disseminator Grants and Art of Found Objects Exhibitions (10 times since 1999). Assistants are not needed.

CONTACT INFORMATION

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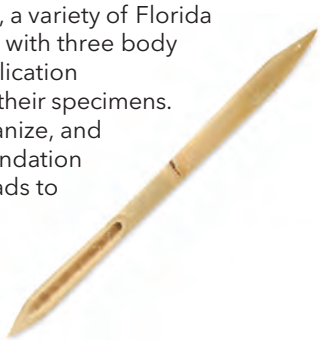
DOWNLOAD PROJECT INFO: educationfund.org

little black sketchbook | insects

Art students take ownership of their creative process in a 30-day thematic drawing challenge

Are you ready for a 30-day drawing challenge? That was the question posed to students to kick-off an impressive art project, incorporating Japanese book-binding and drawing techniques with entomology. Over a 30-day period, students create a little black sketchbook (a small book of black pages), applying a four-hole book-binding technique called Japanese Stab Binding. They also examine and draw from direct observation, a variety of Florida insects, taking note of their exoskeleton construction with three body segments. A Bamboo Reed Pen, a utensil for the application of white ink, is also designed by students for drawing their specimens. Receiving daily prompts allows students to plan, organize, and monitor their own work. This establishes a strong foundation to build and practice an art routine, which, in turn, leads to increased observational skills and impactful student achievement.



> *"Over time, students become aware of their own thinking, knowledge, and understanding."*

STUDENTS

More than 100 high school students, 9th -12th grade, participated in this project. They met four hours a week for four weeks to explore Japanese Stab Binding, examine a variety of Florida insects, experience life drawing, create a Bamboo Reed Pen, and assemble their own little black sketchbook. This project can be adapted to any grade level. It works well with small groups and can be expanded for larger groups.

MATERIALS & RESOURCES

Materials for this project include black paper, Florida Insects, white ink, metal rulers, X-acto knife, scissors, large needle, cutting mat, awl, tag board, binding thread, binder clips, and a Bamboo Reed Pen. Resources include Ocean Bank Center for Educational Materials (The Education Fund's free supplies warehouse for teachers), Jerry's Artarama, and Books and Books.

ABOUT THE TEACHER

An artist, educator, and designer, Susan Feliciano has 24 years of experience in art and museum education, specializing in designing and delivering dynamic art programs to diverse communities. Susan is currently developing the Magnet Visual Arts Program at Robert Morgan Education Center High School. Her artwork is presented in important exhibitions nationally and internationally, most recently at the Coral Gables Museum, Arthill Gallery in London, and the Miami-Dade County Public Library System. Susan participated in prestigious artist residencies and eminent teacher programs including the Oolite Arts and the Fulbright Memorial Fund Japan. She has received numerous grants from The Education Fund, and most recently, The Ellies Teacher Travel Grant. Susan is also an Adjunct Professor at FIU's Art and Art History program and Director of Inkimaru Studio.

STANDARDS

VISUAL ARTS

VA.912S.3.5 Create multiple works that demonstrate thorough exploration of subject matter and themes.

VA.912O.2.4 Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

VA.912H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

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Weathering Through the cRock Cycle

Upcycling is all the rage when students produce a unique, metamorphic crayon rock

Broken crayons are so underrated! Instead of throwing them away, recycle them while propelling students through a journey of discovery about the rock cycle. In this science lab, students experience how the rock cycle works, using the concrete approach of recycling broken crayons (cRocks). Their cRocks are unique, colorful, and artistic pieces of ingenuity that are as much a product of science as they are a work of art. Students are thrilled to see their final crayon creations, and within an hour, they have partaken in each step of a cycle that takes Earth millions of years to complete. They can create diagrams and explain the difference between igneous, sedimentary, and metamorphic rocks, how weathering and erosion occur in nature, and how they are weathering the rocks in person. Students are so mesmerized by seeing their crayons break down and recombine, they are able to describe and differentiate each step of the cycle long after the activity has concluded.

CONTACT INFORMATION
SUREY RIOS

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE
SC.4.E.6.1 Identify the three categories of rocks: igneous, sedimentary, and metamorphic.

ENGLISH LANGUAGE ARTS
LAFS.4.RI.1.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

MATHEMATICS
MAFS.3.MD.1.2 Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters.

VISUAL ARTS
VA.3.S.2.2 Follow procedures, focusing on the art-making process.

CTE STANDARDS
CTE-AFNR.68.ENVIRO.02.04 Demonstrate how to recycle or conserve a natural resource.

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"This hands-on lab has increased my students' enjoyment and understanding of abstract science concepts."

STUDENTS
Approximately 52 students in grades 3-5, and ranging from 8-11 years of age, participated in this project. They represented all levels of achievement and met one hour each week. This project can be adapted to other ages at any achievement level and can be used with large or small groups.

MATERIALS & RESOURCES
This lab requires a lab room with wall outlets (not power strips), tables (two Crayola Makers per table, one per group, and students work in groups of 3), and whiteboard to create a rock cycle diagram. (More details found in the Idea Packet.) Materials include Crayola Maker with the 3-crayon mold, unwrapped crayons, unwrapped (Crayola brand works best), two-pan balance with mass weights, wooden mallet, sock, small plastic cup (to hold the crayons), white paper and markers (to draw diagram), science books, large rock cycle graphic, and other basic supplies. cRock Cycle Lab procedures and questions will be provided to teachers. Resources include rock cycle videos from Discovery Education (available through the portal).

ABOUT THE TEACHER
This is the first year Surey Rios has taught elementary science; however, she taught science at the middle and high school levels for 13 years prior. She has received many grants from The Education Fund in the past. This project was implemented for the first time this year. An assistant is suggested to ensure that students are following the steps correctly. A supply of broken crayons can be provided from various sources: from home, other teachers, and school custodians.

CONTACT INFORMATION

LOURDES FULLER

SCHOOL: Shenandoah Middle Museum Magnet School

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DOWNLOAD PROJECT INFO: educationfund.org

Mosaics: Unity & Harmony in Broken Bits of Color

Selecting a theme and medium, students transform their school's space with a mosaic mural

Mosaics is a simple, yet intricate ancient art form requiring patience and sensibility. It can transform dull, ordinary spaces into artistic and whimsical places. This makes it the ideal school medium. Creating mosaics in this project allows students to practice patience and learn how to reach consensus as they work. This builds community and classroom cooperation, and it has a transformative effect that fosters peace. Students discover that there are no big mistakes because they work in tiny pieces of color. Many students or teachers who claim that "they can't draw" love creating mosaics, as they perhaps unwittingly learn about color, value, proportions, spaces, and unity, all while cutting and gluing those tiny intricate shapes. Whether working on paper mosaics or full-blown glass or ceramic mosaics, students put away their cellphones and other distractions and engage in art-making. Upon completion, this project can be displayed as a large-scale mural that contributes to school pride and school beautification, which, in turn, builds community and personal ownership.

> *"Students will see the unifying value of large-scale community projects where everyone contributes, and where the whole is bigger than the parts."*

STUDENTS

About 60 7th and 8th grade students, between 12-14 years of age, participated in creating the mosaic. Students met 90 minutes every other day. The project can be adapted to other age levels or smaller budgets, and can be used with small or large groups. It can be done with paper and on smaller scales.

MATERIALS & RESOURCES

Needed materials are Dur-Rock cement boards, pencils, rulers, photos for drawing tiles and glass, glass cutters and nippers, goggles and gloves, cement and grout, clay, glazes, plastic containers, Weldbond glass glue, dedicated 4' x 6' tables, and old cardboard boxes. Materials needed for adapting the project are cardboard, mosaic paper squares, glue, scissors, construction paper, old magazines, and recycled plastics. Resources include visiting 'Wynwood Walls' - seeing all the murals gives students a great perspective.

ABOUT THE TEACHER

Lourdes Fuller is a veteran art teacher with more than 20 years of experience. She has received numerous accolades including 2018 Ellies Teacher Travel Grant recipient, 2015 Florida Art Teacher of the Year, Middle School Division, and recipient of many grants from The Education Fund. She attained her National Board Certification in 2001 and has worked for both the American Museum of Cuban Diaspora 2017 -2019 as Education consultant and chief museum docent, and as Professional Development facilitator/trainer at the Bass Museum of Art 2013-2016 in Art Curriculum development.

STANDARDS

VISUAL ARTS

VA.68.O.1.1 Make connections between the structural elements of art and the organizational principles of design to understand how artwork is unified.

VA.68.O.1.4 Create artworks that demonstrate skilled use of media to convey personal vision.

VA.68.H.3.2 Discuss the use of background knowledge and critical- thinking skills, learned in the visual arts, to understand varying concepts, viewpoints, and solutions.

VA.68.F.1.1 Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

VA.68.S.2.2 Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

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CONTACT INFORMATION

LYNN ARNETT

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DOWNLOAD PROJECT INFO: educationfund.org

What's in a Name?

Sharing the history of their name paves the way towards a new-found confidence for students

Everyone has a story. Heritage gives people a base and their first sense of belonging, but all cultures have qualities in common that can bring them together as a community. To break the ice at the beginning of the school year, students and their teacher learn the names of all the new members of the class and how to pronounce them correctly. Initially, students research their own name by asking parents what inspired them to choose that name. Using reference resources to determine the meaning of their given (first and middle) and surname (family name), students present their project in a story-telling format on paper that is embellished creatively with art materials. In sharing the history of their names, even shy students are immediately given something to talk about with confidence that other students automatically find interesting. All students discover a tolerance and patience for the learning process of those around them, and they develop an empathy that they did not have before.

> *"Students knowing that they belong and are valued in school inspires them to attend regularly and to challenge themselves to reach their own potential."*

STUDENTS

This project has been implemented with multiple numbers of students (up to 200 students in varied grade levels and as few as 12 students in a summer school setting). Classes most often met two to three times a week for 90 minutes in a standard block schedule. The time allotment depends on students' age and level of performance. It can be easily adapted for younger children and for small and large groups.

MATERIALS & RESOURCES

Materials needed are unlined paper, colorful construction or computer paper, markers, colored pencils, or crayons. Students may want to add three-dimensional decorations such as buttons, bows, stickers, or add their own cut-outs and drawings. Resources include the Internet (via school issued or personal devices), library books, and journals. Resources for Teachers include student work samples and step by step instructions (including Spanish/Creole/German languages) via the Idea Packet associated with this project.

ABOUT THE TEACHER

Lynn Arnett is a veteran teacher who has taught English, drama, and creative writing to Gifted, Honors, International Baccalaureate, and ESOL students. She created lesson plans for the Florida Department of Education (FDOE) CPALMS website and has been recognized for excellence in teaching reading and writing. She has served with numerous organizations such as the EESAC committee, a magnet recruiter, the Glazer & Lorton Writing Institute, and the Teacher of the Year Committee. She is on the advisory board for Geeki Girl, Inc. (A "STEAM" non-profit), and has assisted with small projects for the Cat Network in Homestead. Lynn often drafts, edits, and executes grants. She has been editor and publicist for former students of hers who have written novels and poetry.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.1112.W.3.7 Conduct short research projects to answer a question.

LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks.

LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

LAFS.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.

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Oral Fluency:
Read, Record, Repeat!

Motivated students challenge themselves to improve their oral reading fluency

A tool to help improve the oral reading fluency of students is literally at teachers' fingertips! In fact, the Class Notebook program in Microsoft's Office 365 is available to every single teacher in the school district. Using this software, a teacher can track students' oral reading performance over the course of a school year. After logging into their Class Notebook, students sit at a desk with a device, click on a RECORD button, and read a passage aloud. The audio can be played back as many times as students like and they can re-record if they are not satisfied. When the session is finished, the teacher "locks" the page so that it cannot be erased. Although students work independently, the teacher selects each reading passage and the target reading time for that particular passage. This project improves oral reading fluency and reading comprehension, can be used effectively for Foreign Language studies and ESOL, and provides students with valuable opportunities to use technology in a meaningful way.

CONTACT INFORMATION
JUAN REYNERI

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.K12.R.4.10 Read and comprehend complex literary and informational texts independently and proficiently.

LAFS.K12.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to add interest.

ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

WL.K12.NM.4 The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics, in a culturally appropriate context, and in the target language.

"It's fun, exciting, and highly motivating because students begin to take ownership of their own learning."

STUDENTS

Approximately 100 ESOL high school students participated in this project. This simple lesson can have the greatest impact in K-3 reading. If students are not reading on grade level after 3rd grade, they may struggle to achieve grade-level performance for the rest of their schooling. Similarly, this can be used with students taking Intensive Reading classes in middle and high schools.

MATERIALS & RESOURCES

Required materials include a laptop, tablet, or desktop computer, Microsoft Office 365 (every teacher has an account), headsets with built-in (attached) microphones (optional but highly recommended).

No resources are needed.

ABOUT THE TEACHER

Previously, Juan Reyneri was an ESOL teacher for eight years until he entered the private sector and worked in educational publishing for the following 18 years. He returned to teaching in 2018-19, and became the ESOL Department Chair at his school. Juan has taught 5th grade in a bilingual school in Boston, and ESOL in middle school, high school, and college. In March 2019, he became a Certified Microsoft Innovative Educator and started this project the following month. In 2018-19, Juan received the PTA-Teacher Award for his school.

