

IMPACT II 2001-2002

CREATIVE TEACHER-DEVELOPED PROGRAMS IN THE NEW YORK CITY PUBLIC SCHOOLS

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Dear Colleagues,

For more than 20 years, Teachers Network has awarded IMPACT II grants to over 4,000 teachers throughout the New York City Public Schools. We are proud to continue this rich tradition by announcing this year's teacher Disseminator Grant award winners—whose work is showcased in this catalog.

These award-winning curriculum projects—called Disseminator Programs—are profiled in this catalog. Information featured in these profiles includes: how the program works, the students, the staff, what you need, overall value, and teacher contact information. All these programs comprise three main themes—math, science, and technology—cross-referenced by language arts/literacy, social studies, and art.

Major funding for IMPACT II grants is provided through the generosity of the AT&T Foundation and The Pfizer Foundation. Additional support is provided by Con Edison and Verizon Foundation. All these organizations recognize the importance of supporting teachers who produce creative ideas and design excellent curriculum models to improve student achievement in their classrooms.

We hope you find this year's award-winning Disseminator Programs as exciting as we do. For more detailed information on how to adapt these programs for your own classroom—or to request a presentation of these materials to a larger audience—we encourage you to contact the Disseminator teacher. Also, if you are interested in receiving either a Disseminator Grant or an Adaptor Grant (i.e., to adapt a current Disseminator Program to your classroom) for next year, we urge you to apply. We have included applications for both these grants at the end of this catalog. Finally, if you want to learn more about our organization or would like to network with and among the thousands of teachers representing our 28 nationwide affiliates, we encourage you to visit our premier education web site: www.teachersnetwork.org.

We extend our deepest congratulations to our 2001-2002 IMPACT II award-winning teachers. We hope the examples profiled in this catalog provide the foundation for teachers throughout New York City to continue producing and adapting innovative and excellent curriculum projects to improve student achievement.

Yours in pedagogy,

Ellen Dempsey
President & CEO
Teachers Network

Peter A. Paul
Director of Programs
Teachers Network

Join a professional community of New York City teachers and a network of educators nationwide working together to improve student achievement

Teachers Network serves 28 affiliates—cities, counties, and states—that have adopted the IMPACT II grants and networking model, originally piloted in New York City over 20 years ago. More than 40,000 teachers have received grants to develop, document, and disseminate innovative pre-K through 12 programs. Visit Teachers Network's premier education web site at: www.teachersnetwork.org. For more information, e-mail us at: info@teachersnetwork.org.

IMPACT II Disseminator & Adaptor Grants. Disseminator grants of \$600 are available to teachers to further develop and disseminate exemplary programs that they have developed in their classrooms. Grant award winners are: **recognized at award ceremonies and publication parties; provided with support to prepare materials for dissemination; published in print catalogs and online; supported in learning presentation skills and leading workshops; and networked with like-minded professionals.** Adaptor grants of \$250 each are awarded to teachers interested in adapting award-winning disseminator programs. Interested teachers can learn more about these programs in our annual catalogs, online at www.teachersnetwork.org, and at our spring curriculum fairs. Applications are available online at www.teachersnetwork.org/grants/nyc.

TeachNet New Media Grants. TeachNet provides grants to schools for teams of seven teachers to design, digitize, and disseminate curriculum. Selected teams: participate in summer training institutes and workshops during the school year; create web pages on our web server to test materials; receive recognition worldwide through online publication of curriculum units; network via the project listserv and web forums with project participants nationwide; and have access to curriculum and technology consultants. Material developed by TeachNet Project participating schools can be found at: www.teachersnetwork.org/teachnet.

Teachers Network Policy Institute Fellowships. Each spring, New York City teachers are invited to submit applications for \$1,000 fellowships to participate in the Teachers Network Policy Institute. Teachers selected to become fellows in the Policy Institute: increase knowledge of major challenges facing the teaching profession through readings and discussions with leading policy experts; improve leadership skills; are recognized by the public and media; represent teachers nationwide as spokespeople for policy issues; participate in conducting action research; and become members of an online community of educators from across the country. Join us at: www.teachersnetwork.org/ntpi.

New Teacher Resources & Online Courses. For new teachers who are looking for support, help is only a click away at www.teachersnetwork.org/ntny. On this New Teachers, New York area of our site, you will find: online mentoring by experienced teachers; teacher-developed curriculum units and lesson plans; instructional advice; and, links to educational resources. You can also earn up to 40 hours of New York City Board of Education new teacher credits through our New Teacher Online Survival Courses—taken from the comfort of your own home or school via your Internet connection and e-mail account. Courses include: Strategic Lesson Planning, Classroom Management, Standards/Assessment, Teaching Methods, Families as Partners, Becoming a Professional, Identifying Resources, and How to Integrate Technology into Lessons. Course instructors are classroom teachers. The text for the courses is our best-selling New Teachers Handbook, written by teachers, for teachers. To register online, go to: www.teachersnetwork.org/newteachers.

Everything you always wanted to know about....



Teachers Network is based on the philosophy that teachers are the best teachers of other teachers, and that by connecting them, teachers will combine efforts to help students learn better. Our goals are to support teachers in designing their own professional development, to document and disseminate the work of outstanding classroom teachers, and to help provide teachers with the knowledge and skills to become leaders in their classrooms and schools.

What We Do

Teachers Network serves 28 national and international affiliates that have adopted one or more of our major program initiatives:

IMPACT II recognizes and rewards teachers through grants and networking opportunities. Disseminator grants enable teachers to further develop and disseminate programs that they have created in their classrooms. Adaptor grants allow teachers to adapt established disseminator programs. Teachers and their programs are networked and disseminated via catalogs, curriculum fairs, interschool visits, and our web site, www.teachersnetwork.org.

TeachNet seeks to improve student learning by helping teachers integrate new media into the classroom, through grants and a supportive network. Teams of teachers design, digitize, and publish curriculum, which is then disseminated within their schools and around the world.

Teachers Network Policy Institute ensures that the teachers voice is an integral part of the policymaking arena. The Policy Institute is a nationwide group of full-time teachers who are engaged in research and recommendations to connect educational policy with actual classroom practice, in order to improve student achievement.

Teachersnetwork.org offers resources by teachers, for teachers, such as: curriculum units, lesson plans, and projects; online discussion forums for teachers and teacher mentors; streaming videos, bringing new media into the classroom; New York City Board of Education-accredited online courses for new teachers, and college accredited graduate level courses for all teachers—check them out at www.teachersnetwork.org/courses; information about free and inexpensive materials for teachers; and links to educational resources.

Teachers Network Bookstore offers books, videos, and CD-ROMs. Check out the online bookstore at www.teachersnetwork.org/teacherstore, or call (212) 966-5582 for an order form.

For more information about the services and opportunities available through Teachers Network, please visit www.teachersnetwork.org.

ALL PHOTOS BY KRISTINE LARSEN EXCEPT FOR THIS PAGE: MIDDLE AND BOTTOM ROWS, AND FACING PAGE: MIDDLE ROW, LEFT, BY JOHN SCHAEFER



IMPACT II CATALOG 2001-2002

Creative Teacher-Developed Programs in the New York City Public Schools

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All grant proposals are reviewed by a committee convened for this purpose.
For this year's grants, the IMPACT II Review Committee comprised the following members:

Peter A. Paul	Teachers Network
Marilyn Siegel	New York University School of Education
Mary Clancy	M.S. 136, CSD 85
Catherine Donaruma-Canzoneri	P.S. 90Q, CSD 27
Nancy Wallach	UFT Teachers Center, P.S. 219, CSD 18

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IMPACT II Profiles

Calendar Creations

Curriculum Areas

Language Arts
Math
Technology

Grades

K-2 and 1st grade

More Information

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HOW IT WORKS

Calendar Creations is a highly enjoyable interdisciplinary program that helps students achieve performance standards in Language Arts and Math. The finished product is a literary calendar designed and produced by the students. In the Language Arts component of the program, the students read books from the N.Y.S. Standards list and then select their twelve favorites.

Working in pairs, the students create art pages for the twelve selected books. The pages reflect the main character or idea of each book. In the Math component of the program, the students master the various elements of a calendar. They learn the names of the months of the year and the days of the week. Computer lessons teach students how to lay out and then print the individual pages of the calendar.

Through hands-on calendar activities, the students learn about ordinal and cardinal numbers and concepts such as greater/fewer, before/after, and last/next. A Social Studies component of the program uses the calendar to examine important holidays and other significant dates throughout the year. Social Studies lessons can be created around various holidays and for the first day of spring, summer, winter, and fall. Finally, the Internet can be utilized to allow students to examine examples of calendars from other countries and the different holidays that the people in those diverse cultures observe.

THE STUDENTS

There are 26 first-grade LEP students from five different countries participating in the program. Language and intelligence levels vary. Calendar Creations' hands-on design allows all students to make a positive contribution to the creative process. This program can easily be adapted for any class on the K-2 level.

THE STAFF

Jodi Abrams has taught computer classes and ESL for fourteen years. In 1996 she became the Title VII Resource Specialist at P.S. 217 and was also in charge of curriculum writing. She presented and organized staff workshops that focused on technology and was involved with staff development for the ESL program and theories of second-language acquisition. She has also worked with the Common Sense/Penny Harvest Program and the school's Service Learning group for three years.

Chris Brady has taught ESL for 13 years and has been teaching first-grade ESL for the last five years. She works with children who come from countries such as Mexico, Russia, Pakistan, Bangladesh, and China, to name a few. Last year, Chris was a participant in the Title VII program. She was a previous recipient of an IMPACT II Disseminator grant.

WHAT YOU NEED

The program utilizes books on the New York State Language Arts Standards. The months of the year are introduced through Maurice Sendak's *Chicken Soup With Rice*. Eric Carle's *Today is Monday* introduces the days of the week. Access to a computer and to the computer program Print Shop Deluxe is necessary. Internet access is helpful, as is a laminating machine and a binding machine.

OVERALL VALUE

Calendar Creations is an exciting, visual hands-on program that results in a product created by and for students. The program incorporates literacy, art, math, and technology. It promotes language acquisition and helps the students become comfortable using the computer, in addition to helping students achieve performance standards in Language Arts and Math. It also empowers students by allowing them to select their favorite books for use in creating their own calendar.

Math and Literature Connection

HOW IT WORKS

Working within the mathematics curriculum, this program utilizes stories that coincide with the topic being taught. For example, when teaching students about polygons and their traits, the book *The Greedy Triangle* by Marilyn Burns is a good story to read. It tells of a triangle, unhappy with its shape, that keeps adding angles and lines until it doesn't know who/what it is. The math vocabulary is included in the story as well. For literacy, a discussion of the story and its moral can be a definition of this genre. For a relevant writing exercise, the children write a story with the same moral. And the story touches on the concept of self-image—an important one for young individuals.

This program can be done by the teacher working in the confines of the classroom curriculum. An interdisciplinary program makes time for all subjects during the day. It gives the teacher and the students more flexibility in the day's schedule because all areas are planned in an economical way. Another way to work the program is to have the pairing of staff—one as the literacy teacher and the other as the math teacher. During the day these teachers switch classes to work the subject area of their expertise. In this way, the students receive instruction in subjects with master teachers of that subject.

THE STUDENTS

The students participate actively and control the learning process with hands-on lessons. The explorations lend themselves to cooperative learning groups, with students having a final product such as a completed activity sheet, an art piece, or a response to the lesson that comes from the groups' participation. During literacy time, the story can be used to work on some form of creative writing, a grammar lesson, or a reading skill. This too can be in reading groups or during full class participation.

THE STAFF

Doris Abraskin has taught in District 18 for the last 11 years, starting with a Title I program and doing staff development. She went on to become the Staff Developer for the district three years ago and is now Math Staff Developer for third and fourth grade at P.S. 219. She has been at the Discrete Math Institute at Rutgers University since 1995 and does staff development workshops. She also trains teachers in Southern New Jersey and has developed workshops in discrete math.

WHAT YOU NEED

Literature that coincides with the math curriculum is an important part of this program. Calculators are used with the lessons as well as math manipulatives. All the supplies are necessary to make the math more interesting and fun for the students. For example, use marshmallows and straws to form plane and solid geometry figures. This lesson goes with the story *The Greedy Triangle* by Marilyn Burns (Scholastic, Inc.). A computer for the word processing is also required.

OVERALL VALUE

This program is a great way to integrate subject areas. It allows the classroom teacher to work with interdisciplinary lessons so that the children learn that all areas can be worked together. Allowing the children to learn by exploration gives them confidence in their math skills and the experience to communicate. This program covers all math and literacy standards for New York City and New York State. A bibliography is available on request.

Curriculum Areas

Mathematics
Language Arts
Technology

Grades

K-5

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A Scientific Slide Show

Curriculum Areas
Science
Language Arts
Technology

Grades
4-8

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HOW IT WORKS

A Scientific Slide Show is a program that teaches a myriad of skills. It takes quite some time to complete because it is so involved. For example, students will be taught to save their work onto the network in the computer lab. This is one whole lesson in itself. The children are walked through this process step by step.

THE STUDENTS

The entire fourth grade, approximately 136 children, is working on the same project. I meet with them in the computer lab and in their classrooms. There are many different levels of achievement within this group, from non-English ESL students to those tested in the spring in Science. This program can be adapted by other grades according to the needs of the student.

THE STAFF

Loula Allain has been a teacher in the New York City public school system for nine years. She has worked mainly with fourth-grade students. She is currently the computer coordinator/staff developer for her school. She still meets with classes regularly and runs workshops for her school on a monthly basis.

WHAT YOU NEED

The computer lab is a room filled with 32 computers and two printers. The children use their assigned machines. They may do the research by using the Internet, encyclopedias, or books in the library. The necessary software is Apple Works 5.0.

OVERALL VALUE

In our schools we need to use our time wisely, therefore we need to creatively combine lessons we teach. A Scientific Slide Show provides this opportunity for you. It combines science, technology, and writing a research paper all in one. Not only are your students becoming proficient word processors and researchers, but at the end of the program they will also be in sheer bliss while presenting their slide show. Several New York State Standards are addressed, as students read and understand informational materials; produce a report that includes appropriate facts and detail; independently demonstrate an understanding of the rules of the English language in written and oral work; and analyze and subsequently revise work to improve its clarity and effectiveness.

Turning the T.I.D.E.

HOW IT WORKS

Turning The T.I.D.E. (Teaching Internet Development Education) works by pairing up kindergartners with fifth graders to help the younger students to learn how to use the computer and PowerPoint. The kindergartners are taught how to go onto the Internet and browse different sites to get pictures of items they need for their PowerPoint presentation and journals, or to use clip art graphics for multimedia presentations using PowerPoint to create a template that they can use for presentations. They create cards where the pictures are placed relating to the alphabet: A-apple, B-boy, etc.

THE STUDENTS

The program was started with one fifth-grade class of 24 students and one kindergarten class of 18. Groups of four, in pairs of two, were worked with at one time, or four fifth graders or four kindergartners, depending on the schedule. They met two times a week for 50 minutes in the classroom or the lab, depending on wherever they had access to the Internet.

THE STAFF

Zina Burton-Myrick is the Technology Instructional Specialist (TIS) at the Harriet Tubman Learning Center and has been teaching for 13 years. She started the program Turning the T.I.D.E. two years ago when she taught ESL. She continued last year when she had a fifth-grade class and taught them PowerPoint. She decided to build on the program when she became the TIS and started working as a mentor with a kindergarten teacher. She received an IMPACT II Adaptor Grant in 1988 for a literacy project. She also won a Polaroid Contest— 'My Teacher and Me'— in 1990, and conducts parent workshops in technology.

WHAT YOU NEED

Management strategies for computer, demonstration, and room arrangement are the key. The classrooms should be set up in clusters of four. Internet access is needed, as is Microsoft PowerPoint and Word. There are various technology organizations that provide PowerPoint training for teachers, as well as Project Smart workshops through the Board of Education. It is helpful to have a paraprofessional to help with the kindergartners for this program, but it is not necessary.

OVERALL VALUE

The best feature of this program is that children can learn independently or cooperatively at their own rate. There is no failure with the program and self-esteem is boosted. Children get to show their creativity, talent, and skills by teaching younger students. 'Each one, teach one!' The learning standards addressed by this project are Learning and Self-Management Tools and Techniques (A4a) and Tools and Techniques for Working with Others (A5).

Curriculum Areas
Technology
Language Arts
ESL

Grades
K-12

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Let's Get Crabby

Curriculum Areas

Science
Technology

Grades

2-4

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HOW IT WORKS

The children read the book *A House for a Hermit Crab*, written and illustrated by Eric Carle. This program is one aspect of a wider unit third-grade students do on invertebrates. Previous lessons are examinations of earthworms and crickets. In this lesson students work with a millipede and a hermit crab to continue the comparisons. The first group of students log on to: galexo.com/crabs and complete their quest sheet. The other students examine a hermit crab and millipede and complete their lab sheet.

The instructional purpose of this program is to meet Life Science Concept Standards, namely understanding the characteristics of an organism and its environment. Even though students will only have a hermit crab to study in person, the Internet allows them to learn about a wide variety of crabs.

THE STUDENTS

Let's Get Crabby is designed for five third-grade classes of 28 students each. The range is from above grade level to well below grade level. The students have no extensive technical background and each class meets once a week for 45 minutes. The classes normally meet in their classroom but for this lesson they met in our media center. The program can easily be adapted to other ages and achievement levels by modifying the quest and lab sheets or using only one. I don't see how this program could be used by more than one class at a time, especially since live animals are being used. This program meets the needs of all learners in the classroom because it is multi-sensory and the tasks can be modified to be challenging to those that need the challenge and doable by those whose skills are below grade level.