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CONTACT INFORMATION

JOHN ADAMS

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PRINCIPAL: Reginald Fox

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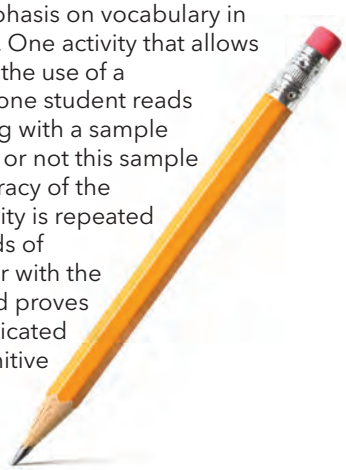
DOWNLOAD PROJECT INFO: educationfund.org

A Way With Words

Students determine alternative vocabulary while practicing the art of paraphrasing

With thought, words can be changed and improved upon during the discourse of paraphrasing. In general, it is known that students need to improve in their ability to paraphrase and place emphasis on vocabulary in the overall comprehension and application of a text. One activity that allows students to practice their paraphrasing skills involves the use of a Promethean board. With two students at the board, one student reads aloud a vocabulary item in context (an excerpt) along with a sample paraphrase, and the other student explains whether or not this sample paraphrase is effective. The class discusses the accuracy of the second student's evaluation of the sample. The activity is repeated because there are two samples that explain two kinds of paraphrasing. Practicing paraphrasing in this manner with the application of synonyms, helps build confidence and proves to students that they are capable of learning sophisticated words. Paraphrasing is an essential upper-level cognitive skill that is crucial in any language arts class.



> *"Taking vocabulary to a realm beyond the realm of rote regurgitation of synonyms and antonyms is my goal."*

STUDENTS

Approximately 30 high school Honors students, 17-18 years of age, participated in this project and met 2 – 3 times per week. This project can be adapted to other ages at any achievement level and may be used with large or small groups.

MATERIALS & RESOURCES

Materials include a Promethean or smart board, a Word document stand for posters to be displayed by small groups, and a copy of the 11th grade textbook, Collections. Vocabulary words and copies of group work will be provided. No other resources are needed.

ABOUT THE TEACHER

The bulk of John Adams' teaching career during the past 30+ years has been in English and ESOL in regular and Honors-level classes. He has received both the Educator and Service Award for excellence in Spanish Teaching and Translation and a grant awarded to the Bilingual Department of MDCPS for electronic equipment for ESOL classes. He has used this project for one year. Assistants are not necessary, but helpful.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.1112.RL.1.1 Analysis of what text says.

LAFS. 1112.RL.2.4 Determine contextual meaning of words and phrases.

LAFS.1112.SL.2.4 Presentation of evidence showing comprehension of both vocabulary and context.

LAFS1112.1112.L.2.3 Understand how language functions in different contexts.

LAFS1112.L.3.4 Determine meaning of unknown words.

HISTORY/SOCIAL STUDIES

LAFS1112.RH.1.3 Understand actions or events in light of explanations given within the context of key

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Brunching and Brushing with the Bard

Students declare, "Shakespeare's got bars!"

Standard assessments are passé – have students paint on canvas instead! For most students, Shakespearean language is difficult and foreign to them. They feel the language is too ancient and the themes just as archaic. To help students in one high school make connections to literary themes, plot, and characterization of Shakespeare's plays, a Literary Expressive Arts Day was initiated. In this project, students use painting supplies to recreate a scene, analyze a quote, or utilize a setting to demonstrate comprehension and analysis of Shakespearean drama. By taking the time to paint and struggle with both the text and the creation of an original artwork, students make that connection and demonstrate insight into its artfulness and literary merit. To further immerse themselves in 14th century rhetoric and culture, students prepare culinary period dishes to feast upon and name them thematically to the given text. Students find that art, food, and healthy discourse make for an unforgettable day of reflection and insight. This project can be adapted for many other literary works

CONTACT INFORMATION

JENNIFER CHAPMAN

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text.

LAFS.1112.RL.2.4 Determine the meaning of words and phrases as they are used in the text.

LAFS.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text

LAFS.1112.RH.1.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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> *"Students were excited to come to class and immerse themselves in the literary genius of Shakespeare."*

STUDENTS

A total of 110 language arts high school students participated in this project from the 11th and 12th grades. They represented varied achievement levels, including Honors and AP, and met 2-3 times per week for an hour and a half. The project can be adapted to any age or achievement level as the purpose is to engage them in any literary text that they may find challenging. The group size can be modified based on the needs of the teacher's class.

MATERIALS & RESOURCES

Art space can be set up anywhere, including the classroom, but painting in the fresh air and natural light is preferred. Inspiring music will help to get the creativity flowing. Materials used for the art portion include canvases, paint, paintbrushes of different sizes, easels, palettes, cups for water, and old sheets or newspapers to use as drop cloths. For the culinary portion, gift cards can be purchased and handed out to group leaders to purchase food items. Resources include the Internet and websites like Pinterest. If possible, a field trip to a museum where students can view art, and a guest speaker to come in to teach the students the fundamentals of painting, are both suggested.

ABOUT THE TEACHER

Jennifer Chapman has taught both middle school and high school students during her 15 year career. She was awarded Teacher of the Year at her current school and recently received an Innovator Grant from The Education Fund. No assistants are needed for this project, but she did invite a local artist to demonstrate to her students how to mix and apply paint as well as certain brush techniques.

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Our Curriculum

Written to meet the National Council of Teachers of Mathematics (NCTM) standards, our Financial Education lesson plans include resources for introducing topics like:

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- Creating an investment
- Income taxes
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Credit Card or Cash:

What's the actual Cost?

Life lessons in credit and fiscal responsibility prepare students about the value of their dollar

Borrowing money, credit ratings, evaluating credit card companies – these are vital, key concepts for high school students to understand as they enter adulthood. This lesson introduces how to obtain credit and maintain good practices with credit, both of which lead to establishing a good credit rating. It allows students to explore the use of credit with real-life situations. Each activity, such as comparing/contrasting a library with an institution providing credit, or distinguishing the difference between a credit card and a loan, guides students in becoming aware of how credit is obtained and retained. Additionally, students learn to use credit in a responsible manner and truly appreciate the value of what it means to be responsible. Through this, students become advocates for themselves in a society where they are often socially, economically, and systemically oppressed. Upon conclusion of the project, students not only learn about financial education, they also sharpen their 21st century skills through collaboration, communication, critical thinking, and problem-solving.

CONTACT INFORMATION
NATALIA ALLEN

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SOCIAL STUDIES

SS.912.FL.4.7 Describe that, in addition to assessing a person's credit risk, credit reports and scores may be requested and used by employers, landlords, and insurance companies.

SS.912.FL.4.13 Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

SS.912.FL.4.11 Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.

SS.912.FL.4.1 Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR) and fee charges.

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> *"Incorporating financial literacy and economics activities into my lessons help my students have a deeper understanding of personal finance and how consumerism affects the economy as a whole."*

STUDENTS

More than 200 students participated in the project from different schools in the district. The average group size was 20 students depending on the class size, and grade levels ranged between 10th and 12th. Class/groups met monthly, weekly, or daily. This project can easily be adapted to other ages, achievement levels, and used with either small or large groups.

MATERIALS & RESOURCES

Materials include 3-5 pictures of items students are eager to possess, play money, a book to represent the library analogy, and Venn diagram copies (one per student). Resources include student workbooks, informational pamphlets, bookmarks with important deadlines, curriculum, PowerPoint presentations, the Internet, and curriculum resources online from the National Endowment for Financial Education, and TD Bank WOW Zone.

ABOUT THE TEACHER

Natalia Allen's teaching career began in New York City public schools six years ago. Since then, she has been teaching in MDCPS and implementing many financial literacy projects with her students. Individuals wishing to implement this project do not need an assistant; however, if more than 45 students are involved in a group, volunteers are beneficial.

CONTACT INFORMATION

LA-SHANDA WEST, ED.S.

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PRINCIPAL: Lucas De La Torre

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PHONE: 305. 235.1581

DOWNLOAD PROJECT INFO: educationfund.org

Money Matters:

Financial Planning 101

Real-world financial planning activities engage students into a decision-making process

Not all students know what they will do after high school graduation – some will be college-bound, others will not. This exciting Financial Literacy project is specifically focuses on financial planning for life after graduation. It assists students in developing a plan (short and long term choices) as they enter the workforce, join the Armed Forces, volunteer for the Peace Corps, become an entrepreneur, or attend college. Financial planning and life skills are introduced to prepare students for money matters decision-making that is necessary to live a financially literate adult life. Various activities comprise this project: guest speakers from different sectors of society speak with students in their classrooms, an attitude survey is conducted to learn more about students' interests, a graphic organizer displaying the cost-effects of attending college is designed, and financial planning strategies are applied. Students value this project because it provides options for real-world readiness using their attitudes, mindset, and interests.

> *"This project is specifically for middle and high school students with a focus on financial planning for life after graduation."*

STUDENTS

There were 130 students in grades 9-12, with various exceptionalities (ESE, Gifted, Honors, Advanced and Cambridge), who participated in this project. The project was implemented during a two-hour block class that met every other day for about two weeks. Classes that participated were Cambridge Business, Comprehensive Law, and World History. The project can be adapted for grades 6-12 with various student achievement levels in whatever time that is needed to implement the project.

MATERIALS & RESOURCES

Materials include Promethean or smart board, vision board, projector, copy paper, class sets of these books: *How to Graduate Debt-Free: The Best Strategies to Pay for College, Why Didn't They Teach Me This in School?, Money Management Principles to Live By,* and *Real World 101: A Survival Guide to Life After High School.* Resources include field trips to tour colleges, Dade Delegation Days at the Capitol, and Federal Reserve Bank in Atlanta. Other resources are Community stakeholders as guest speakers and Take Your Child to Work Day.

ABOUT THE TEACHER

La-Shanda West, Ed.S. has been teaching for nearly 18 years for MDCPS. She recently earned her Educational Specialist Degree in Education Leadership from Grand Canyon University. La-Shanda has been a grant recipient from The Education Fund for numerous years and integral in the disseminating process to her peers. Some of her awards include: 2018 National School Advisor Board Member for Sandy Hook Promise, 2018 Florida MADD Hero Award, 2016 National Celebrity Educator of the Year, 2016 Legacy Magazine of South Florida Educator of the Year, and 2014 Florida Council on Economic Education First Place Financial Literacy Award.

STANDARDS

SOCIAL STUDIES

SS.912.E.1.16 Construct a one-year budget plan for a specific career

SS.912.FL.1.1 Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.

CTE STANDARDS

CTE-BUS.68.BIMGT.01.05 Identify skills required to successfully enter a career in the business information management career pathway.

CTE-FIN.68.BANK.01.05 Identify skills required to successfully enter a career in the banking services career pathway.

CTE-FIN.68.INS.01.05 Identify skills required to successfully enter a career in the insurance career pathway.

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Stocks Anytime, Anywhere

Students invest their attention towards actual stocks and real-time data

Stocks are up! Stocks are down! In this project, students get a good dose of a fluctuating market on any given day as they track the ebb and flow of accounts. By analyzing actual stocks and real-time data during their Financial Algebra class, lessons come alive as energized students focus on the activity of seeing minute-by-minute changes. To begin, students download free apps on their cell phones and find websites that easily check the market and research specific companies and markets. They track 10 various stocks for two weeks, to determine net change, the percent of increase or decrease. With one example example, they were surprised to discover that JC Penney had a higher percent of increase than Amazon. The best feature for the project is that it is real-time and current every year as the market changes. In a culminating activity, students discuss how current events affect the market and the many other reasons why stocks move or can move.

CONTACT INFORMATION
THERESA BORGES

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

MATHEMATICS

MAFS.912.A-CED.1.1 Create equations and inequalities in one variable and use them to solve problems.

MAFS.912.A-CED. 1.4 Rearrange formulas to highlight a quality of interest, using the same reasoning as in solving equations.

MAFS.912.A-REI.1.1 Explain each step in solving a simple equation as following the equality of numbers asserted at the previous step, stating from the assumption that the original equation has a solution.

MAFS.912.A-REI-1.2 Solve simple and rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

MAFS.912.F-IF.2.4 Interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features.

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School District Education Foundation Matching Grant Progr

> *"Students share their findings creating a buzz of information and excitement in the classroom."*

STUDENTS

Six Financial Algebra classes of high school students, with approximately 25 in each class, participated in this project on a block schedule, meeting every other day. They started as a whole group, worked in pairs while doing research, but ultimately each turned in his/her own project. The mathematics can be increased in difficulty or made easier for younger students.

MATERIALS & RESOURCES

Needed materials are the Financial Algebra textbook, a stack of unlined paper, a box of rulers, personal devices (cell phone, tablet, etc.), and the money section from the local newspaper. A one-page outline of directions, newspaper articles, photos and a display board with sample projects will be provided. Resources include the media center, the Internet, either a field trip or a stock broker as a guest speaker, and parents who conduct personal investing.

ABOUT THE TEACHER

Theresa Borges has taught in MDCPS for 33 years. She has been recognized with numerous awards such as Mathematics Teacher of the Year, Unsung Hero, and was a finalist for Teacher of the Year with DCTM. Theresa holds her NBCT certificate and has participated with The Education Fund in various ways for 10 years. She has mentored student teachers from Nova, FIU, and Miami Dade and mentored new teachers in the MINT program. She has used this project for two years and it does not require assistance.

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CHANGING THE CURRENT.

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Coding for Non-Readers

Coding blocks introduce the world of coding to English language learners

First grade students are learning to code and enjoying it. It sharpens their reasoning skills and helps them integrate math and science strategies in fun and creative ways. Using an accelerated learning game system like Osmo's Coding with Awbie, which incorporates the use of an iPad, physical objects, and educational tools, students become engaged in learning while building their confidence to complete tasks. It is ideal for students who are learning English because it provides visual clues to explore, discover, and master the basics of programming as they move through the game. It also presents plenty of opportunity for students' critical thinking skills to kick in as they analyze and problem-solve obstacles that confront them. Coding Awbie to advance through his adventurous world with block-based coding is the easiest way to introduce coding to students and help them begin to master standards in mathematics and science. It is also a great way to prepare them for participation in STEM activities or the school's STEM club.

CONTACT INFORMATION

MARCELLE FARLEY

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PRINCIPAL: Vanady Daniels

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE

SC.K2.CS-CP.2.1 Define a computer program as a set of commands created by people to do something.

SC.K2.CS-CP.2.2 Perform a simple task, breaking it into small steps.

SC.K2.CS-CP.2.4 Construct a simple program using tools that do not require a textual programming language.

MATHEMATICS

MAFS.K.CC.1.2 Count forward beginning from a given number within the known sequence.

MAFS.1.OA.1.1 Use addition and subtraction within 20 to solve word problems1 involving situations of adding to, taking from, putting together, taking apart.

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> *"I realized that several of my students loved interacting with robots but were having difficulty programming because of limited English proficiency."*

STUDENTS

The project was implemented each week with 40 first grade students, many of whom are ESOL Levels 1-4.

MATERIALS & RESOURCES

Materials for this project include Coding with Awbie game, Osmo ipad stand, ipad, Coding with Awbie App, white board for demonstrations. Resources include the Internet for research and this website: https://www.playosmo.com/en/

ABOUT THE TEACHER

Marcelle Farley is currently a first grade teacher at Lake Stevens Elementary and has been teaching for 23 years. Certified in Elementary K-6, Middle grade Science 5-9, and Educational Leadership, she is also National Board Certified in Middle Child Generalist since 2002. Marcelle has received numerous grants from The Education Fund throughout her career and appreciates that they have partnered with her to fund her passion for exposing students to math and science concepts that are innovative and creative.

CONTACT INFORMATION

NELSON BORREGO

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DOWNLOAD PROJECT INFO: educationfund.org

STEAM-y Robotics

A Clawbot build motivates students to learn and apply math principles in a zestful way

Robotics in schools never get old – students love them! For this project, the design and goals are simple for students: build a generic Clawbot (schematics can be attained from Vex Robotics) and then modify the build to make it taller, stronger, and better able to traverse different terrain. Students collaborate with each other to establish and apply ideas, such as large diameter wheels, longer wheelbases, and even tank tracks. In the process, they learn about friction as well as the equation that uses a friction coefficient. They problem-solve issues dealing with weight distribution and learn the power of leveraging by using gear ratios to multiply their power. Furthermore, students learn to balance weight and power along with the point at which effects can be neutralized, thus yielding a diminished return on investment. These areas are all very useful, real-world principles that are applicable to students' everyday lives - far beyond that of building a robot.

> *"Each of these concepts is relevant and applicable to students' everyday lives."*

STUDENTS

The project was completed as a pilot program and had a total of eight students and three robots. The students varied in grade level (5th – 7th) and met every Thursday after school for two hours, although, there were many unofficial meetings during lunch and after Saturday school tutoring sessions, especially during competitions. The project can easily be scaled to meet the needs of distinct grade levels and group sizes.

MATERIALS & RESOURCES

Needed materials include a Vex Robotics Kit, a computer with at least 4G's of RAM, and plenty of space to work, such as large tables or floor space. Resources include the Internet and various Robotics-related websites, a media specialist to promote coverage of Robotics competitions and being a part of the Robotics club, and the media center for students to conduct research and develop their own versions of Robotic schematics. One assistant is suggested with organizing and cataloging all necessary parts, papers, and events.

ABOUT THE TEACHER

With a background in computer science, Nelson Borrego has been teaching since 2014. After receiving a bachelor's degree in Economics and Business Administration, he went on to attain a dual master's degree in Educational Leadership and Curriculum and Instruction. Due to the use of technology and evidence-based teaching methods suited to his students' preferred learning modality, scores have risen to 91% proficiency.

STANDARDS

MATHEMATICS

MAFS.7.G.1.1 Solve problems involving scale drawings of geometric figures.

MAFS.7.G.2.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

SCIENCE

SC.68.CS-CS.4.4 Identify and describe the use of sensors, actuators, and control systems in an embodied system.

SC.68.CS-CS.4.5 Evaluate a hardware or software problem and construct the steps involved in diagnosing and solving the problem.

SC.7.P.11.2 Investigate and describe the transformation of energy from one form to another.

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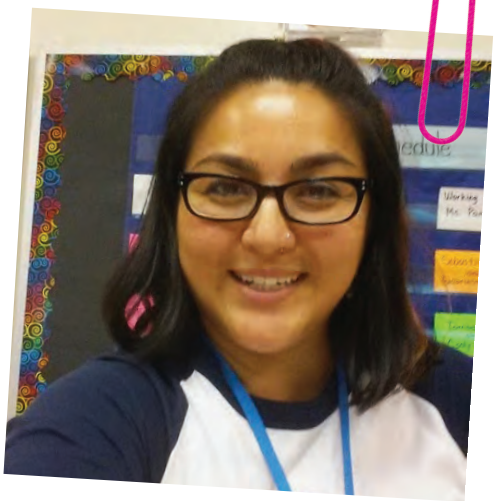
Code and Go First!

Communication is key to productivity for students working in teams to solve problems

Colby the Mouse leads the way for students to practice STEM skills while working on classroom subject matter. With the Code and Go Robot Mouse, a myriad of teaching strategies can be implemented within the classroom. One way is to incorporate the Robot Mouse at its own Robot Center during differentiated instruction. The set comes with 10 double-sided activity cards that students use to build a labyrinth. A code is then created to solve the labyrinth so that Colby can make his way through. Once students become more skilled at using the sets, they are given blank forms so they can engineer their own labyrinth and create a code to solve it. By doing so, the students work through the Engineering Design Process, which allows them to learn the value of rethinking and calculating of multiple solutions. Throughout the project, students learn to communicate with each other and work together to accomplish their goal.



CONTACT INFORMATION
DANIELLA PARRA

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE

SC.2.N.1.1 Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

SC.2.N.1.2 Compare the observations made by different groups using the same tools.

CTE STANDARDS

CTE-TECED.68.ENTECH.11.04 Utilize the design process involving a set of steps, which can be performed in different sequences and repeated as needed.

CTE-TECED.68.ROBTEC.05.03 Create a flow chart that visually describes a basic robotic task.

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> *"This fun robot helps students learn to program as they build key skills that include critical thinking, problem solving, sequencing, and programming fundamentals."*

STUDENTS

Two separate 2nd grade groups met with the teacher each day for math, social studies, and science. They worked with the Code and Go Mouse set at least once a week. This project can be adapted to make it harder or easier, based on the needs and abilities of students. It was also used as a way for students to review their science – they were given multiple choice questions and needed to create a code to get to the number on the board that represented the letter for their answer.

MATERIALS & RESOURCES

Materials include 16 maze grids, a 20" x 20" maze board, and Colby the Mouse with 3 AAA batteries and measuring 4 inches in length. An additional math set includes a double-sided board with numbers on it, dice, and ruler. A blank coding sheet as well a blank labyrinth sheet are provided. Other code puzzles can be purchased from Teachers Pay Teachers. Resources include the school's media center for extra space.

ABOUT THE TEACHER

Daniella Parra has been teaching for nine years. Initially, this project requires a few weeks of teacher-led instruction. Students are then able to get task cards and work as an independent team when assigned to the Code and Go Center.

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

The Education Fund's **Food Forests for Schools**

What is a Food Forest?

The Education Fund is revolutionizing science and nutritional education for students through a first-in-the-nation model using outdoor eco-labs on school grounds. An array of fruits, vegetables, and herbs in the form of trees, bushes, vines, and ground cover span up to a quarter acre in with. The winding pathways and tree-covered canopy are great for outdoor classrooms, with harvesting always available for cafeteria meals and homebound use.

How Does It Work?

Science comes alive for students in the Food Forests, resulting in 79% of students increasing their science scores. Children are learning about the superfoods we are pioneering, such as the Moringa tree, which provides more calcium and protein than milk, and Barbados Cherries, which give children the vitamin C of 18 oranges in one cherry. They are exposed to 35+ different crops (80% perennial and 20% annual), experiencing the plant life cycle from seed to table in just one school year.

For Students

Students participate in daily or weekly harvests – for the cafeteria and their homes. Since transitioning from gardens to FF beginning in 2014, students have taken home 108,127 harvest bags. We have engaged families and volunteers in 80+ community events, such as FF builds and cooking workshops. Parents marvel at the crops from their homeland and send requests regularly.

For Teachers

We invest in teachers and teacher training, both onsite and offsite. We also train cafeteria managers and teachers together, so that these nutritious plants grown by children may be used in cafeteria meals. School land that was once unused is now bustling with student activity each day. In fact, our work changed the school district's Wellness Policy, which now recommends all schools establish edible gardens, a precursor to the science recommendation.

Longevity Spinach

Students discover the real source of vegetables and edible plants – it's not the grocery store!

Is it a root? Is it a stem? Is it a leaf? Through the implementation of science lessons in the school's vegetable garden, Pre-K students are emboldened to discover for themselves how plants grow and what parts of the plant can be eaten. In particular, gynura procumbens, a perennial spinach also known as Longevity Spinach, is investigated for its growth durability and health benefits. Students monitor the growing process from tiny cuttings to large plants, use math to count and measure, and identify the daily weather to determine if plants need to be watered. All activities are documented by students in journals with words and drawings. Smaller plants are grown and sent home for family use. In class, students eat Longevity Spinach in many different ways, such as pestos, salads, and sautéed. Parents participate through taste tests and contests to see who can create the tastiest dish using this ingredient.

CONTACT INFORMATION
NANCY SALE

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE

SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.

SC.3.L.15.2 Classify flowering and non-flowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization, seed dispersal, and germination.

SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

ENGLISH LANGUAGE ARTS

LAFS.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

> *"I hear from teachers in the higher grades that students who worked in the garden in Pre-K or kindergarten know more science."*

STUDENTS

Primarily, this project involved 20 Pre-K students and their families. The garden was also available for use by other teachers in the school to use with their classes. Harvested vegetables were used in the cafeteria and made available to parents, teachers, and staff to take home.

MATERIALS & RESOURCES

To implement this project, teachers will need a sunny place on the schoolyard that can be watered easily. Materials include watering hoses, soil, garden tools, journaling supplies for students, and soil enrichments (such as compost) to prepare the planting beds. Cuttings will be provided at workshop sessions or can be purchased online. Resources provided will be private individuals who grow organic Longevity Spinach for personal or commercial use.

ABOUT THE TEACHER

Nancy Sale is an experienced veteran teacher who has taught for the past 34 years. Although her initial emphasis was butterfly gardening, Nancy has been involved in vegetable gardening at her school for 15 years where vegetables for her classroom and the cafeteria have become a needed and valued staple.

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The Frederick A. DeLuca Foundation

Don't miss these other exciting **Health & Wellness** workshops featured at the **2020 Idea EXPO!**

Garden to Cafeteria

Presenters: Audra Wright & Sophia Gibaldi

Integrate school grown produce into the cafeteria. This workshop provides an opportunity for cafeteria managers and teachers to plan together so fresh, organic produce from school gardens and Food Forests can be included in the school lunch menu. Procedures from the MDCPS Department of Food and Nutrition, successful recipes, and how to overcome obstacles will be discussed. Also explored will be compostable plate properties and how to feed a school garden with lunch scraps. (Sustainability & M-DCPS is a reccomended follow up workshop)

Superfood Smoothies

Presenters: Lisa Warren & Franca Sordo

Learn how to create the perfect smoothie! Make (and taste) different delicious smoothies using produce grown in school gardens. Recipes will be provided.

Plant Philosophy: Super Foods

Presenter: Jorge Palacios

Who says that edible plants can't grow in the shade? Welcome to the world of Food Forests... the shady side of gardening! Learn about fast growing trees for the garden and the Food Forest plants that will thrive beneath them. Explore the benefits of a fast growing, edible canopy and gardening in the cool shade.

Essential Oils

Presenter: Alena Sheriff

Take a deep breath and smell the aroma of Kaffir lime with hints of ginger and lemongrass emanating from your tea cup. Take in the fresh scent of rosemary from your student's herbal sachets. Welcome to the relaxing world of essential oils. Make teaching science stress free.

Harvest of the Month

Presenter: Andrew Smith

The Florida Department of Agriculture and Consumer Services (FDACS) has everything you need to help students cultivate a healthy food and farm connection. Learn how FDACS is strengthening the Farm to School movement and reducing food waste by educating children on agriculture, nutrition and food recovery efforts. This session will highlight how to bring agriculture education into the classroom, cafeteria and beyond.

Sustainability & M-DCPS

Presenters: Audra Wright & Sophia Gibaldi

M-DCPS is leading the way to sustainability in the cafeteria. Investigate ways in which your school can adapt changes to help the environment and reduce waste. Help teach students that small changes can have a big impact on the environment.

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School District Education Foundation Matching Grant Program

Norman Braman Philanthropic Fund

The Miami Foundation For A Greater Miami

Statistics of Mass Shootings:

Making Sense Out of Nonsense

Students work to eradicate the distance that exists between citizens and their elected officials

Many students, parents, and teachers fear that mass shootings are the new normal, particularly in South Florida following the Parkland horror. To put this critical issue in the spotlight and to effect change, students research mass shootings in order to highlight victims, investigate statistical findings, and to respectfully confront lawmakers. Students' research is compiled in a professionally printed magazine that is mailed to the Congressional men and women representing the districts and states where the mass shootings occurred. Social media posts, proposals to amend the Second Amendment, and artistic drawings of mass shooting victims are also included in the magazine. Students incorporate quotations from the Congressional leaders into letters that are sent as a follow-up on legislative progress. After the elected officials receive their copy of the magazine, they are invited to visit the school so students can better understand legislative initiatives that surround mass shootings. This project helps students understand the roles of federal, state, and local governments and to understand the power of their voice, as well as a strong sense of civic responsibility.