THE STAFF

Teresa Caliri Olya has been teaching since 1978, and has taught grades K–8. This is her first year as a science cluster teacher. She has received five UFT mini-grants, a Staten Island

Reading Association mini-grant and a SCAF grant from Common Cents' Penny Harvest. This program can be done without assistance.

WHAT YOU NEED

This program requires enough computers for half of the class to work comfortably. If you don't have enough, the students can work in pairs. The other students work at a table with the hermit crabs and millipede. The computers must have Internet access and students need their lab sheets and pencils. You will need to purchase a couple of hermit crabs and set up a home for them. You can use a millipede but this unit could stand alone without it. You will also need to make copies of the quest and lab sheets as well as obtain a copy of *A House for a Hermit Crab*.

OVERALL VALUE

The children enjoy working on this program so much, they retain much more information than if someone stands in front of a classroom and lectures to them. Their enthusiasm is such that they cannot wait to do another 'lab' online. Having one web site eliminates the search process and makes the collection of data a great deal easier. Teachers will want to adapt this for the classroom because by focusing on finding main ideas, it teaches the students how to teach themselves.

This program also meets several of the New York City Performance Standards in Science by developing the students comprehension and technology skills, as well as having them work separately and in teams to gather knowledge from multiple sources.

Plymouth Colony— Beyond the Turkey

HOW IT WORKS

Plymouth Colony—Beyond the Turkey is an interdisciplinary program incorporating art, language arts, social studies, and technology to create an understanding of the historical concepts surrounding the formation of Plymouth Colony. Students become familiar with the lives of the Pilgrims and the Wampanoag of Southern New England by taking on the perspective of actual historical persons. They use a variety of resources including, but not limited to, books, the Internet, primary resources, community experts, trips, and artifacts.

At the heart of the study are the student-created journals and role-playing activities that give students the unique opportunity to immerse themselves in the lifestyle and culture of 1620s colonization. Students identify with their characters through a historical fiction chapter-length Read Aloud (*The Diary of Remember Patience Whipple* by Kathryn Lasky) as well as by building a replica of the original Plymouth Plantation.

In building the plantation, students are broken up into cooperative groups based on points of interest (landscape, fields and animals, houses, and the common house and gardens group.) These groups work together to research the architecture and the materials used at that time as well as the livestock, crops, and terrain. Through inter-group discussions and found materials, they bring the village to life!

THE STUDENTS

Class size can range from 25-32 students. This program is appropriate for a diverse learning population and can be adapted to suit the needs of your students.

THE STAFF

Ilana Dogim has been teaching the fourth grade for three years, and has also taught the fifth and sixth grade. She has served as a grade leader and was responsible for organizing grade-wide trips as well as meeting with administration to facilitate the needs of the other fourth-grade

teachers. In addition, she has collaborated with colleagues in piloting new methods of assessment and creating original curriculum. Ilana participates in both Project Math and Project Read, where she provides intervention for at-risk students.

Colleen Cruz has taught the fourth grade for five years, and has served as a math grade leader for three of those years. She has been a principal writer on citywide curriculums for both Language Arts and Science, and was involved with the assessment piloting program with Ilana as well as creating original curriculum. Colleen was a member of a leadership group at Teachers College/Columbia University and continues to be involved with the Reading and Writing Project. She also works with at-risk students in both Project Math and Project Read.

Both Ilana and Colleen have been teaching this curriculum in their classrooms for the past two years.

WHAT YOU NEED

This program requires eight to ten weeks, meeting three to four class periods each week. Primary resources connected to the time period, as well as trade books, artifacts, and building materials for the village re-creation are necessary. A computer with Internet access is helpful but not necessary.

OVERALL VALUE

The students learn the underlying dynamics in building a community and the philosophies that were instrumental in the creation of our country. They practice their cooperative learning skills while gaining insight into the struggles of actual historical figures. The students are also able to juxtapose two very different cultures and study the evolution of their relationship. This program fulfills New York State Standards for American History, and also fulfills Language Arts Standards in the creation of narrative writing.

Curriculum Areas

Social Studies
Art
Language Arts
Technology

Grades

3-6

More Information

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Ilana Dogim



Colleen Cruz

Project Greeting Card

Curriculum Areas

Language Arts
Art
Technology

Grades

3-5

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HOW IT WORKS

Project Greeting Card is designed to give fourth-grade students a fun and meaningful way to study poetry and prose while improving writing and reading skills, and working collaboratively while learning about graphic designing.

The students complete a six-week unit on poetry and prose studying their favorite authors such as Shel Silverstein and Jack Prelutsky. They research their poet using a CD-ROM encyclopedia and the Internet. Following the poetry, the children study the 'genre' of greeting card business. They learn how to use the computer to create customized holiday cards for a special someone. The students use the software Print Artist and Shop and learn to word-process using Microsoft Word. They will work with their teacher and with the school's art and computer teachers to learn about illustration, graphic design, and scanning, and how to download art from the Internet and graphics programs. They create original cards with their own poetry and prose.

Project Greeting Card will provide the opportunity for the older students to share their new skills and knowledge with a younger student when they design, create, and share a special birthday card for the younger student and deliver it on the child's birthday.

THE STUDENTS

The students suitable for this project are third, fourth, and fifth graders, ages nine through eleven, but the program can be adapted to lower and upper grades.

THE STAFF

Dina Galanti is a fourth-grade teacher at P.S.52. Through her years of experience and many graduate and in-service courses, she has gained the knowledge and skills needed to develop and implement Project Greeting Card.

She has been doing this program for a year. It can be done without assistance, but volunteer parents would be of help. Working collaboratively with subject teachers is a plus.

WHAT YOU NEED

A computer with Internet access, a printer, good quality paper, samples of greeting cards, and graphics program such as Print Artist are necessary, along with a CD-ROM encyclopedia and Microsoft Word.

OVERALL VALUE

This is a fun and exciting way for students to study and use poetry, improve language arts skills, and develop computer literacy. The children take great pride in creating their special cards for their special person. Several English Language Arts Standards are addressed. The students read and comprehend at least four books on the same subject, or by the same author, or in the same genre; read and comprehend informational material; write and produce a response to literature; and participate in one-to-one conferences with the teacher.

Architecture Has Made Us Great

HOW IT WORKS

Architecture Has Made Us Great is an interdisciplinary project that helps students become more aware of the architectural environment around them, thereby enriching the Social Studies curriculum as well as their own cultural appreciation. In the classroom, architectural terminology is defined and then viewed during neighborhood walks.

The students participate in hands-on experiments to help them learn about such scientific concepts as force, push, pull, leveraging, and support. A teacher-made research packet helps the class become aware of historic sights as the Great Wall of China, Stonehenge, the Taj Mahal, and the Parthenon. Students then 'adopt' a building in New York City and, with the aid of the computer, go on virtual tours of the historic buildings and research the buildings they are investigating.

Students turn in photos taken of themselves at their adopted building and of the architectural elements they view. These photos, along with their research, are then turned into a class video with a class-written theme song. The culminating activity of the program involves the creative use of art material and their newly acquired knowledge to construct their own skyscraper of the future.

THE STUDENTS

Architecture Has Made Us Great is designed for a fourth-grade class with gifted students. However, it can easily be adapted to include ELL students, Resource Room children, and students with average abilities as part of any Social Studies curriculum. The various activities in this program are ideal for whole-group instruction, small cooperative groups, and individual tasks.

THE STAFF

Pamela Gillman-Levit has taught in the New York City public school system for thirty-three years. She has taught all levels of students and

is currently teaching in the Sigma program in District 21. Her long association with Project Smart and B.A.C.A. has helped to inspire this interdisciplinary program.

WHAT YOU NEED

This program requires at least ten class periods to complete. Teacher-made copies of the Historical Architecture Coloring Book can be furnished upon request. A computer with Internet connection, a digital camera, and video camera are necessary. Word-processing skills and a familiarity with Internet resources and researching is vital to the completion of the program.

The following sites were useful in the creation of the program:

www.digitalcity.com

www.enchantedlearning.com/greatwall

www.london.com/tower

OVERALL VALUE

The great buildings and structures of the world around us are representative and indicative of our cultural growth and development. This highly motivational program provides a meaningful experience that enables students to become acquainted with architecture. Architecture Has Made Us Great provides captivating images and information about structures near and far as students learn to appreciate their surroundings and begin to understand the world that they live in. This program will underscore the relationships between architecture, language arts, science, art, and a greater world understanding. Students will leave this program challenged, enriched, and encouraged to explore the world around them.

Curriculum Areas

Social Studies
Science
Technology
Language Arts
Art

Grades

4-6

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Let's Go Shopping

Curriculum Areas

Mathematics
Technology

Grades

1-3

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Sklar



HOW IT WORKS

In **Let's Go Shopping**, the students set up a classroom store. This gives them insight into the concept of ownership while they develop their mathematics and problem-solving skills in a socially interactive fashion. The students bring in items to be sold (empty boxes, cans, etc.) and determine the pricing with specific guidelines determined by the teacher according to the level of the students and the skills to be taught. Prices can be altered during the year to fit the curriculum and as the students' skills increase. Merchandise can also be varied. The students sort items into categories and discuss the jobs and responsibilities of the store employees.