CONTACT INFORMATION

KELSEY MAJOR

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

MATHEMATICS

MAFS.8.SP.1.1 Construct and interpret scatter plots .

MAFS.8.SP.1.4 Understand patterns and associations.

SOCIAL STUDIES

SS.8.G.1 Use maps to report information.

SS.8.C.1 Understand the rights and the roles of citizens in a society as it relates to government.

SS.8.C.2 Understand principles and the functions of government.

ENGLISH LANGUAGE ARTS

LAFS.910.W.3.8 Gather information from multiple authoritative print and digital sources.

VISUAL ARTS

VA.9.12 Create a body of collaborative works to show cohesiveness, team building, and respectful communication.

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School District Education Foundation Matching Grant Program

FLORIDA EDUC8 SUPPORT EDUCATION

> *"This project inspired students to research, understand, and provide solutions to the complex and difficult issue of Mass Shootings."*

STUDENTS

Fifty students participated in the project, meeting on a split schedule. Some of them met twice a week for about one hour and the others met every other Wednesday after school. The students ranged from grades 7 to 8. This project was designed to be easily adapted to groups of any size.

MATERIALS & RESOURCES

Materials include school computers or personal devices, art paper and other basic art supplies, and snacks for the students who worked after school. Resources include the Internet with wifi and software such as Adobe Acrobat, Microsoft Office 365, or Google Docs. Field trips, speakers, volunteers, and parents are good contributing factors for success.

ABOUT THE TEACHER

Kelsey Major, deemed a Highly Effective teacher, has been teaching for over 15 years. He has been awarded The Best and Brightest Scholarship each year that he has taught and has been awarded grants from The Education Fund. Kelsey is currently completing a master's degree in Education at The University of Miami (full scholarship) and has been voted Rookie Teacher of the Year at his school. He has used this project for the entire school year and was fortunate to have a counselor and a civics teacher as volunteers.

CONTACT INFORMATION

WILLECIA STUBBS

SCHOOL: The SEED School of Miami

PRINCIPAL: Kara Locke

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DOWNLOAD PROJECT INFO: educationfund.org

Cultural Sterotypes: The Great Debate

African-American pioneers become personified by students in a reenactment debate

Increasingly, educators are finding that their students are disconnected from the history of their ancestors. To fill a practical need and help them develop a more informed sense of self, The Great Debate (TGD) can benefit students in a multitude of ways. TGD is a reenactment debate performed by students personifying pioneers in African-American history. It gives students a comprehensive understanding of their history and the impact their historic pioneers still have today due to their legacy. For six weeks, students learn about their assigned influential leader and the cultural stereotypes in place during that leader's time. Research, use of period-vocabulary, and costumes representative of the leaders that students personify, create dynamic debate speeches. Through analysis and investigation, the students learn about stereotyping, racism, and prejudice of that era. Students watch mock trial debates and various collegiate debates during the six-week period to help prepare for debate day, when students debate which historic leader had the most lasting and relevant impact. TGD can be adapted using historic figures of any ethnicity or nationality.

> *"It was my hope for students to learn about their history and also learn the impact and relevance of their history in 2019."*

STUDENTS

In all, 55 students, ages 12-13 years old, participated in the project, representing the 7th grade. Students met with the teacher every day individually, and met every day as a group for three weeks. The project can be adapted to other ages, used with small or large groups, and be applied towards any language arts and history/civics courses.

MATERIALS & RESOURCES

The setup would preferably be in an auditorium. Materials include a few audio speakers, microphones, seats for the scholars on stage, and stage props. Additional equipment needed would be laptops and books for scholars to complete research. Resources include the Internet, field trips to historical local museums, the media center, and the public library. Guest speakers whom experienced cultural stereotyping would be a phenomenal addition.

ABOUT THE TEACHER

Willecia Stubbs is a second year teacher, but has worked with various educational nonprofits since she was a teenager. While studying at Florida Agricultural and Mechanical University, she worked for a K-12 charter school. Afterwards, she became a proud Overnight Resident advisor at the SEED School of Miami. Willecia has received The Diamond Award, Student Life member of the Year Award, and numerous awards from The Education Fund. She has implemented this project for two years.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.7.RI.1.1 Cite several pieces of textual evidence to support analysis.

LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text.

LAFS.7.RL.3.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.7.SL.1.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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School District Education Foundation Matching Grant Program

FLORIDA EDUC8 SUPPORT EDUCATION

Student Voices in Motion

Students learn the power and necessity of their voices in a creative way

Student Voices in Motion is a combination of creative writing, civic engagement, and digital media disciplines. It is designed to squelch students' dislike of writing while enhancing their ability to speak publicly. This is done in two ways. Through the creation of a literary magazine, they circulate their writing using traditional methods. Public speaking in the non-traditional sense utilizes multimedia that allows students to circulate their voices on a project website. Both strategies facilitate dialogue among the young adults, encouraging them to become more involved in their community in positive and productive ways as they share their experiences and opinions about critical issues that they deem important. Additionally important, students master skills that strengthen writing, public speaking, networking, and technology, all essential skills that empower them to become advocates of change within their respective schools, communities, and government.

CONTACT INFORMATION

DR. PRECIOUS SYMONETTE

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PRINCIPAL: Reginald Lee

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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.W.2.5 The student will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions.

SOCIAL STUDIES

SS.7.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.7.C.2 Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

DIGITAL MEDIA/MULTIMEDIA DESIGN

03.0 Demonstrate knowledge of presentation production issues.

14.0 Demonstrate proficiency in Web page design

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Wolfson Family

"This project enabled me to learn about the skill set of each one of my students as they practiced their public speaking skills, using different modes of media."

STUDENTS

Approximately 150 students participated in this project, ranging from 13-18 years of age, and representing the 11th and 12th grades. Students met at least 2 – 3 times per week until the project was completed. It can be adapted to other ages and any achievement level, and used with large or small groups.

MATERIALS & RESOURCES

When working on this project, students were placed in Think Tank Groups (2-4). Materials needed are composition books, pens/pencils, camera, phones, laptop computers, markers, and construction or copy paper. Resources include museums, libraries, symposiums, and public meetings as a means to learn, research, and discuss local and global issues. Students hosted panels and community circles to facilitate conversations and to engage the community.

ABOUT THE TEACHERS

Dr. Precious Symonette is the 2017 MDCPS Teacher of the Year (TOY), a 2017 Macy's/ FDOE TOY finalist, a 2016 NEA Superhero Educator, and has been featured in the Miami Herald's Legacy List of Top Educators. She has been teaching and an active UTD member for the past 14 years and has served as a Professional Learning and Growth Leader and NSRF Critical Friends Coach. For the past 8 years, she has been teaching Creative Writing, Dual Enrollment, and Cambridge courses at Miami Norland Senior High School and is the alternate Building Steward. This is the first year of the Student Voices in Motion Project. If possible, assistants and volunteers can be helpful.

CONTACT INFORMATION

DR. JACQUELINE TORRES-QUINONES

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DOWNLOAD PROJECT INFO: educationfund.org

Anne Frank's (Virtual) Reality

Virtual Reality catapults students into the secret world of Anne Frank during the Holocaust

Imagine being forced to hide in a secret location in fear for your life. Imagine a scarcity of food, blacked-out windows, and being confined to a tiny, dark space for over two years. Through the lens of Virtual Reality, high school students gain unique and emotional insight, stepping into a three-dimensional world to investigate what Anne Frank and her family's lives and living quarters were like when they hid in a Secret Annex from the Nazi's during the Holocaust of World War II. Integral to understanding the scope of Anne Frank's harrowing situation, students analyze events leading to the rise of Nazi Germany within the political climate that promoted the persecution of Jewish people. They learn about discrimination and the history of anti-Semitism, and how these two factors led to the displacement of Jewish people into ghettos and concentration camps. This project helps students build historical comprehension of the Holocaust through a variety of perspectives and lenses, while they develop an understanding of factors that can lead to genocide. The experience invites them to become more tolerant, accepting individuals who can make a positive difference in the world.

> *"Students 'travel' back to World War II and explore the Secret Annex that housed eight Jewish people as they hid from the Nazis."*

STUDENTS

One hundred and sixty students, ages 15-17 and in grades 9-12, participated in this project. Achievement levels were SPED/ESL, representing the lower 25%. Students were monitored and evaluated through observations, tracking tools, pre- and post-assessments administered bi-weekly, oral and written participation, discussions sessions, peer conferencing forums, literature circle activities, completed interactive note summaries, and exit slips showing accurate completion of interdisciplinary project-based learning assignments. This project can be modified and adapted from adults to middle school students by exposing them to an array of various nonfiction texts.

MATERIALS & RESOURCES

Materials needed are interactive notebooks, 3-ring binders, school textbooks, supplementary library storybooks, audiobooks, magazines, videos, Nearpod, Holocaust worksheets, and Virtual Reality Oculus Rift Headsets. Resources for Holocaust Education include guest speakers from various Holocaust-related organizations, a field trip to the Holocaust Museum, Miami Beach, Florida www.Holocaustmmb.org, and Teaching Trunks from the Florida Holocaust Museum www.flholocaustmuseum.org. (Resource details provided in Idea Packet.)

ABOUT THE TEACHER

Since 2000, Dr. Jacqueline Torres-Quinones has implemented Holocaust Education projects for students, teachers, paraprofessionals, department chairs, media specialists, parents, counselors, and community speakers. Her accomplishments include the 2020 Francisco R. Walker Teacher of the Year Award, earning her Doctorate degree in Organizational Leadership, and more. She has received multiple grants from UTD Federation Association of Teachers, DonorsChoose, Adopt-A-Classroom, and The Education Fund.

STANDARDS

ENGLISH LANGUAGE ARTS

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

TECHNOLOGY

T.R. 9-10.10 Integrate multiple sources of information presented in diverse formats and media.

SOCIAL STUDIES

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

SPONSORED BY

Robert Russell Memorial Foundation

School District Education Foundation Matching Grant Program

Teaching Trunks
On the Holocaust

The Florida Holocaust Museum in St. Petersberg provides free literature-based teaching trunks

The Florida Holocaust Museum provides literature-based teaching trunks to use to meet the Florida Mandate for Holocaust Education. Their dynamic trunk curriculum teaches the lessons of the Holocaust, genocide, and character education with trunks designed to accommodate the needs of one class or a team of teachers.

The trunk materials align with state standards and are appropriate for students at each level. The focus of each trunk is carefully developed to create a spiraling educational approach that builds upon the previous grade level trunk. The first and second grade trunk is a video-based series on respect and tolerance education. All other trunks contain picture books, class sets of literature, curriculum guides CDs, videos/DVDs, poster sets, and resource materials.

CONTACT INFORMATION
ESTHER STERENTAL

SCHOOL: Coral Reef Senior High
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PHONE: 305. 232.2044
DOWNLOAD PROJECT INFO: educationfund.org

The curriculum focuses on integration of subject areas, cooperative learning, multiple intelligences, and an emphasis on reading and writing skills. Themes include:

- *Different and the Same for first and second grade;*
- *Creating Community for third and fourth grade;*
- *Beginning Holocaust Studies for fifth grade;*
- *Investigating Human Behavior for middle school;*
- *Historical Perspectives of the Holocaust for high school.*

Further study is available through specialized trunks:

- *Arts Trunk for elementary students;*
- *Human Rights and Genocide Trunk for middle and senior high students.*

HOW TO RESERVE A TRUNK FREE OF CHARGE

Contact the Florida Holocaust Museum in St. Petersburg directly to reserve a trunk to use in your school or classroom.

For more information, go to flholocaustmuseum.org

SPONSORED BY

The Jack Chester Foundation

School District Education Foundation Matching Grant Program

> *"Teaching Trunks ensure that the important lessons of the Holocaust are not forgotten and will be passed from generation to generation."*

ABOUT THE TEACHER

Esther Sterental is a graduate of the Yad Vashem Holocaust Education Teacher Training Program in Jerusalem. In 2012, Ms. Sterental was named the "Florida State Holocaust Education Teacher of the Year" and was one of a selected group of Florida professionals invited to attend the United States Holocaust Memorial Museum's Regional Education Summit.

ADDITIONAL RESOURCES

Dr. Miriam Klein Kassenoff
M-DCPS Education Specialist, Holocaust Education Director, UM Holocaust Studies; Institute Education Chairperson, The Holocaust Memorial
mkassenoff@dadeschools.net or 305.995.1201

Dr. Kassenoff is a child survivor of the Holcoaust having escaped Nazi Europe in 1941. She provides information, lectures, and workshops on Holocaust Education. She co-authored with Dr. Anita Meinbach: *Memories of the Night: A Guide to the Holocaust and Studying the Holocaust Through Film and Literature*, which are both available as e-books on the internet.

CONTACT INFORMATION
VENESSA LEE ESTEVEZ

SCHOOL: John I. Smith K-8 Center
PRINCIPAL: Genaro Navarro
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PHONE: 305. 406.0220
DOWNLOAD PROJECT INFO: educationfund.org

Butterflies Never Forget

Victims of the Holocaust are paid tribute through the beauty of a butterfly and a Haiku

When children can empathize with other human beings, they are more likely to treat others with respect. Designed to teach students about acceptance, resiliency, overcoming adversity, and empathy, this project brings hope in the face of tragedy and honors those people who suffered through tragedy and loss. To begin, a foundation of background knowledge on World War II and the Holocaust is provided to students through various modes of research. Holocaust victim ID cards from the U.S. Holocaust Memorial Museum are printed, laminated, and one is given to each student. Students read about the life of the person on their ID card and create a Haiku based on that person. Students then construct a butterfly from art paper, incorporate the Holocaust victim's name on one side of the butterfly and the Haiku on the other. Butterflies Never Forget is an emotional project that not only inspires students to become better people, but also teaches them how people can overcome a traumatic event in their life and come out stronger than they ever thought possible.

> *"Teaching children to have empathy for others is what balances the beauty of the world with the ugliness of the world."*

STUDENTS

An 8th grade class of 85 students, mostly ELL, participated in this project. Students met 140 minutes per week and the project took approximately four weeks to complete. It can be adapted for grades 6-12 with several variations such as additional films and reading material to the lesson plans, or a different style of poetry can be chosen that the students create, such as a free verse poem.

MATERIALS & RESOURCES

Materials include a copy of *I Never Saw Another Butterfly: Children's Drawings and Poems from Terezin Concentration Camp 1942-1944* (the inspiration for the project), construction paper in various colors, scissors, and glue sticks are needed in order to create the butterflies. Resources include a paid subscription to Edhelper for gathering background materials regarding World War II and the Holocaust, and a free subscription to Common Lit is also another option for printing articles about the Holocaust. Printing Holocaust victim and survivor ID cards from https://encyclopedia.ushmm.org/landing/en/id-cards is necessary because each biography will serve as an inspiration for the students to create the poems.

ABOUT THE TEACHER

Venessa Lee Estevez has been teaching for MDCPS for fifteen years in various grade levels from 4th – 8th grade. She currently teaches language arts and social studies and is endorsed to teach Gifted and ESOL. Venessa holds her master's degree in TESOL and is also a graduate of the Holocaust Summer Institute. She mentors first year teachers at her school through the New Teacher Center which is funded by the i3 Scale-Up Grant. This is the second year that she has implemented "Butterflies Never Forget" project and the first year receiving a Disseminator Grant from The Education Fund. No assistance is needed to complete the project.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SOCIAL STUDIES

SS.912.A.6.3 Analyze the impact of the Holocaust during World War II Jews as well as other groups.

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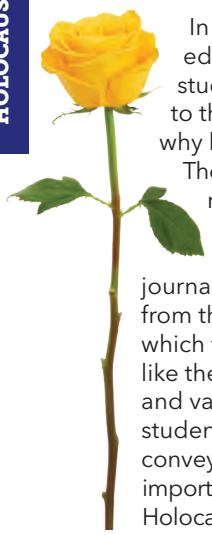
Jonathan Symons

School District Education Foundation Matching Grant Program

The Compassion Project

Roses help students express the true meaning of compassion



In our country today, there is an increasing need to teach tolerance education. The lessons in this project address many societal issues students have, or will experience, in their lifetime. Students are exposed to the history and general concepts of the Holocaust of World War II, and why human connections must be made in order to learn about tolerance. They examine morals, ultimately leading them to become compassionate, responsible citizens. Through a Holocaust timeline from 1941-1945, a video, and a PowerPoint presentation made by the U.S. Holocaust Memorial Museum, all facts are recorded by students in a 'compassion journal.' Students then read *Rose Blanche,* a historical fiction story told from the point of view of a German girl at the beginning of World War II, which focuses on the theme that compassion of others is a beautiful trait, like the compassion that Rose demonstrated. Through in-depth discussions and various writing activities that envelop the true meaning of compassion, students display roses throughout the school with messages of compassion conveyed. This project opens students' eyes and hearts, and gives educators important tools to teach tolerance and compassion through study of the Holocaust.

CONTACT INFORMATION
JENNIFER SMITH

SCHOOL: Dante B. Fascell Elementary
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DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SOCIAL STUDIES

SS.2.C.2.2 Define and apply the characteristics of responsible citizenship.

SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

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

SS.5.A.1.2 Utilize timelines to identify and discuss history time periods.

SS.5.C.2.5 Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.

SS.5.G.1.1 Interpret current and historical information using a variety of geographic tools.

SPONSORED BY

Jonathan Symons

School District Education Foundation Matching Grant Program

> "Teachers will love to see their students listening and helping each other with tolerance and understanding."

STUDENTS

At least 65 students from the fourth grade participated in this project. It can be adapted to any age level or grades K-12, and can be conducted in small or large groups.

MATERIALS & RESOURCES

Students will work inside the classrooms and computer labs while researching and learning about this unit on Compassion through the history of the Holocaust. Necessary materials include *Rose Blanche* by Roberto Innocenti, spiral notebooks or composition books, white card stock, computers, printer, jump drives, black Sharpie Markers (thin), colored pencils, and participant packet. Resources include the Internet and PowerPoint presentation: "A History of the Holocaust in Pictures" on the United States Holocaust Memorial Museum website, https://www.ushmm.org/. If possible, a field trip to the United States Holocaust Memorial Museum in Washington D.C. would be beneficial.

ABOUT THE TEACHER

Jennifer Smith's path to educate children began in 2007 when she taught fourth grade students in the areas of social studies and science. She has been a reading coach and science coach to many teachers and students in MDCPS. Currently, Jennifer teaches fourth grade at Dante Fascell Elementary, and is aspiring to become assistant principal. Jennifer has received various grants in reading and science from The Education Fund.

CONTACT INFORMATION
LEILANI ECHEZABAL

SCHOOL: Riverside Elementary
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PHONE: 305. 547.1520
DOWNLOAD PROJECT INFO: educationfund.org

Kindness is Wonderful...

Sprinkle That Stuff Everywhere!

Students deter the act of bullying and concentrate on the act of kindness

There is no place in society for bullying. Despite increased awareness of the long-term devastating impact bullying can have, it is still prevalent in most aspects of our lives - our schools, our place of work, social media, and sometimes in our own homes. To bring the demeaning act of bullying to the forefront for students, they need to understand its effects on people, such as hopelessness, loneliness, rejection, loss of friendships, low self-esteem, or feeling unsafe. This project is designed to introduce and implement character education in the form of kindness activities in order to make students aware that positive acts can help decrease bullying incidents. By reading the novel *Wonder*, students learn empathy for the characters being bullied and those who stand up to bullying. They learn the correct way to handle bullying through personal, reflective writing and group collaboration. They focus on positive ways to treat others like the way they would like to be treated.

> "My goal is for students to not only excel academically, but also to prepare them to be contributing members of society who demonstrate integrity and kindness."

STUDENTS

At least 65 students from the fourth grade participated in this project. It can be adapted to any age level or grades K-12, and can be conducted in small or large groups.

MATERIALS & RESOURCES

Needed materials are *Wonder* novel books (class set if possible), audio version of *Wonder* (audio book), and a reading center with flexible seating furniture (desks are arranged in clusters). Resources include the *Wonder* movie (viewed after the novel with parent consent) and *Wonder* Study Guide Packet.

ABOUT THE TEACHER

Leilani Echezabal, currently a 5th grade teacher with MDCPS, has taught for the past 10 years in both the public and charter school system. Last year, she was a proud recipient of an Innovator Grant from The Education Fund. Leilani also teaches for an afterschool nonprofit organization that helps low socio-economic students with homework services and other activities. No assistants were needed for this project.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges.

LAFS.5.RL.2.6 Describe how a narrator's or speaker's point of view influences how events are described.

LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts.

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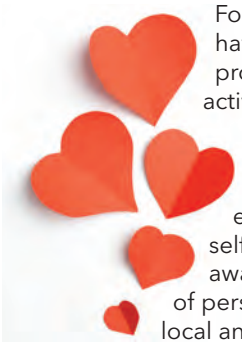
PEREZ TRADING COMPANY

Who Am I?
A HeART of Possibilities

Newfound personal empowerment for students leads to community and civic awareness



For people facing challenging social and emotional issues, the arts have always been a vehicle for self-expression and release. This project engages students in culturally relevant art and writing activities that will inspire them to discover various aspects of their personal identities. Using photography, poetry, and other visual mediums including Ethiopian healing scrolls, students create original works of art that challenge themselves to explore, excavate, and extend their emerging sense of self-identity and self-esteem. They push beyond their newly found personal awareness, and focus on the question of how to take their strengths of personal empowerment and begin to actively participate in relevant local and world-wide current events. In the process, they become more aware and concerned citizens, potentially emerging as active change-makers of the next generation. Combining social-emotional learning, civics, and visual arts into one powerful project, students are readied for a rapidly changing world.

CONTACT INFORMATION
JENNIFER PIKE-VASSELL

SCHOOL: The SEED School of Miami
PRINCIPAL: Kara Locke
EMAIL: jvassell@miami.seedschool.org
PHONE: 855.818.7333
DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

VISUAL ARTS

VA.68.C.1.1 Apply a range of interests and contextual connections to influence the art-making and self-reflection processes.

VA.68.H.1.3 Analyze and describe the significance of artwork from a selected group or culture to explain its importance to the population.

VA.68.F.2.5 Create an artist statement to reflect on personal artwork for a portfolio or exhibition.

VA.68.S.1.3 Use ideas from cultural, historical, and artistic references to create personal responses in personal artwork.

ENGLISH LANGUAGE ARTS

LAFS.8.W.1.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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School District Education Foundation Matching Grant Program

FLORIDA EDUC8 SUPPORT EDUCATION

> "Putting this course material into a context that has mattered for my students has made their learning and sense of self come alive."

STUDENTS

Approximately 100 middle and high school students, ranging from 11-16 years of age, participated in this project. They represented low to high levels of achievement and met multiple times. This project can be adapted to other ages, at any achievement level, and can be used with large or small groups.

MATERIALS & RESOURCES

Materials needed include Promethean/smart board, copies of Paint Me Like I Am, or other inspirational poetry text, for shared Read Alouds and writing, instant camera(s) and film - Polaroid and Fiji (if budget does not allow, use a camera phone and print students' photos at a lower cost), assorted art supplies (paint/brushes, background papers, beads, and other embellishments), parchment paper or brown craft paper can be used for Ethiopian healing scrolls, and sharpies and/or ink to create an antique effect. Detailed lesson plans, PowerPoints, and interdisciplinary ideas will be provided. Resources include the Internet or school or public library, guest speakers like local artists and poets to inspire students' imaginative potential, field trips to Perez Art Museum of Miami, and art walking tours of Wynwood.

ABOUT THE TEACHER

Jennifer Pike-Vassell is in her 17th year as an educator, with 9 years teaching at one of the first charter schools in New York City and 5 years in New Orleans. She currently is in her third year teaching in Miami, and she has worked with students from kindergarten through high school. Jennifer's accolades include 2016-17 Professor of the Year at The SEED School of Miami, and recipient of Innovator and Disseminator grant awards from The Education Fund.

CONTACT INFORMATION

TERESA RODRIGUEZ

SCHOOL: COPE Center North

PRINCIPAL: Dr. Ebony Dunn

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PHONE: 305.836.3300

DOWNLOAD PROJECT INFO: educationfund.org

Happy Thoughts = Happy Classroom

A 21-day mindful journey guides students towards feelings of gratitude and happiness

There is a plethora of research-based evidence on the positive benefits of practicing the act of mindfulness. To establish an environment where students develop a sense of self-awareness with the idea that being mindful of one's self leads to gratitude and happiness, students embark on a 21-day journey to discover themselves. Through a series of activities involving group discussions, watching mindfulness videos, relaxation techniques, and meditation, the mood is set for students to begin writing about a person, place, or experience for which they are grateful. Each day for 21 days (the time it takes to develop a habit), a new prompt is introduced to encourage students to become aware of the many grateful moments in their lives, even the things they dislike or find challenging, and focus on the good they might bring. Students who don't think they have anything to be grateful for are surprised how gratitude can be found almost anywhere. This project encompasses cutting-edge research on the benefits of mindfulness and gratitude to motivate students to learn, become self-aware, and make better choices.

> "Through awareness, students learn they can always control their feelings about a situation."

STUDENTS

Five teenage mothers in grades 7-8 participated in the project. They represented varied achievement levels and met every other day for 90-minute blocks. This project can be adapted for other grade levels or class sizes, and can include pairing texts with gratitude-themed stories and books. In addition to keeping a 21-day gratitude journal, the project can be extended to include making a habit of sending at least one thank you letter a month to someone via email or U.S. mail to show appreciation.

MATERIALS & RESOURCES

Materials include items to set the tone and mood of the room such as a digital image of a candle, soft music for positive energy, and a chime. Other items are colored markers, bright copy paper, stickers, and journals/composition books. A list of books to order can be shared with teachers along with handouts on gratitude and mindfulness. Resources include motivational speakers to be invited to speak throughout the school year to share their unique life experiences. In addition, the community can be solicited to sponsor the creation of a "Tranquility" room for teachers and students to relax and recharge. Teachers can also encourage kindness and gratitude community-based projects or clubs.

ABOUT THE TEACHER

Teresa Rodriguez has taught all grade levels in MDCPS for the past 15 years. She has received several awards, including the District Finalist for student achievement, Teacher of the Year Finalist, and the Highly Effective Teacher. Previously, Teresa led a successful career in TV Production, winning the New York International Film Festival Grand Award for "Eye of the Beholder" about a unique social experiment on the devastating effects of racism. For the past five years, she has worked with disadvantaged teen mothers at COPE Center North. Education is her lifework and mission, and helping students become more self- aware through mindfulness is her passion.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.68.WHST.4 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.8. L. 2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPONSORED BY

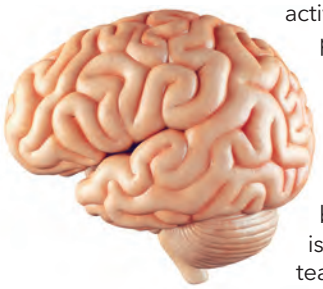
School District Education Foundation Matching Grant Program

FLORIDA EDUC8 SUPPORT EDUCATION

Shake Your Neurons!