A 'Grand Opening Sale' is held and the shopping experience begins. Students assume different roles, assigned and rotated by the teacher. They also act as bookkeepers that record and solve relevant problems in their notebooks. The customer is given a wallet or canister with a predetermined amount of money and a shopping list. The customer sorts the money, and the class and the customer count the money and compare answers. Information needed to solve the problem is brainstormed and organized into columns in the students' notebooks. The customer proceeds to the store and a clerk helps him/her locate the items to be purchased. The cashier adds the cost of each item on the cash register and the head bookkeeper at each table uses the calculator to do the same. The children at their seats record and solve the appropriate number story in their notebook. The customer pays the cashier by counting out the money.

THE STUDENTS

The difficulty of the problems can be adjusted to fit the needs of the students and focus on the math skills being covered. The concept of competitive pricing can also be introduced. Problem creation can be used as an enrichment activity. Students can make up their own story problems

to use during lessons or center time. Integration of the writing standards is also possible. Students can write a narrative account about going shopping, or a narrative procedure explaining the solution to a problem, or even an informational report.

THE STAFF

Florann Greenberg has been teaching first grade at P.S. 14Q for for the past 14 years.

WHAT YOU NEED

Materials can be kept simple. Empty bookshelves or a cardboard prefabricated supermarket can be used. Items to be sold are brought in by the class. The toy cash register, approximately six calculators, real coins, and punch-out coins are all easy to acquire.

OVERALL VALUE

This program makes learning the necessary skills to meet the N.Y.S. Standards more practical and meaningful by demonstrating their importance. Students learn about money, using addition, subtraction, multiplication and division, and other problem-solving skills. Student interaction is inherent in this activity. Students also develop their self-esteem and have fun in the process.

Coming to America

HOW IT WORKS

Coming To America teaches students about the history of immigration in the United States: how it has affected the population of our country, and how it continues to change and influence its development. We learn about the many different groups of people who have left their country of origin for the United States. We explore some of the reasons someone might be compelled to come to America, leaving their past and perhaps their possessions and family members behind. And we discuss the different feelings that a new immigrant to this country might have, as well as what a person might experience upon entering his/her new home. Students also get a chance to discuss and explore the backgrounds, experiences, and stories that are part of their own family history.

During this program, students read literature and respond to it in writing, artwork, and discussion. They conduct research on the Internet using non-fiction sources, write reports and narrative accounts, and interview immigrants. They take part in an imaginative role play in which they pretend to be an immigrant family—designing and measuring suitcases and deciding which items would be most useful in their new country. Students also role-play dealing with all the procedures of immigration, step-by-step, in a mock Ellis Island setup; and they create graphs and charts using computer applications (Kid Pix) and go on a field trip to Ellis Island.

THE STUDENTS

This program is appropriate for grades three through nine, with the reading level of the literature varied according to grade level, and it can be used with small groups or larger ones that are divided into cooperative groups. It addresses all learning styles including visual and kinesthetic, and audio learners can be utilized cooperatively, so all levels of achievement and learning abilities can be accommodated.

THE STAFF

Frances Hidalgo is the teacher of a third-grade integrated class at P.S. 164 Caesar Rodney School in Brooklyn, New York. She was a literacy cluster teacher last year. This is her first year teaching in a classroom and the first year the program Coming To America has been used.

WHAT YOU NEED

Coming To America can be implemented in any classroom-type setting. Computers (one for each cooperative group is suggested) are needed as well as Internet access. Since the program relies heavily on a literature impetus for all activities, trade books with immigration themes are very important. The books are chosen according to the class population for that year. We are located in a neighborhood with a large Jewish population, so we also choose books with themes that deal with Jewish immigration.

OVERALL VALUE

This program utilizes many web sites about immigration that the children visit to perform research and to generate ideas. It also includes interviews with parents who have immigrated, as well as a field trip to Ellis Island.

Coming to America addresses the curriculum areas of Social Studies, Mathematics, Science, and Art. It uses technology in the form of Internet research, incorporates illustration programs and spreadsheet/chart applications, and provides a subject matter that children can easily identify with. And exploring their own family history and perhaps their own personal experiences with immigration can have a positive effect on the students' self-esteem.

Curriculum Areas

Social Studies
Math
Science
Art
Technology

Grades

3-9

More Information

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In The Trenches

Curriculum Areas

Math
Social Studies
Technology

Grades

7-8

More Information

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HOW IT WORKS

In the interdisciplinary program **In The Trenches** students are immersed in the study of World War One. Under the guise of a game, the students are divided into two teams: The Allies and the Central Powers. Each team must work and learn together.

In Math class, several kinds of maps are made. Students then use their critical thinking skills to help them judge the accuracy of their work. The final map is one that divides the classroom into an X and Y axis. In Social Studies class, the causes of the war are compared to present-day global conditions. The students compare their lives and alliances to the ones in effect during the war. In Language Arts, they read from literary classics about World War One such as *All Quiet On The Western Front* by Erich Maria Remarque. They keep a war journal where they imagine themselves to be soldiers. They send home personal letters to loved ones describing classroom progress. The students also send business letters to the commanding officer (the teacher) to complain about conditions.

Finally, in Art class, the students construct their team's trench. The research each team has conducted both on the computer and using other sources plays a big part in design. The closing is a simulated war, a variation of several non-violent games.

THE STUDENTS

The program was designed for an eighth-grade class containing 11 students in a school for severely emotionally disturbed children. There are four computers in the classroom used for research on the Internet as well as word processing and basic presentations. There is one classroom paraprofessional and one crisis management paraprofessional. They receive computer lab instruction for two hours and fifteen minutes a week and classroom computer instruction, on average, another 10 hours a week.

THE STAFF

Sheldon Jonas has been teaching seventh and eighth grade at P009Queens for four years. He has led the In the Trenches program for the past year. Sheldon is the staff editor of the student newspaper, the chairman of the student council election committee, and the organizer of all the poetry contests. He has led staff development training in effective read-aloud techniques and in integrating social studies across the curriculum.

WHAT YOU NEED

Computers with Internet access and word-processing programs are needed. To do this program with a minimum of supplies, you can simply use a tape measure and a roll of tape to make an X and Y axis on the classroom floor. You will also need some graph paper. The other parts simply have to be well researched.

OVERALL VALUE

This program combines many diverse subjects under one umbrella. The study of coordinates becomes interesting when utilized in playing a game. Old classics become fresh when you are imagining yourself as one of the characters. Cooperation is not a dirty word when you are doing it to win a game.

The Mathematics Standards of M2b, M2i, M2j, and M2k are addressed in the graphing and gridding of the classroom. The creation of the maps falls under State Standard M4a of organizing and displaying data. The entire Problem Solving Standards from M5a to M5d are included in the lesson to discover the center of the classroom. Management and planning are used throughout the course of study (M8d), as well as being able to measure accurately (M6d), and being able to convert with ease between like units (M2h).

Art History/Painting

HOW IT WORKS

Art History/Painting provides students with a framework for understanding how and why a stylistic movement in art (e.g., Impressionism or Surrealism) develops. Students discover how the work was done by doing it themselves. The various changes and innovations that have occurred over time and in a specific movement are covered and discussed. Students learn to develop original sketches, adapt a particular painting technique, and become familiar with various mediums through hands-on experience. Youngsters begin to develop an inner dialogue through painting application, which enables them to articulate varying concepts and ideas.

Students first research the topic 'Surrealism' and then narrow it down to the work of Renee Magritte. Ultimately, they develop a unified surreal painting in an asymmetric layout using realistic color in four values. During the preliminary stages, students go online to view and read about Magritte, Salvador Dali, and Yves Tanguay. They obtain background information on the Surrealist movement, view examples of each artist's work, and make color prints as a reference for developing their sketches. Students then do the reading assignment, which is followed by a group discussion. Next, students develop sketches and, once approved, they begin planning out their actual painting. Producing this painting is the final and most-involved part of the process, lasting four weeks and 20 class periods.

THE STUDENTS

On the average there are 34 students in Art History/Painting. All have had at least one semester of basic art class prior to this course. Students meet five days a week for one to two semesters in the art room. The program can be adapted for other age groups in a more simplified form. It would work best in a smaller group or possibly two groups of 20 at different times.

THE STAFF

Judith Korn is an artist with a teaching background in Art and Special Education, and an M.F.A. degree in painting and printmaking. She has had extensive course-work in Art History, which has been further informed by national and international travel and studies. She has taught Art History for two years.

WHAT YOU NEED

An art room is adequate for this curriculum. It would be ideal to have a computer with color printer and Internet access on hand. There are two to three field trips per semester. Necessary supplies include acrylic paints, assorted brushes, canvas, stretcher frames, and palette knives. Guest speakers such as working artist/painters provide another motivational tool and are a welcome addition.

OVERALL VALUE

Art History/Painting is an extraordinary program fostering development both conceptually and artistically. The reason this program is challenging, exciting, and enriching lies in the hands-on approach. The use of various painting techniques allows for a visual presentation through understanding, application, and concept. Students develop skill at researching and locating artwork and background information.

By utilizing technology, students are able to view many examples of artwork that they would probably never otherwise come in contact with. Their overall learning achievement is stimulated on cross-curriculum levels. Various New York State Department of Education Standards are met, as the students encounter and learn important things about both great art and themselves through their own creative work.

Curriculum Areas

Art
Technology

Grades

11-12

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E Pluribus Unum

Curriculum Areas

Social Studies
Technology

Grades

K-5

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HOW IT WORKS

One objective of **E Pluribus Unum** is to see how our nation has evolved from the original thirteen colonies into what it is today. People from all over the world with many different cultures and languages come to the U.S. and form one country.

We first read, discuss, and review *If You Lived In Colonial Times* by Ann McGovern and take a trip to Historic Richmond town in Staten Island to see how early Americans lived. Then every student picks a state they would like to learn more about. They use different research tools, such as the software programs Talking Map USA and Where In The USA Is Carmen Sandiego?, which provide information on every state. They also learn how to search the Internet for information.

The students then write a report on their state. They search the Internet (www.yahooligans.com) to learn how to write letters to obtain information about other states. The excitement is great when the replies come in from all over the country. They share the maps, fact sheets, and pictures that are received, and learn how to make a spreadsheet with the names of state governors, capitals, flowers, and birds. They then read *If Your Name Was Changed At Ellis Island* by Ellen Levine, which comes with a software program that shows what it was like leaving one's home for a new place. The students then write of their own experiences in coming to America. They explore the origin of the motto *E Pluribus Unum* (Out Of Many, Comes One), which is found on our coins, and research the lives of Susan B. Anthony and Sacagawea, the women featured on the dollar coins. All of their work is then laminated and bound into a book that stays in the school as a memento of their accomplishment.

THE STUDENTS

Our school is an urban school with over five hundred students and many special education classes. We are working very hard to bring our

reading level up, and it is climbing. Many of our students are newly arrived Americans. A multitude of languages are spoken at home including Bengali, Spanish, Arabic, Russian, and the Slavic languages.

THE STAFF

Katarina Kupfer has been teaching for sixteen years, the last six of them as a computer teacher. She feels strongly about integrating different curriculum areas with technology. She designed her school's web site and is currently participating in a peer review class.

WHAT YOU NEED

For this program we use computers with Internet capability, a scanner, digital camera, software, multimedia encyclopedias, and sets of the books, *If You Lived In Colonial Times*, by Ann McGovern, and *If Your Name Was Changed At Ellis Island*, by Ellen Levine, which includes a software package. Other software programs are The Cruncher, Talking Map USA, and Where In The USA Is Carmen Sandiego? We also use word-processing software such as Student Writing Center and Word, and for graphics, Print Shop Deluxe and Kid Pix.

OVERALL VALUE

Working on this interdisciplinary program gives students a chance to explore different facets of American history, culture, government, and geography, with technology integrated into every phase of the project. Whether it is doing a search on the Internet, viewing software, or putting together a report, technology is integral. The culminating book is something concrete to bring it all together. You can also create slide shows with HyperStudio and a digital movie with a camcorder. Teachers enjoy working on this project because there are no boundaries.

Art of the Orient: Chinese Scroll Painting

HOW IT WORKS

Art of the Orient: Chinese Scroll Painting is an interdisciplinary program using the Social Studies curriculum as an impetus to Fine Arts lessons. Students study the cultural background of the Orient during Social Studies periods, while working on their Chinese scroll painting in their Art class. During class discussions, students share ideas about the important cultural contributions the Chinese have made in our society. Through readings and web research, students discover that it is the Chinese who are credited with the invention of the kite and compass, and how meditation and religion influence their art.

We begin with a reading comprehension assignment using the textbook *Understanding Art* by Mittler & Ragans. Students are introduced to scroll paintings and learn that they are long rolls of illustrated parchment that are hung or read like a book. Through further investigations, and as homework assignments, students are asked to explore a variety of web sites, including a virtual tour of Chinese paintings at the Metropolitan Museum of Art: www.metmuseum.org/explore/chinese/html_pages/elegant3.htm.

Students begin sketching ideas for their own scrolls, using the Chinese themes of landscape, flowers, bamboo, dragons, and birds. They begin to study pictographs and practice the art of Chinese calligraphy. Using watercolor as their art medium, along with pen and ink, students creatively design an original Oriental scroll painting illustrating a theme based on nature. Completed painted scrolls are mounted on wooden dowels and hung with string. A classroom gallery of Oriental art is displayed for final evaluation and class visits.

THE STUDENTS

Two sixth-grade major art talent classes participate in this program. The students meet in the art room four times per week, for forty-minute periods. This program can easily be adapted for other grade levels. Library visits are scheduled at the beginning of the lesson.

THE STAFF

Lori Langsner has taught Fine Art on the junior and middle school level for the past 22 years. She has been voted Teacher of the Year and is affiliated with Teachers Network, with many of her lessons published on their web site. With Dr. Pat Shea-Bischoff, she recently completed a streaming project, *Monsters and Myths*, which can be seen at www.teachersnetwork.org/media.

WHAT YOU NEED

A school library setup with a computer featuring Internet access is necessary. Students may use home-computer Internet access as well. The art room has large worktables with an art supply and storage closet. Photocopies of 'pictographs' are teacher-made.

Required materials include 6"x 9" white rice paper, pencils, watercolor washes, black India ink, paintbrushes, water cups, newspaper, dowels, string, wallpaper, and glue.

OVERALL VALUE

Art of the Orient: Chinese Scroll Painting lends itself easily to many subject areas. Students are given the opportunity to explore web sites and actual museum collections. Through reading and responding to new information, and through analysis and interpretation, students are able to create their own works of art in the authentic Chinese style. They have valuable discussions and gain insight into the art of the Orient.

Standards addressed include: Creating and Participating in the Arts, Knowing and Using Art Materials and Resources, Responding to and Analyzing Works of Art, and Understanding the Cultural Contributions of the Arts.

Curriculum Areas

Social Studies
Language Arts
Art
Technology

Grades

6

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Just So Stories

Curriculum Areas

Language Arts
Technology
Social Studies
Art
Science

Grades

1-8

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HOW IT WORKS

Just So Stories is an interdisciplinary, interactive student-centered program that taps into the Multiple Intelligence philosophy and allows students to excel in a variety of activities.

Students read and discuss *Just So Stories* by Rudyard Kipling, an English writer well known for his unique style and originality of ideas. Spending most of his childhood in India, the author was always fascinated by its amazing fauna. This program invites children to study animals of our continent and create original stories with accompanying poems and illustrations done in Kipling's style.

It starts with a trip to the museum and continues in the classroom where, with the help of technology, groups of students conduct research on selected animals and produce reports featuring these animals. They also study Kipling's biography and analyze his prose, poetry, and art. Then, working with a partner, students create and illustrate their own original stories. Sharing, editing, and peer- and self-evaluation take place simultaneously. Finally, the students publish their stories and make their own books.

Using technology as a tool and a resource enables students to achieve remarkable results. The software applications Animals, San Diego Zoo, and Animals in their World, as well as web sites related to the specific topics, enable students to find information in an efficient, productive way. A camera and a video camera are desirable components of the program since they help document the steps of the learning process. The photographs and videos are great illustrative additions to the written and verbal reports and presentations.

THE STUDENTS

This program was initiated in grade five of a dual-language gifted class, but students of all grade levels with varying technology backgrounds and learning styles can participate. Groups, individuals, or full classes can work throughout the school year.

THE STAFF

Karina Maceczek has been teaching bilingual and ESL classes at P.S. 200 for nine years. She is currently teaching the Globe Program, which is designed to meet the intellectual, social, and cultural needs of gifted Russian bilingual students attending District 20. Karina is presently involved in curriculum writing for the Globe Program and for the Board of Education. She also contributes to the Action Research Project and the D&D Project conducted by Brown University.

WHAT YOU NEED

The program requires a class trip to the Museum of Natural History. In the museum, students will need worksheets for note taking, paper for drawing (12" x 24" in order to make pages for a Big Book), and charcoal pencils. A camera and video camera are a plus for documenting the steps of the creative learning process. A class set of *Just So Stories* is also required, and students need access to research software and at least one classroom computer and a printer.

This project can be also done in cooperation with the school computer lab. Software applications include Grolier's Encyclopedia, Animals, San Diego Zoo, and Animals in Their World.

OVERALL VALUE

This program offers a great opportunity to teach students how to create original fictional stories and poems, and how to illustrate and publish them. The close links between subject areas make the learning process meaningful and valuable. The program exposes the students to innovative strategies and methods of teaching and learning.