Physical activities in the classroom jumpstart students' brainpower and good behavior

One-third of children do not get the amount of physical activity they need on a day-to-day basis. It is vital for their development and lays the foundation for healthy and active lives. Movement helps to develop social skills, which are important for connecting to comprehension and critical thinking. Movement promotes mental clarity by increasing blood flow to the brain. The purpose of this project is to encourage students' movement in the classroom, demonstrating that physical activity is associated with success in school through better attendance, increased attention, and academic achievement. Energizing Brain Breaks are quick activities for the classroom that aim to engage students in physical activity while enhancing their learning experience. Math activities where students physically position their bodies showing various geometric angles or singing songs that include dance while rounding numbers, are just a couple of examples. Incorporating physical activity in the classroom leads to better cognitive performance and fewer behavioral issues, not to mention cutting down on students' (and teachers') stress and anxiety.



CONTACT INFORMATION

OSMANY HURTADO

SCHOOL: Gulfstream Elementary

PRINCIPAL: Marybel Baldessari

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PHONE: 305. 235.6811

DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE

SC.35.CS-CC.1.3 Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.

HEALTH

HE.2.C.1.2 Explain the physical, mental/emotional, social, and intellectual dimensions of health

HE.3.P.8.1 Promote positive behaviors to others

HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health.

HE.912.C.1.2 Interpret the significance of interrelationships in mental/emotional, physical, and social health.

SPONSORED BY

School District Education Foundation Matching Grant Program

FLORIDA EDUC8 SUPPORT EDUCATION

> "Movement helps to develop social skills, which are important for connecting to comprehension and critical thinking skills."

STUDENTS

Thirty-five 3rd grades students, ranging from 8-9 years of age, participated in this project. They represented a high level of achievement and met every day. This project can be adapted to other ages, at any achievement level, and can be used with large or small groups.

MATERIALS & RESOURCES

Classroom materials include a computer and a Promethean board/smart board. Fellow teachers have witnessed students' free movement ideas, the incorporation of Zumba in the classroom, stretching, and breathing exercises. Ideas have been shared in faculty meetings. Resources include an Internet connection and the GoNoodle website www.gonoodle.com.

ABOUT THE TEACHER

Osmany Hurtado is in his 13th year as a teacher in MDCPS, teaching math, science, and social studies to regular 3rd grade students, and marine science to advanced 3rd graders. Osmany earned his elementary school certification, with an endorsement in ESOL and Spanish, and obtained a master's degree in education in Spanish Language and Culture at Pontifical University of Salamanca, Spain, in 2017. Along with his current teaching assignment, he is enrolled in a Ph.D. program at Iberoamerican International University, focusing on School Psychology and Pedagogy. Credits include Member of Florida Teacher Leadership Fellowship, Foundation of Excellence in Teaching, and Rookie Teacher of the Year. Osmani has used this project for four years and it does not require assistants.

CONTACT INFORMATION

MICHELLE SINGH

DEPARTMENT: Division of Instructional Technology

POSITION: Digital Convergence Facilitator and Trainer

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PHONE: 305.995.7605

DOWNLOAD PROJECT INFO: educationfund.org

Building Bridges with Skype in the Classroom

Connecting students and teachers with the outside world

Are you a fan of Skype technology? If not, you will be when you witness first-hand the benefits of implementing Skype in your classroom. More than 50 classrooms across the district use this free program, offered through Microsoft Educator Community. It connects students and teachers through face-to-face meetings with experts and classrooms from different cultures and countries. Students engage in many activities while in the classroom. One such activity is Mystery Skype Game (MSG). Played by two classrooms on Skype, MSG builds cultural awareness, critical thinking skills, and geography skills by students guessing the location of the other classroom through a series of yes/no questions. It is suitable for all age groups, from kindergarten through university students, and can be adapted for any subject area. Through Skype in the Classroom, students learn empathy because they connect and communicate with cultures and countries they have never heard of before, they acquire skills needed for college and career readiness, and they build confidence by taking charge of their learning and participation in these engaging experiences.

> "This project creates a whole new world of learning for students."

STUDENTS

Hundreds of students in 50 schools across the district, ages 6 – 18 and grades 1-12, participated in this project on any given day. It can be implemented with any achievement level and can be used with large or small groups.

MATERIALS & RESOURCES

Materials include the necessary equipment such as desktop computers (need portable webcam and microphone) or laptops (webcam and microphone are built in), and cables to connect their devices to their interactive board, if they are not already connected. For a Skype call, items needed are a Microsoft Educator Community account (FREE), and a downloaded, free version of Skype (personal account). Prepared materials include tutorial, webinars, handouts, and guides for Skype in the Classroom. Resources include the Internet, field trips, media center, public library, contributions and loans from parents or institutions, and guest speakers.

ABOUT THE TEACHER

Michelle Singh is a curriculum specialist for MDCPS in the Department of Instructional Technology. With more than 14 years of educational experience, Michelle works diligently in teaching research-based classroom strategies for K-12 with the integration of technology such as Microsoft, Nearpod, Flipgrid, EDpuzzle, Google, and other emerging web tools. She earned her National Board Certification in Adolescence and Young Adulthood/English Language Arts, and has numerous other certifications including Skype Master Teacher and Microsoft Innovative Educator EXPERT and Master Trainer. Since 2005, Michelle has received many grants from The Education Fund, DonorsChoose, and Florida Learn and Serve. She has also presented many workshops at the Idea Expo – The Teacher Conference, and The Leadership Workshop.

STANDARDS

INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION

1. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, to support individual learning, and contribute to the learning of others.

3. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

SCIENCE

SC.35.CS-CC.1.3 Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation.

SC.35.CS-PC.2.4 Explain how access to technology helps empower individuals and groups.

SPONSORED BY

School District Education Foundation Matching Grant Program

FLORIDA EDUC8 SUPPORT EDUCATION

Double Student Success with YouTube

YouTube video lessons boost comprehension and completion of home learning assignments

Tired of students not turning in their homework? Looking for an idea to spark their interest and their desire to get the job done? Well, this sure-fire strategy will put all those frustrations at bay and improve the lives and academic achievement of your students. By using YouTube as a resource in disseminating information of home learning assignments, students and parents (who often help) gain great insight into the task, especially when comprehension of English and diverse learning styles often pose challenges. To give an example, in one culinary arts assignment, students need to create a healthy snack mix with certain criteria for ingredients. In class, nutrition about different ingredients is discussed and a list is approved by the teacher before students go home with written instructions and the link to the instructional video. In the video, the teacher reviews the lesson, gives verbal instructions, and shows examples of appropriate components of the snack mix. The teacher also reminds students and parents of the assignment due date and displays an example of the finished project.

CONTACT INFORMATION
ANGEL MYERS

SCHOOL: Lake Stevens Middle School
PRINCIPAL: Elizabeth Chardon
EMAIL: amyers@dadeschools.net
PHONE: 305. 620.1294
DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

SCIENCE

SC.8.P.9.2 Differentiate between physical changes and chemical changes.

SC.8.L.18.4 Cite evidence that living systems follow the laws of Conservation of Mass and Energy.

SC.35.CS-CC.1.1 Identify technology tools for individual or collaborative data collection, writng, communication, and publishing activities.

SC.68.CS-CC.1.1 Demonstrate an ability to communicate appropriately using online tools.

SPONSORED BY

School District Education Foundation Matching Grant Program

> "As a result of this YouTube video project, my home learning turn-in rates have gone from approximately 40% to nearly 80%."

STUDENTS

Approximately 150 middle school students, ranging from 11-15 years of age, participated in this project. They represented all levels of achievement and met every other day. This project can be adapted to other ages at any achievement level and can be used with large or small groups.

MATERIALS & RESOURCES

Needed materials are a table, laptop/tablet, wifi, camera, camera tripod, and lights. Step-by-step instructions will be provided for setting up a YouTube channel, uploading a video to YouTube, and using the equipment list to make the videoing process easier. Resources include Internet access and an electronic device capable of viewing video.

ABOUT THE TEACHER

During the 20 years Angel Myers has spent as a certified classroom teacher, she has become certified in five subject areas and currently serves at her school as the Culinary Arts Coordinator. Angel's advanced degree was earned from Nova Southeastern University and she has received several grants from The Education Fund for Ideas with Impact and Teach-A-Thon.

CONTACT INFORMATION

DR. VIVIAN VEIGA

SCHOOL: Kensington Park Elementary

PRINCIPAL: Susana Suarez

EMAIL: vveiga@dadeschools.net

PHONE: 305. 649.2811

DOWNLOAD PROJECT INFO: educationfund.org

SEESAW-ing to Accomplishment!

A technology platform captivates students in all subjects and across all grade levels

When one hears the word seesaw, a playground apparatus usually comes to mind. But not in this case. SeeSaw is a technology platform for student engagement that is implemented with all subjects and across all grade levels while easily creating shareable digital portfolios that also save teachers time. Students use a variety of creative tools to capture learning, including taking pictures, drawing, recording videos, and more. They understand that they are using this technology to document their learning in a way that can be easily shared with others, including their parents. Whether using SeeSaw to describe and document what they learned from firemen that visited their school during a STEAM event, or demonstrating their levels of oral reading fluency over time, students reap the benefits of how SeeSaw provides an effective, practical, and highly appealing approach to demonstrating and documenting STEAM, reading, and all curriculum subject matter. These portfolios can be instantly shared in a variety of ways, including PDFs and system generated QR Codes.

"Positive changes in attitude and attendance benefit my students, allowing them to create student projects that document their accomplishments."

STUDENTS

A total of twenty-five 2nd grade ESOL students, Levels 1 & 2, participated in the project. It can be used across all subjects, grade levels, achievement levels, and implemented with large or small groups, depending on which accomplishments need to be documented.

MATERIALS & RESOURCES

Materials include a smartphone, tablet, or classroom computer with a microphone. A camera is helpful as well. A booklet explaining how to implement using SeeSaw in a variety of contexts will be provided. Resources include the Internet to access the SeeSaw application.

ABOUT THE TEACHER

Dr. Vivian Veiga has shared her educational expertise for the past 23 years. She is a National Board Certified Teacher and Middle Childhood Generalist, and has an Educational Doctorate in Curriculum and Instruction with a major in Reading. Some of Vivian's numerous accomplishments are: adjunct instructor for the MDCPS Center for Professional Learning, an American Federation of Teachers' Education Research & Development trainer, a micro-credential in Growth Mindset, and both Fairchild Challenge Lead Teacher and Dream in Green Lead Teacher for her school. She has received many grants from The Education Fund and DonorsChoose and has participated in The Education Fund's Teach-A-Thon program. This is the second year that Vivian has used the SeeSaw digital portfolio program with her students.

STANDARDS

SCIENCE

SC.K2.CS-CC.1.3 Collaborate and cooperate with peers, teachers, and others using technology to solve problems.

SC.K2.CS-PC.2.2 Communicate about technology using developmentally appropriate terminology.

SC.K2.CS-PC.2.1 Identify and describe how people use many types of technologies in their daily work and personal lives.

ENGLISH LANGUAGE ARTS

LAFS.2.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LAFS.2.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SPONSORED BY

School District Education Foundation Matching Grant Program

FLORIDA EDUC8 SUPPORT EDUCATION

Smart Path: Guide to College Clubs

Empowering low-income and first generation students with strategies and services to obtain higher education

The goal behind College Clubs is to embed a "college going" culture in high schools, empowering low-income and first generation students with effective strategies and services to bring down the formidable barriers to higher education. This project addresses a variety of topics: how to research colleges, complete the FAFSA and negotiate the complex applications for college, financial aid, and scholarships. Students not only learn the skills needed to apply for and succeed in college, but also to make college the goal.

The Guide to College Clubs assists schools in establishing college clubs for students in grades 9-12 and provides a collection of lessons, tools, and resources all faculty can utilize throughout the school year to inform and prepare all students for success in college and careers. Lessons and topics covered include essay writing, test-taking strategies, college research, and improving study skills.

> *"Students not only learn the skills needed to apply for and succeed in college, but also to make college the goal."*

CONTACT INFORMATION

ELIZABETH BRIANO & VICKY PUENTES

SCHOOLS: Booker T. Washington Senior High School & Miami Senior High School

PRINCIPALS: William Aristide & Benny Valdes

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PHONE: 305.324.8900 & 305.649.9800 ext. 2380

DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

LAFS.K12.SL.1.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

GIFTED

G.K12.1.1.2: Use a variety of professional journals, professional databases, and college textbooks to make connections between and/or among fields of discipline.

SPONSORED BY

MBF Miami Bayside Foundation

Valley BANK

STUDENTS

The Guide to College Clubs offers lessons for students in grades 9-12. Club participants include those who are the first in their family to attend college, those who have not considered college as an option, and those already seeking postsecondary options and support.

MATERIALS & RESOURCES

College Clubs require a dedicated classroom or lab space. Frequent access to computers allows for successful implementation of club lessons and activities.

ABOUT THE TEACHERS

Booker T. Washington Senior High School is changing the path of their students' futures by instilling the importance of higher education post-graduation. Together, teacher Elizabeth Briano, administration, and other key personnel, have implemented a College Club that serves the entire student body and focuses on preparing students from their first day as Freshmen. Bi-monthly meetings, workshops, college graduate mentors, and college tours have created a college-going attitude that has positively influenced the culture of the school.

Founded by CAP Advisor Vicky Puentes and implemented together with College and Career Club Advisor, Orly Garcia, "Stings Strive for Success" is a college program at Miami Senior High School that promotes a culture of post-secondary readiness, beginning with ninth grade students. "Stings Strive for Success" has been a Florida FAFSA Champion and has collaborated with the community to run a Saturday college boot camp where students are offered college planning and assistance.

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2019 Idea EXPO
The Teacher Conference

Keynote Presentation by Award-Winning Educator

Tim Clue

THE UNLIKELY TEACHER

Tim Clue is a professional writer, stand-up comic and award-winning teacher who believes that learning should be dynamic, interactive, collaborative, ideally funny and should allow for failure, reinvention and plenty of wiggle room. Tim also believes that "Comfort with Discomfort" is essential for growth.