Foods That Grow Underground

HOW IT WORKS

Foods That Grow Underground is an interdisciplinary program based on science which effectively integrates math, language arts, and technology. It is designed to give students with disabilities a way to experience science as a hands-on exploratory process in a cooperative environment. Second graders learn the ways underground foods are produced, how temperature affects their growth, and the changes that take place when they are cooked. They learn about vegetative production by planting and observing the growth of underground foods: as plants from bulbs, stems from roots, and eyes from potato seeds. Information about these foods is obtained from the Internet and encyclopedias.

The unit begins with planting white potatoes in the classroom. The children observe the potatoes before they grow eyes, and compare them with potatoes that have grown eyes. The students also engage in research on the Internet and learn the rudiments of typing. The reports are divided among the students. Lessons on onions, garlic, sweet potatoes, and carrots are taught. The children make a field trip to the local supermarket to investigate and compare the prices of these foods. They also make several trips to the P4 garden to transplant the young plants. Here the goods develop for harvesting. Through this program, students learn that they can create a garden almost anywhere, and have the opportunity to experiment and make predictions about the results.

THE STUDENTS

The students are second graders. The class is a SIE V11A (Specialized Instructional Environment) with severe emotional difficulties. The classroom has two computers, one with Internet access. Prior to this program, the children had no formal training in typing or using the Internet. Students work cooperatively to perform tests and record data and information. This program can be adapted for all grades and for varying needs and achievement levels.

THE STAFF

Carol Mangra has taught in the SIE V11 program for eight years, during which time she has taught many grades. For the past four years, she has enjoyed teaching second grade, and is committed to developing curriculum areas for this population. This is the second year that she has used Foods That Grow Underground. In order to carry out this program, the assistance of a paraprofessional is needed.

WHAT YOU NEED

The program requires two computers (iMac and Power PC). One must have Internet access. The necessary software is Student Writing Center and ClarisWorks. You will also use conventional encyclopedias. In addition, you need planting material (seeds, bulbs, and potatoes) and cooking utensils (a pot, spoon, and hot plate). The computers are set up on a table in the classroom. Books are available from the class library and the school library.

There is a class trip to the local supermarket and a garden. You may invite a guest speaker from the Brooklyn Botanic Garden. A good source for obtaining information about this is www.gardenersnet.com/vegetables/carrots.htm.

OVERALL VALUE

This program gives the opportunity to experience science as a hands-on, exploratory process. It enables the student to achieve success and increase his/her self-esteem. Through the use of the computer, the students get a quick source of information. As their self-esteem increases, their inappropriate behavior decreases.

Curriculum Areas

Science
Math
Language Arts
Technology

Grades

Early Childhood

More Information

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Self-Expression Through Poetry

Curriculum Areas

Language Arts
Technology

Grades

2-6

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HOW IT WORKS

Self-Expression Through Poetry is a multiple-intelligence interactive student program that involves interdisciplinary learning in reading, writing, and oral presentation using word-processing software. This instructional software program helps students in writing their own poems as well as giving them an opportunity to present the poems orally in front of their class. While doing so, it instructs the students on how to incorporate computer technology in their class projects. The class meets every day in the classroom and students have been previously trained by the school technician to work on computers.

To introduce the topic of Self-Expression Through Poetry, the teacher demonstrates the techniques used to develop an understanding of poems. A child's poem is read to the class and, substituting various nouns and adverbs in the poem, the teacher develops his/her own rendition. The students are instructed to assist and enjoy doing so. A large array of poems is then distributed to the class. They are asked to pick out poems that they relate to and transpose them and give an oral presentation in front of the class. Photographs are taken.

During the second phase, they draw pictures for the front cover of a poetry booklet that they will compile. They unanimously choose an appropriate cover. They use Kid Pix software to develop a pictorial context. Finally, they collect the information into a booklet called Child Magazine to be presented and sold at the presentation before their parents. Donated funds for the booklet will go to a charity.

THE STUDENTS

Thirty fourth-grade students participated in this class program, but it can be adapted to second through sixth grade students, and can be used with both large and small groups. Students with limited English proficiency build computer and writing skills. This builds motivation for learning.

THE STAFF

Dr. Patricia Missick is presently a staff developer and teacher at P.S.2Q, the Magnet School of Interdisciplinary Learning. She is a professional opera singer and author of several books. She brings her talent to the classroom through music and drama. Olga Anagnostos also assisted with this project.

WHAT YOU NEED

Required materials include a computer and Microsoft Office software with word-processing and Kid Pix software. The teacher will need to publish an array of children poems. A camera is useful.

OVERALL VALUE

In addition to meeting the Language Arts Standards with their participation, students involved in this program develop their self-expression skills as well as their self-esteem. They communicate effectively with others and coordinate their action while developing their technology skills. When students integrate learning into the world of technology, they set the pattern for future generations. They capitalize on their talents and skills, and prepare themselves for a bright future in the field of writing.

The White House Project

HOW IT WORKS

The White House Project exposes children to different facts about the history of the White House and the electoral process in the United States. The students research the White House using various books (gathered from the class and school libraries) and the Internet. The teacher locates relevant web sites, such as www.EnchantedLearning.com/dictionary.html, which explains how a president is elected in the United States. Another, www.whitehouse.gov/wh/kids/html, is an early-childhood interactive site that takes the student on a tour of the White House. The teacher begins by reading *Woodrow, the White House Mouse* by Peter W. Barnes to the class. Then students hold a mock presidential election and have a discussion on how a president is elected. The class brainstorms ideas about democracy, which are used to create a poem about that subject matter. The students then split up into groups. Each group researches a different room in the White House. They write up their facts and paste them into the windows of a cutout of the White House. The students also write letters to President George W. Bush.

THE STUDENTS

The students were second graders, with 25 students in the class. The students worked in pairs and small groups. Eight students worked on the computers every day, four at a time. Their writing began in their writing journals and was then transferred to the computer. This project can easily be adapted for other grades.

THE STAFF

Dyana O'Brien currently teaches second grade at P.S. 314m Luis Munoz Marin School. She has taught there for three years and has worked with colleagues to develop an active environment rich with different learning styles and opportunities. Allison Demas assisted on this program. She has been an early childhood teacher for the past 16 years.

WHAT YOU NEED

Necessary materials include a computer with Internet access, chart paper, writing materials, the book *Woodrow, the White House Mouse*, and timely periodicals.

OVERALL VALUE

Through this program, the students are exposed to the history of the White House as a physical structure, not just a political symbol. They also explore the background of the White House—its creation, residents, and events. The intent is to have the students realize that it is not just a symbol, but a home, and the residents are not just photographs in books, but human beings with experiences common to all people. They also become familiar with the rules governing the presidential election in the United States and learn and discuss the concept of democracy.

The students gain the abilities necessary to research a topic and sort information, and they learn how to work cooperatively with partners and in small groups.

Curriculum Areas

Social Studies
Language Arts
Math
Technology

Grades

2-8

More Information

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An Exploration of Africa

Curriculum Areas

Social Studies
Language Arts
Science
Technology

Grades

4-6

More Information

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HOW IT WORKS

Students learn that Africa is a diverse land with customs, religions, daily practices, and languages varying greatly from region to region. They identify the three major land forms: desert, grassland, and rain forest, and individually research an African animal by writing papers and creating animal trading cards, which are shared with the class. They also create a chart comparing and contrasting two tribes in Africa.

An example of one activity that incorporates technology is as follows: using the Internet, students find information on the three land forms and write a brief paragraph describing each. Each student writes an individual narrative describing an adventure he/she had using one of the three regions as a setting. Students can download pictures and create a postcard describing a trip taken to one of the three regions.

As a culminating activity, the class will go on a field trip to the Bronx Zoo to see the Congo Exhibit, and visit the Museum of Natural History to see artifacts from Africa. The Brooklyn Botanic Garden also offers hands-on workshops on plant life of the desert or rain forest. The Brooklyn Children's Museum has a collecting of objects from Africa, which the children can explore in a workshop format.

THE STUDENTS

An Exploration of Africa is set up for an entire class to work individually and cooperatively. Each teacher can modify the program based on the number of students and computer. Each activity can be modified for students of all levels. Lower-functioning students can pair up with other students for a writing activity. Once students are familiar with the computer, the program allows all different types of students to be accountable for their work in their own capacity. Even if a child cannot read, he/she will benefit from the visuals and sounds of the web sites.

THE STAFF

Marion Peluso has taught third grade for two years. She created this program after seeing the need for students to more fully experience the world outside of the classroom. She developed the program working with TeachNet Mentors Carolyn Hornik and Bonnie Glasgold at her school. She will be completing her Masters this May, and she took part in Teachers Network courses last year.

WHAT YOU NEED

Several computers with Internet access, word-processing program such as Apple Works or Student Writing Center, and drawing/painting program such as Kid Pix are needed.

Student copies of the literature listed in the individual lesson and pictures of animals from all over the world are essential, and the books *Africa* by D.V. Georges and *City and Village Life* by Warren J. Halliburton are helpful. Assistance from a volunteer or paraprofessional could be used, but a well-organized teacher can integrate the program on his/her own. Consulting with the school's technology and science teachers would be helpful, as they may be able to enhance what you are doing in the classroom.