Tim has been privileged to speak before such notables as former President George H.W. Bush and economist Paul Krugman, and worked with comics such as Jerry Seinfeld, Steven Wright and Larry Miller.

This award-winning education speaker is reshaping schools and reforming young minds. Tim gets teachers to relax, laugh and remember the joy of why they are teachers.

Register early to attend Tim Clue's groundbreaking workshop on Social Emotional Learning!

Educators will learn first-hand how to use specific exercises to increase confidence and meaningful communication with a series of collaborative take-home strategies. These foundational tools will change habits, culture and communication challenges in all schools. This improv based anti-bullying program offers tools that excite, engage, and explore, creating better ways to Collaborate Connect and Communicate. This workshop is a highly engaging, funny, interactive experience to help teachers figure out better ways to help more students light the path to their own powerful journey.

"Our challenge to bridge young minds into their best self and connect them to passion, play and purpose is a universal imperative." -Tim Clue

THE EDUCATION FUND
FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

2019 Idea EXPO
The Teacher Conference

SATURDAY, NOVEMBER 16, 2019 • 8 A.M. - 4 P.M. • MIAMI SPRINGS SENIOR HIGH

SESSION A

FINANCIAL LITERACY

Credit Card or Cash: What's the Actual Cost? **(NEW)** Grades K-8
Disseminator: Natalia Allen
Students learn key concepts of credit: borrowing money, credit ratings, evaluating credit card companies, and how to obtain and retain good credit. Comparing costs of buying on credit or with cash, students learn the true cost of goods and services.

HEALTH AND WELLNESS

Longevity Spinach Learning **(NEW)**
Grades Pre-K - 8
Disseminator: Nancy Sale
Students discover for themselves how plants grow and what parts we eat. Using math to count and measure, students monitor the growing process from tiny cuttings to large plants. All activities are documented by students in journals with words and drawings, and smaller plants are grown and sent home.

Garden to Cafeteria Grades Pre-K - 8
Presenters: Audra Wright & Sophia Gibaldi
Integrate school grown produce into the cafeteria. This workshop provides an opportunity for cafeteria managers and teachers to plan together so fresh, organic produce from school gardens and Food Forests can be included in the school lunch menu. We will go over procedures from the MDCPS Department of Food and Nutrition, successful recipes and how to overcome obstacles. We will also explore compostable plate properties and how to feed your school garden with lunch scraps. (Sustainability & M-DCPS is a reccomended follow up workshop)

STEM

Animals in the Classroom Grades K-12
Presenter: Suzanne Banas
Learn how to manage animals in the classroom to use as teaching tools, which provide a unique connection to science and the natural world. Get tips on free and discounted ways to care for and feed animals.

Merge Cube: The Future of Education is Now! **(NEW)** Grades K-8
Disseminator: Zeny Ulloa
Holding a virtual object forever changes the way students learn, create and play. Students see and hold the human brain as a holographic 3D augmented reality image with the Merge Cube, a handheld holographic learning experience that takes learning to new dimensions.

STEM Made Simple Grades K-5
Presenter: Navia Gomez
Project-based STEM learning with exciting hands-on projects such as making a paper helicopter, a windmill, parachutes, a lunar lander, and a catapult.

Copy That, Mission Control! **(NEW)**
Grades 3-12
Disseminator: Rossanna Chiarella
Students build interest in aerospace and aeronautics while promoting communication, collaboration, and observation skills. Math, science and technology are utilized in this fun team-building exercise.

STEM (MATH)

Algebra Bungee Jumping Grades 6-12
Presenter: Dale Adamson
Students learn slope, y-intercept and scatter plots through a linear bungee jumping challenge. Abstract concepts are made applicable with bungee cords to graph data to approximate the number of bands needed to drop weights from the roof of the building.

TECHNOLOGY

Building Bridges with Skype in the Classroom **(NEW)** Grades 1-12
Disseminator: Michelle Singh
Learn how to use Skype to connect your students to the world! Bring experts, politicians and even students from other countries into your classroom using this FREE technology.

LANGUAGE ARTS

A Way with Words **(NEW)** Grades 7-12
Disseminator: John Adams
Students practice paraphrasing in this competitive game that builds confidence and proves to students that they are capable of learning sophisticated words. Paraphrasing is an essential upper-level cognitive skill that is crucial in any language arts class

Darth Vader Meets Macbeth: A 3-D Tragic Hero's Journey Grades 6-12
Presenter: Ileen Martin
Using 3-D hangers, students display Joseph Campbell's Hero's Journey concepts to the tragic heroes of Star Wars and Macbeth, comparing and contrasting the hero's journey of two of fiction's most infamous characters.

Literacy in a Pot! Grades 2-5
Presenter: Jennifer Smith
Students are more engaged and test scores skyrocket when students incorporate food into reading instruction. Complex texts are paired with snacks they create in class such as penguin shaped pancakes from Mr. Poppers Penguins.

SOCIAL STUDIES/ HOLOCAUST EDUCATION/ CIVICS

Teaching Trunks on the Holocaust
Grades 1-12
Presenter: Esther Sterental
TeachingTrunks from the Florida Holocaust Museum provide powerful visuals and texts to teach the Holocaust to all grade levels.

Statistics of Mass Shootings: Making Sense Out of Nonsense **(NEW)**
Grades 6-12
Disseminator: Kelsey Major
This groundbreaking project addresses the horrors of mass shooting by pairing statistical research and analysis with political advocacy. Students learn the roles of federal, state and local governments and begin to understand the power of their voices, while gaining a strong sense of civic responsibility.

Writing About Miami Grades 9-12
Presenter: Precious Symonette
Students create service learning projects related to Miami historical sites. For students coping with challenges of living in low socio-economic communities, the WAM Project illustrates how volunteering improves their quality of life and creates a sense of community,

ROBOTICS

Coding For Non-Readers **(NEW)**
Grades K-6
Disseminator: Marcelle Farley
Young learners can code before they can read! Coding sharpens reasoning skills, builds confidence, and kick-starts critical thinking. Using Osmo's Coding with Awbie, students begin to master math and science standards while playing fun accelerated learning games.

STEAM/VISUAL ARTS

School of Fish with a STEAM Twist **(NEW)**
Grades 6-12
Disseminator: Beth Goldstein
This STEAM project, inspired by Alexander Calder's innovative mobiles, allow students to see matter change in physical shape, size, and density while creating a work of art. Students first make a fish exoskeleton sculpture from wire, then create hanging tokens using repurposed plastic containers. Using heat to shrink the plastic discs, students personalize then hang the tokens on the fish. The result is a beautiful art piece created by using a multitude of STEAM-related concepts.

Eco Prints Grades 1-12
Presenter: Susan Feliciano
Students think creatively as they discover a natural dyeing process using flowers, leaves, vegetables, and fruits. Students create a book with intricate designs and patterns by using heat to transfer natural pigments from the plants to paper.

SOCIAL EMOTIONAL LEARNING/CLASSROOM MANAGEMENT

Six Rules for Lifelong Curious Learners
(NEW) Grades K-12
Presenter: Tim Clue (Keynote)
Educators will learn first-hand how to use specific exercises to increase confidence and meaningful communication with a series of collaborative take-home strategies. These foundational tools will change habits, culture and communication challenges in all schools. This improv based anti-bullying program offers tools that excite, engage, and explore, creating better ways to Collaborate Connect and Communicate.

SESSION B

FINANCIAL LITERACY

Financial Freedom: Cash Flowin' to the Future Grades 7-12
Presenter: Natalia Allen
Students learn finance fundamentals, money management and educational planning as they identify key factors in considering college options. They research total costs of attendance, and develop a college plan with a timeline for important deadlines.

HEALTH AND WELLNESS

Superfood Smoothies Grades Pre-K - 8
Presenters: Lisa Warren & Franca Sordo
Learn how to create the perfect smoothie! Make (and taste) different delicious smoothies using produce you can grow in your garden. Recipes will be provided.

Sustainability & M-DCPS Grades Pre-K - 8
Presenters: Audra Wright & Sophia Gibaldi
M-DCPS is leading the way to sustainability in the cafeteria. Investigate ways in which your school can adapt changes to help the environment and reduce waste. Help teach students that small changes can have a big impact on the environment.

Plant Philosophy: Super Foods Grades Pre K-12
Presenter: Jorge Palacios
Who says that edible plants can't grow in the shade? Welcome to the world of Food Forests... the shady side of gardening! Learn about fast growing trees for your garden and the Food Forest plants that will thrive beneath them. Explore the benefits of a fast growing, edible canopy and gardening in the cool shade.

STEM

Makey Makey Makerspace Grades 4-10
Presenter: Dale Adamson
Makey Makey circuit boards transform a classroom into a Makerspace where critical thinking and creativity thrive while students learn about circuits, electronics, and computer science. The reusable Makey Makey boards are limitless.

Neuroscience in a (Spiker) Box (NEW)
Grades 6-12
Disseminator: Dr. Suzanne Banas
Using the non-invasive spiker box, students detect electrical activity of human muscles with electrodes, listen and record their own muscle action potentials, and learn to identify individual motor units and see single muscle spikes. They measure EMG (electromyogram) amplitude to learn about changes in muscle cells and neural signals. With practice, students learn how to control a robotic hand.

STEM (MATH)

3D Math Printing - That's the Ticket (NEW) Grades 6-12
Disseminator: Gareth Pearson
Students take ownership of their learning through the use of fun, interactive, project-based activities that promote the comprehension of abstract concepts and the ability to apply those concepts to solve real-world problems. Using a 3D printer allows them to develop 21st century skills and increases their enthusiasm for mathematics.

Come Code with Me Grades K-12
Presenter: Nancy Sale
Boost students' self-confidence as they problem-solve. With self-guided and self-paced tutorials, students explore and practice algorithmic thinking by playing games.

TECHNOLOGY

SEESAW-ing to Accomplishment (NEW)
Grades K-12
Disseminator: Vivian Veiga
SeeSaw is a technology platform for student engagement that is implemented with all subjects and across all grade levels while easily creating shareable digital portfolios that also save teachers time. Students use creative tools to capture learning, including taking pictures, drawing, recording videos, and more. SeeSaw provides an effective, practical, and highly appealing approach to demonstrating and documenting STEAM, reading, and all curriculum subject matter. These portfolios can be instantly shared in a variety of ways, including PDF's and system generated QR Codes.

LANGUAGE ARTS

Guiding Early Literacy with Raz Plus, ELL Edition and Vocabulary A-Z
Grades Pre-K-5
Presenter: Angela Romano
Studies show a strong correlation between reading and vocabulary proficiency and future academic success. That is why it is so critical to provide students with quality Pre K-5 literacy instruction that engages their curiosity and gets them excited about reading. In this session, explore Raz-Plus, ELL and the new Vocabulary A-Z to move your students toward reading proficiency. In this session, learn how to:
Incorporate a variety of text types to supplement phonological awareness, phonics, vocabulary, grammar and writing.
Use Text Sets to build background knowledge and vocabulary to read grade level materials.
Implement strategies and resources for whole-class, small-group, and individual vocabulary lessons and practice.
Assign pre-made or custom vocabulary lessons for individual online student practice using game-based activities and quizzes.
Print easy to use hands-on resources

Oral Fluency: Read, Record, Repeat! (NEW) Grades K-12
Disseminator: Juan Reynieri
Using the Class Notebook in Microsoft Office 365 (available to all M-DCPS teachers), track students' oral reading performance over the course of a school year. Students record themselves while reading aloud, which improves oral reading fluency and reading comprehension, and can also be used effectively for Foreign Language studies and ESOL. This project also provides students with valuable opportunities to use technology in a meaningful way.

Punctuation Station Grammar Board Game Grades 6-8
Presenter: Ileen Martin
Need a fun and creative way to make grammar more memorable? This project allows students to create an exciting, hands-on board game that makes learning and reviewing grammar concepts an unforgettable experience.

What's in a Name? (NEW) Grades K-12
Disseminator: Lynn Arnett
Students and teachers break the ice at the beginning of the school year by learning everyone's names and correct pronunciation. Students research their own name to determine its meaning, then embellish with photos and drawings. Shy students come out of their shells and gain confidence. Students discover patience for the learning process, and develop tolerance and empathy for their peers. Teachers benefit by learning their students' names faster!

SOCIAL STUDIES/ HOLOCAUST EDUCATION/ CIVICS

Teaching Trunks on the Holocaust
Grades 1-12
Presenter: Esther Sterental
(See description under Session A)

Cultural Stereotypes: The Great Debate (NEW) Grades 6-12
Disseminator: Willecia Stubbs
Through in-depth research and analysis about historic African-American figures, students learn about stereotyping, racism, and prejudice of the era. Students then perform reenactment debates using period vocabulary and costumes, debating which historic leader had the most lasting and relevant impact. The Great Debate can be adapted using Hispanic, Caribbean, Jewish, and other historic figures.

Anne Frank's (Virtual) Reality (NEW)
Grades 9-12
Disseminator: Dr. Jaqueline Torres-Quinones
Virtual reality takes students back in time to explore the Secret Annex that housed Anne Frank and her family as they hid from the Nazis. Students analyze the events and political climate which led to the rise of Nazi Germany and the persecution of Jewish people. Students build historical comprehension of the Holocaust and learn about factors that can lead to genocide, and learn tolerance.

ROBOTICS

STEAM-y Robotics (NEW) Grades 5-8
Disseminator: Nelson Borrega
Students build a generic Clawbot, then modify to make it taller and better able to traverse different terrain. They problem-solve and learn the power of leveraging by using gear ratios. They learn to balance weight and power along with the point at which effects can be neutralized, thus yielding a diminished return on investment. These real-world principles are applicable to students' everyday lives.