OVERALL VALUE

This program is of value to all teachers who feel that students need hands-on experience to truly learn. There is a great difference between memorization and realization. In a diverse place such as New York City, it is important that students learn to accept and appreciate other cultures—ones that may be different from what is familiar to them. This program allows students to meet the City's Standards while being immersed in a different continent. A program such as this promotes cooperation as well as individual achievement. Students will feel pride when they see how much they have grown both personally and academically from such an experience.

Gardening With Science and Technology

HOW IT WORKS

Gardening With Science And Technology familiarizes students with the science of planting, with many school subjects utilized. The program integrates new media, learning standards, and various subject areas in a hands-on experience in developing and implementing a school garden. The students draw upon their classroom experiences to assist them in this project. The main activities consist of research, discussion, computer word processing, planting, and recording the information gathered.

The students place seeds into seed racks, measure time and growth, and make graphs on the computer charting this growth. They read pertinent materials, write reports and narratives, and discuss observations and presentations. They study plant life, cell structure, and beneficial insects, as well as nutrients, soil, pollution, the greenhouse effect, and weather patterns.

This program is implemented through a series of math and science lessons, presentations by overhead projector, and research on the Internet. Students gain technical competency that is modeled by school staff.

This is a well-rounded program, moving from the abstract to concrete with hands-on activities. The students are comfortable working in pairs and teams, and teach/supervise one another on a regular basis. The teacher acts as the 'guide on the side' and moves about the room, ensuring that the class is on task and assisting as necessary. Class time and instruction are divided between lectures, student presentations, research, recording findings on the computer, digital camera photography, and class discussions.

THE STUDENTS

Up to 50 children are participating in this program. These are special education students ranging from grades 5-8, mostly from self-contained classes. They meet in the classroom and computer lab, as well as in the garden. The classrooms are equipped with computers.

Collaboration with Mr. Honigsfeld, our social worker, emphasizes teamwork and social skills. Students have the opportunity to learn keyboarding skills for this program with the Mavis Beacon typing program.

THE STAFF

Deborah Perri is a special education teacher with three years of experience. Her colleague, Howard Honigsfeld, is a social worker with five years of teaching experience and five years as a school social worker.

WHAT YOU NEED

Gardening and growing equipment is necessary for this program. This includes a lighted growing rack, seeds, starter mixture, growth trays, and gardening tools. A microscope is used to observe cell structure, and digital cameras provide pictures of the students' work. Computers are used for research and recording findings.

OVERALL VALUE

Gardening With Science and Technology puts math and science into a perspective these children have never experienced. Students gain hands-on experience, work cooperatively in an applied learning environment, and cover at least five subject areas. They also develop an appreciation for the environment and marvel at the wonder of the living plant. Teachers find this program attractive because it is a meaningful learning experience that children will remember forever. In addition, the horticultural program enhances the ability of students with learning difficulties to comprehend the subject matter. Children in this age bracket learn well when they 'do.' This program is an effective plan for teaching students scientific research in the modern interdisciplinary style advocated by authorities on education today.

Curriculum Areas

Science
Math
Technology

Grades

5-8

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The Nutcracker: An Integrated Curriculum

Curriculum Areas

Language Arts
Dance
Music
Science
Math
Technology

Grades

1-5

More Information

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HOW IT WORKS

The Nutcracker: An Integrated Curriculum is a literacy-based project using the story of *The Nutcracker* as its foundation. By reading and viewing videotapes of several versions of *The Nutcracker*, students are introduced to the story elements of a fairy tale. They discover how these elements are illustrated using text, ballet, and script. Students work in groups to conduct discussions comparing and contrasting the different story versions. Cooperative learning strategies are implemented by various groups of children who utilize discussion and computers for research. Students work on independent responses to the literature and compose their own versions of the story using a word-processing program.

Science is integrated into this program by asking students to notice how mood is created and developed by using weather elements throughout a text. Children research seasonal weather conditions. They compare and contrast weather patterns around the world, especially those countries that experience similar weather as in the story, i.e., France, Switzerland, Germany, and London. Bringing in nutcrackers and discovering how they are used as a tool further integrates science. This is expanded by reading about nutcracker birds and their habitats throughout the world. Students utilize geographical skills to locate where the nutcracker birds originate.

Computer technology is utilized with the Internet and Grolier's Encyclopedia CD-Rom to research the history of fairy tales. By using word-processing programs, the students improve their computer and language skills. Children create stories about an experience with snow. Math is integrated through the examination of various graphs of snowfalls in major cities.

THE STUDENTS

This program has been conducted with a class of 30 third-grade students. It can be easily adapted for grades one through five. Different grade levels of the book exist for the different

reading levels of students. More advanced students can use the play version. Children can view photographs from different scenes, and students who have difficulties can use cassette/books.

THE STAFF

Paula Press is an experienced reading teacher at P.S. 14Q. Under the direction of the principal, Dr. Rosemary Sklar, P.S.14Q has been recognized by Chancellor Levy as one of 20 exemplary schools in the New York City Public School System. The school and staff were recognized for their work in Standards-based education. The school has over 2000 students with a faculty of almost 200.

WHAT YOU NEED

This program was conducted in a third-grade classroom equipped with three computers with word-processing software. The materials needed are different versions of *The Nutcracker* and music for the ballet by Tchaikovsky, science texts on weather and nutcracker birds, and basic art materials.

OVERALL VALUE

The Nutcracker: An Integrated Curriculum meets various Language Arts Standards while children develop a healthy appreciation of different art forms and means of self-expression. They enjoy sharing fairy tale elements of dreams and dramatizing stories. Students can read a unit on other fairy tales to compare characters and their adventures. They will be able to verbalize their ideas and write reports utilizing standards and rubrics. They will be able to recreate scenery to describe the element of mood that snow creates in *The Nutcracker*. Research will integrate details, facts, history of ballet, theatre elements, and music. Children can enjoy dancing to the music and dramatizing their favorite scenes, engage in role-playing, and design a class mural, all of which promotes self-esteem. Teachers can also plan a class trip to see a production of *The Nutcracker*.

Our Family Quilt

HOW IT WORKS

Our Family Quilt is an interdisciplinary program that studies immigration. After reading about immigration, each child researches his/her own ancestors' journeys to America through oral histories of family members. The students use a student-writing program to create an essay of their family history. Each child completes the history by reproducing family pictures with the use of a scanner. The essays are compiled into a class book entitled *Coming to America*.

A family quilt is assembled as one of the culminating activities. Each child decorates a piece of material (usually felt) with his/her family name(s). Family photos may also be scanned to add to the quilt. The rest of the piece is decorated with replicas of flags from their ancestors' country of origin and representations of activities and things, i.e., sports, foods, or symbols important to their family and culture. The pieces are sewn together to complete the project.

Our Family Quilt further incorporates family histories with the technology needed to preserve it by using the scanner to recreate their ancestor's pictures. The students give oral presentations about their pieces. They have a visual representation of each of their families as well as a representation of what it means to be an American. They gain a greater appreciation of what their ancestors had to endure and the common experiences shared with their classmates and families.

THE STUDENTS

There are 25 fourth-grade students involved in this program. Three are in a self-contained special education classroom for part of the day. The students have a range of academic levels and technical experience and usually help each other with any technical or quilting problems. Although the initial ancestral research is done at home, the writing and the completion of the quilt is usually done in the classroom over a few weeks, depending on the level/speed of the class. The children work individually and in small

groups. The program can easily be adapted to other ages and achievement levels.

THE STAFF

Sally Puma has been teaching for 16 years in the New York City Public Schools. She started as a Pre-K teacher in P.S. 121 and has taught first, second, and fourth grade, and a half-bridge class. She has also led music and science workshops for other teachers in the district and was named Teacher of the Year for 1994-1995. She and her class have won a Humanitarian Award for making monthly sandwiches for the homeless. She is the recipient of two other IMPACT II Adaptor Grants (1992 and 2000).

WHAT YOU NEED

Materials needed include computers with software programs such as Student Writing Center or ClarisWorks. Various art supplies are needed for the quilt. They include felt pieces, glue, markers, lettering, scissors, puffy paint, beading, glitter, thread, needles, a camera, film, and markers. A color scanner is very useful. As a culminating activity, a trip to Ellis Island should be scheduled. The book/computer program *If Your Name Was Changed at Ellis Island* by Ellen Levine and the web site www.ellislandrecords.org are both excellent multimedia resources for this unit.

OVERALL VALUE

The students develop a sense of pride in their own culture while developing an understanding of others. They see how their own oral histories need to be preserved using the technology of today, and feel a sense of individual accomplishment after producing their report and quilt. They also work in cooperative groups and move closer to meeting the Standards in both Language Arts and Mathematics. The finished quilt becomes a beautiful representation of their family history interwoven with the histories of their classmates.

Curriculum Areas

Social Studies
Language Arts
Math
Technology

Grades

4-8

More Information

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Where Will Class 102 Be in 2019?