STEAM/VISUAL ARTS

Build-A-Bug: A STEAM Intro to Insect Anatomy Using Art (NEW) Grades K-5
Disseminator: Peter DeMercado
This project combines entomology with the art form of paper quilling. After researching insect body structure, students practice quilling (rolling paper to create forms) to replicate an anatomically correct insect. Emphasizing measurement, proportion, symmetry, and engineering, this 3D mixed media art exercise incorporates STEAM concepts while enhancing fine motor skills, spatial awareness, and higher order thinking to problem-solve. This project can be adapted using other animals or human anatomy as subjects.

SOCIAL EMOTIONAL LEARNING/CLASSROOM MANAGEMENT

Kindness in Wonderful - Sprinkle That Stuff Everywhere! (NEW) Grades K-5
Disseminator: Leilani Echezabal
Students deter the act of bullying and concentrate on the act of kindness. This project introduces and implements character education to teach students that positive acts can help decrease bullying. Reading the novel *Wonder,* students learn empathy for the characters being bullied and learn to handle bullying through personal, reflective writing and group collaboration. They focus on positive ways to treat others like the way they would like to be treated.

OTHER

Grant Writing Workshop Grades Pre-K-12
Presenter: Michelle Singh
Practical advice on grant writing, including prestigious Innovator Grants. Leave the workshop with a near-complete Adapter Grant application and earn up to $400 for your classroom.

National Board Certified Teachers Information Session
Presenter: Judith Grey
Receive tips and advice on the process of certification from the NBCT of Miami group.

SESSION C

FINANCIAL LITERACY

Money Matters: Financial Planning 101 **(NEW)** Grades 9-12
Disseminator: LaShanda West
High School and Middle School students learn to plan for life after high school, whether entering the workforce or attending college. Financial planning and life skills are introduced to prepare students to live a financially literate adult life. Using attitude surveys on students' interests, guest speakers, and financial planning strategies, students gain real-world readiness.

HEALTH & WELLNESS

Essential Oils Grades K-12
Presenter: Alena Sheriff
Take a deep breath and smell the aroma of Kaffir lime with hints of ginger and lemongrass emanating from your tea cup. Take in the fresh scent of rosemary from your student's herbal sachets. Welcome to the relaxing world of essential oils. Make teaching science stress free.

Superfood Smoothies Grades Pre-K - 8
Presenters: Lisa Warren & Franca Sordo
(See description under Session B)

Plant Philosophy: Super Foods
Grades Pre K-12
Presenter: Jorge Palacios
(See description under Session B)

STEM

Engineering is Elementary My Dear Watson Grades K-5
Presenter: Navia Gomez
This project introduces students to activities that develop creativity, critical thinking, and problem-solving skills. Students use the engineering design process as they ask, imagine, plan, create, and improve.

Butterfly Bonanza Grades Pre-K-5
Presenter: Nancy Sale
An easy-to-create butterfly garden provides hands-on opportunities to study science, horticulture, and language arts.

Code Amazing **(NEW)**
Presenter: Dr. Suzanne Banas
Participants will have a chance to 'play' and 'code' robots to dance and drones do an aerial ballet. The hands-on learning stations have simple to use directions, if desired re-loaded code, for all to be successful in coding autonomous movements of a robot or drone.

Art + Coding + Math Success
Grades K-12
Presenter: Zeny Ulloa
Using Studio Art lessons from Code.org, students are able to visualize abstract math concepts and improve their problem solving skills.

TECHNOLOGY

Double Student Success with You Tube **(NEW)** Grades K-8
Disseminator: Angel Myers
In this workshop, teachers learn to use YouTube as a medium of support for presenting information, boosting student learning and increasing parents' ability to support their children during home learning experiences. Learn simple logical steps used to create a student-centered YouTube channel, tips for producing and uploading professional looking videos, making playlists, and creative ways of sharing the information with parents and students that can double homework turn-in rates.

LANGUAGE ARTS

Literacy Learning with Science A-Z and Vocabulary A-Z **(NEW)** Grades K-6
Presenter: Angela Romano
Engage your students' curiosity about science. This session will show you how you can use Science A-Z to differentiate your K-6 Science instruction, while giving students necessary practice with STEM skills, Florida Science standards and Access Points. In addition, you'll learn how the comprehensive resources in Science A-Z can adapt to any classroom and help you integrate Science into your reading block. Build custom word lists or use the pre-made lessons that correlate to every Science A-Z unit. In this custom class, learn how to: Use the books, lessons, activities, experiments and newest features in Science A-Z. Plan and organize units of instruction; access a complete year of curriculum for K-5, with lessons in sequence. Utilize enhanced features that enable differentiated assignments to individuals or groups of students. Incorporate implementation ideas for cross-curricular teaching. Explore how to use Science A-Z Unit Roadmaps to easily follow a sequence for implementing unit resources. Choose the sequence that best supports your instructional model (Read-first, Do-first, or Project-based). Assign pre-made or custom vocabulary lessons for individual online student practice using game-based activities and quizzes. Print easy to use hands-on resources.

Brunching & Brushing with the Bard **(NEW)** Grades 6-12
Disseminator: Jennifer Chapman Students make connections to literary themes, plot, and characterization by using creative expression to recreate a scene, analyze a quote, or utilize a setting to demonstrate comprehension and analysis of Shakespearean drama. Going deeper into 14th century rhetoric and culture, students prepare culinary period dishes and name them thematically to the given text. Students find that art, food, and healthy discourse make for an unforgettable day of reflection and insight. This project can be adapted for many other literary works.

SOCIAL STUDIES/ HOLOCAUST EDUCATION/ CIVICS

Teaching Trunks on the Holocaust
Grades 1-12
Presenter: Esther Sterental
(See description under Session A)

The Compassion Project **(NEW)**
Grades K-5
Disseminator: Jennifer Smith
To teach compassion and tolerance, this project uses Holocaust timelines, texts and videos. Students learn ways they can help others through discussion, reflection and writing, then write these on a paper rose. The roses are strung together, and students may add flowers only after they have demonstrated an act of compassion.

Student Voices in Motion **(NEW)**
Grades 9-12
Disseminator: Dr.Precious Symonette
This project is a combination of creative writing, civic engagement, and digital media disciplines. Students master skills that strengthen writing, public speaking, networking, and technology, all essential skills that empower them to become advocates of change within their respective schools, communities, and government.

ROBOTICS

Code and Go First! **(NEW)** Grades K-5
Disseminator: Daniella Parra
The Code and Go Robot Mouse helps students learn to program as they build key skills that include critical thinking, problem solving, sequencing, and programming fundamentals. Student code the mouse to go through increasingly difficult mazes. Students learn the value of rethinking and calculating of multiple solutions and to work collaboratively.

STEAM/VISUAL ARTS

little black sketchbook | insects **(NEW)**
Grades 9-12
Disseminator: Susan Feliciano
Students create a sketchbook applying Japanese Stab Binding, a four-hole book-binding technique. They draw a variety of insects and design their own bamboo pen to use white ink on black paper. Students plan, organize, and monitor their own work, establishing a strong foundation to build and practice an art routine.

SOCIAL EMOTIONAL LEARNING/CLASSROOM MANAGEMENT

Happy Thoughts = Happy Classroom **(NEW)** Grades 6-12
Disseminator: Teri Rodriguez
A 21-day mindful journey guides students towards feelings of gratitude and happiness. Each day, students write about something or someone for which they are grateful. This project encompasses cutting-edge research on the benefits of mindfulness and gratitude to motivate students to learn, become self-aware, and make better choices.

Get on the Ball! Grades K-5
Presenter: Jacqueline Gil-Abaruza
Learn how flexible seating replaces traditional seating arrangements by using balance balls, wobble chairs, peanut balls, or balance discs. Flexible seating provides students with better concentration, attendance, and behavior, and they look forward to coming to school. Teachers wobble too!

OTHER

Grant Writing Workshop Grades Pre-K-12
Presenter: Michelle Singh
(See description under Session B)

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SESSION D

FINANCIAL LITERACY

Stocks Anytime, Anywhere **(NEW)** Grades 9-12
Disseminator: Theresa Borges
Students study the stock market daily and track fluctuation. By analyzing actual stocks and real-time data during their Financial Algebra class, lessons come alive as energized students focus on the activity of seeing minute-by-minute changes.

HEALTH & WELLNESS

Essential Oils Grades Grades K-12
Presenter: Alena Sheriff
(See description under Session C)

Harvest of the Month Grades Pre-K - 8
Presenter: Andrew Smith
The Florida Department of Agriculture and Consumer Services (FDACS) has everything you need to help students cultivate a healthy food and farm connection. Learn how FDACS is strengthening the Farm to School movement and reducing food waste by educating children on agriculture, nutrition and food recovery efforts. This session will highlight how to bring agriculture education into the classroom, cafeteria and beyond.

STEM

Don't Let That LEGO! Grades K-8 Presenter: Duysevi Miyar
As a tactile approach to reading and writing, students use LEGO StoryStarter to develop skills in analyzing story elements, identifying genres, and enhancing personal speaking and listening abilities.

Google Street View: Navigating the Coordinate Plane Grades 6-12 Presenter: Kelsey Major
This workshop infuses technology, local history, math history, and coordinate plane mathematics. Using Google Street View to locate and measure distances between objects in the city and to implement the challenging activities involved, students are better able to comprehend the coordinate plane, the ideas associated with it, and its usefulness in mathematics.

Wind Tunnel Engineering **(NEW)** Grades 9-12
Disseminator: Rebecca Hernandez
A portable wind tunnel provide hands-on experience with hurricane mitigation. Students create model structures of buildings and test them inside a portable wind tunnel. They mitigate their model structures to withstand stronger winds inside the tunnel, use an anemometer and manometer with Bernoulli's Equation, and the continuity equation to acquire real-world data

TECHNOLOGY

Assess with Less Stress Grades K-12
Presenter: Michelle Singh
Students learn how to use online tools to make assessments engaging, interactive, and stress-free. Teachers deliver content to students' mobile devices, and students complete activities to demonstrate their knowledge of the content they just learned.

LANGUAGE ARTS

The Art of Arguing Grades 4-12
Presenter: Stacey Mogul
Debating is a great way to get reluctant students involved. Many students who appear quiet shine once they can argue about a topic they are passionate about. Often, students become better listeners and stay engaged with the lesson.

Alexa In The Classroom Grades 2-5
Presenter: Zeny Ulloa
Students use Amazon's Echo device "Alexa" to provide answers to questions when working at independent centers while the teacher conducts differentiated instruction at the teacher-led center. After breaking into groups, students ask Alexa pertinent questions needed to help them understand crucial concepts and facts.

SOCIAL STUDIES/ HOLOCAUST EDUCATION/ CIVICS

Butterflies Never Forget **(NEW)**
Grades 6-12
Disseminator: Venessa Lee Estevez
After a foundation on the Holocaust is provided, students use Holocaust victim ID cards to study the lives of real people. They then create a Haiku about them. Teaching children empathy for others, this emotional project inspires students to become better people.

End the Silence of Human Trafficking
Grades 7-12
Presenter: Carmen Marroquin
Students learn about global, domestic and local human trafficking by reading and analyzing the novel *Sold* and other texts. Writing argumentatively, students express their viewpoint and create a multimedia project to show their solutions, such as a Public Service Announcement.

Teaching Trunks on the Holocaust
Grades 1-12
Presenter: Esther Sterental
(See description under Session A)

ROBOTICS

Dashing Through STEAM Grades 2-5
Presenter: Marcelle Farley
Early exposure to the Dash robot eases students into the world of coding and robotics. Students learn sequences and simple coding activities in kindergarten. Coding becomes more complex in each grade level, with 3rd-5th grade students programming the VEX IQ. Hands-on play with the Dash robot promotes computational thinking and creative problem-solving.

STEAM/VISUAL ARTS

Mosaics: Unity and Harmony in Broken Bits of Color **(NEW)** Grades 6-8
Disseminator: Lourdes Fuller
Creating mosaics allows students to build classroom cooperation — it has a transformative effect that fosters peace. They learn about color, value, proportions, spaces, and unity, all while cutting and gluing tiny intricate shapes. Their mosaic can be displayed as a large-scale mural that contributes to school pride and school beautification.

Weathering Through the cRock Cycle
(NEW) Grades K-5
Disseminator: Surey Rios
Students actually experience the rock cycle using broken crayons, learning about igneous, sedimentary, and metamorphic rocks, how weathering and erosion occur in nature, and seeing the weathering process first hand. Creating unique "cRocks", students also learn important lessons on sustainability and repurposing.

SOCIAL EMOTIONAL LEARNING/CLASSROOM MANAGEMENT

Shake Your Neurons **(NEW)** Grades K-8
Disseminator: Osmany Hurtado
Physical activity jumpstarts students' brain power and social skills, increasing comprehension and critical thinking skills. In this workshop, learn how Energizing Brain Breaks lead to better cognitive performance and fewer behavioral issues, and cuts down on students' (and teachers') stress and anxiety.

Who Am I? A HeART of Possibilities
(NEW) Grades 6-12
Disseminator: Jennifer Pike-Vassell
Combining social emotional learning, civics and visual arts into one powerful project, students engage in culturally relevant art and writing activities that inspire self-discovery. Using photography, poetry, and other mediums, students create original works of art that boost self-identity and self-esteem, then examine methods for active civic engagement using their newfound voices.

OTHER

SmartPath: Guide to College Clubs
Grades 9-12
Presenters: Vicky Puentes & Elizabeth Briana
Aimed to empower low-income and first generation students with effective strategies and services to bring down the barriers to higher education, the Guide to College Clubs provides a collection of lessons, tools, and resources faculty can utilize throughout the school year to inform and prepare all students for success in college and career.

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