Curriculum Areas

Language Arts
Social Studies
Technology

Grades

1-12

More Information

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HOW IT WORKS

Where Will Class 102 Be In 2019? is a computer-based program that incorporates various activities dealing with future career choices. To stimulate their vocational interests, students read the book *When I Was Six* by Jamie Lee Curtis. (Any appropriate book can be substituted to match ability and grade level.) Then students brainstorm things they can do at their current age, compared with what they were able to do when they were younger. Students compose one or two sentences about this. Once the sentences are composed and edited, they are published and illustrated using computer programs including Student Writing Center and Kid Pix Studio. Students then read books on different careers, and after each chooses one, they come to school on a given day dressed for that profession, whereupon their pictures are taken. They compose a brief paragraph explaining their choices. Sentences are also composed to accompany the picture of each student in career costumes, and they create business cards that help younger students learn their home addresses and phone numbers.

When these activities are completed, the students use Hyper Studio and create three-page chapters about themselves. They learn how to make buttons move from one computer page to another, and record their voices, insert pictures, and compose sentences. All the chapters are then combined for a class book. The final project also contains all illustrations, business cards, written stories, and pictures. Then the class has a book-signing party and invites parents, administrators, students, and staff to view the project in written form and through a projector. A digital camera is used throughout this unit to capture the students in all their activities.

THE STUDENTS

One first-grade class consisting of 23 children participated in the program. The class was on or below grade level, with members classified as special education students. The students' computer abilities varied. Students used the

computer once a week in a lab and twice a week in small groups. The language lessons occurred during the students' reading.

THE STAFF

Anthony Scimeca III has taught special education for 14 years. In the last five, he has developed different programs for different levels of students that include both the New York Standards in Language Art, Social Studies, and Science and Technology. He has won five in-district computer contests—including one for *Where Will Class 102 Be In 2019?*

WHAT YOU NEED

The program can work if the room has eight iMac computers or if you have access to a computer lab. Other materials include books on different careers; large chart paper to list the students' sentences; software including Hyper Studio, Kid Pix Studio, and Student Writing Center; a color printer; color ink; a digital camera; and a binder to put all the work in and present the project as a book. The Internet can be used with higher grades as a research tool to explore career choices. I also prepare lesson plans and demonstrations for other staff members, showing them how to use the software and various technological tools, and how this program can be utilized with fewer computers.

OVERALL VALUE

This program encourages creative thinking and motivates students to consider their future. By doing this, they learn the value of education. The digital camera gives them immediate feedback, and Hyper Studio allows their work to be displayed on-screen with sounds they create. This interdisciplinary program can be adapted for any grade level and meets many state standards.

Math & Science in the Art Classroom

HOW IT WORKS

The two areas of focus for this program are studio and computer art. One studio class is devoted to three-dimensional fractal model building. This 3D branch is integrated through the computer component. Each student project is documented digitally and printed for exhibition. This subject is interdisciplinary, based on discussions of mathematics and science. Much of the focus is on structural elements describing numeric values and algorithms in a visual sense.

Students understand steps for computation and measurement in design through instruction and independent discovery. The teacher researches and makes instructional materials with Tinker Toy and Zome System model kits.

For the studio art class, areas of study are: centering a six-inch square on a page (cropping) with the use of basic arithmetic algorithms; perspective drawing; architectural rendering; color circles (color theory); construction of regular polygons; study of the structure of numbers in nature and classical mathematics; construction of polyhedra; the five Platonic solids; art forms in nature; climbing plants and landscapes; and wildlife animals.

The students gain a range of experience from subject matter to basic math skills as related to art assignments. Some concepts introduced were more advanced. Technical drawing skills include: measuring, computing for technical drawings, drawing to scale at an arm's length, rendering, printing, hatching, cross-hatching, smoothing, rubbing transfers, and color coding palette.

THE STUDENTS

Unity High School is part of the Manhattan Alternative Superintendency. It is an alternative high school serving educationally disadvantaged "at-risk" adolescents.

THE STAFF

Clifford Singer has taught MQ1–MQ6 in the Manhattan high schools along with engineering and architectural drawing and applications in two-dimensional design. In 1992, while working in a private Special Education high school, he became Director of Mathematics and Science. He has been the Program Chair and Art Teacher at Unity High School and has continued his curriculum development. He has lectured in a number of international conferences and curated an exhibition of mathematical art at the Cooper Union, Albert Nerken School of Engineering, entitled *Art & Mathematics 2000*.

WHAT YOU NEED

The computer lab in room 412 at Unity High School is the main location for the computer art class. A lab equipped with a scanner, color printer, Paint program, and Photoshop is a good start. The books used for the class are *Fractals For The Classroom, Part One and Part Two* (Springer-Verlag) and *Mathematical Quilts* (Key Curriculum Press). There are various other teacher-selected resources for the class. *Art Forms in Nature* by Ernst Haackel is a resource book for the class.

OVERALL VALUE

The creative and effective use of mathematics, science, and technology along with integrated curriculum helps develop many skills for students. The result is similar to the way students abstract their understanding in music education. We find visual mathematics with colors relates in fascinating ways to music and the way students learn. This is of great value to students studying visual art.

Curriculum Areas

Mathematics
Science
Art
Technology
Language Arts

Grades

9-12

More Information

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Maritza Tamayo, Principal

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Blasting Off With Math, Science and Technology

Curriculum Areas
Math
Science
Technology

Grades
5-6

More Information

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Anemoyanis



HOW IT WORKS

Blasting Off with Math, Science and Technology is an interdisciplinary program that enables fifth-grade students to explore math, science, and technology principles related to rocketry. This program provides students with extensive investigations of concrete situations, materials, and resources. The program also motivates students to understand math, physical science, and technology concepts through hands-on experiences using CD-ROMs, the Internet, and rocket-science kits in their learning environment.

The students are introduced to the program by researching the history of flight and the impact that flight inventions have had on the human race. Using <http://spaceboy.nas>, students explore concepts regarding Newton's Laws, lift-off, and space exploration. Once the students are familiar with the history and rocketry concepts, they integrate this information into their hands-on activities.

Students make balloon rockets with straws, strings, and protractors in the classroom in order to understand Newton's Laws and measurement and geometry concepts. In the second activity, they design and launch film canister rockets in order to investigate the effects on varying the amount of fuel (fizzing antacid tablets). They observe and collect data to see whether there is a difference in time from fuel ignition to landing. Fractions, number sense patterns, measurement, Newton's Laws, gravity, and lift thrust are investigated during this activity. In the last activity, students apply what they have learned and transform an ordinary 16-oz. soft-drink bottle into a high-flying rocket. They develop templates for fins, a nose cone, body tube, and string; complete the design of the rocket; and experience the thrill of launching it towards the stratosphere.

THE STUDENTS

Approximately 35 fifth-grade students participate in this program. Blasting Off with Math, Science and Technology can be adapted to any size group. Achievement level is not a qualification for successful program completion.

THE STAFF

Joseph M. Sweeney developed and has implemented this program for the past five years. He has won the Disney Channel Award in Education, the Reader's Digest American Teacher Hero In Education Award, and was the District 30 Teacher of the Year in 1992. Mr. Sweeney is also an adjunct professor of education at Adelphi University.

WHAT YOU NEED

This program uses a variety of resources, including taped videos from PBS and the Discovery Channel, science books, and science kits. Rockets Away and Experimenting with Model Rockets provide the students with a visual guide to the history and design of rockets. A computer and Internet access will allow students and teachers to explore web pages related to rockets and space exploration, such as www.nasa.gov. Print resources that are helpful include lesson plans related to this program. The lesson plans include math, science, and Internet activities for the students.

OVERALL VALUE

N.Y.S. Standards in Mathematics, Science, and Technology are addressed in this program. Specifically, Standards (1,1), (1,2), (2,3), (4,5), and (5,3) are implemented throughout this program. Blasting Off With Math, Science, and Technology encourages students to confront their own preconceptions related to math, physical science, and technology, and work towards a conceptual change using numerous resources. Students become effective learners as they acquire, demonstrate, recognize, and develop a respect for space exploration and its benefits to mankind, which in turn impacts on their test scores and self-esteem.

Linking The Past and Present

HOW IT WORKS

Linking the Past and Present allows students to explore Shakespeare's *A Midsummer Night's Dream* and state-of-the-art technology simultaneously. Students learn to appreciate great literary works and also learn the technological skills that are in demand in digital production.

Students initially attain the background of the production through research. Discussions are held on the life and times of William Shakespeare. With this background, the students proceed to digitally produce the play act by act.

Students work in groups of two or three. To ensure they are familiar with the subject, use guided questions. You can create a web page that posts specific questions and links to guide students on the web, instead of asking students to surf on their own. Inspiration software allows students to graphically organize information. Students read, critically analyze, and act out the play. When they fully grasp all aspects of the play, digital video production begins.

Production is broken up into: Pre-production (planning the character roles and assigning the students behind-the-scene jobs. They storyboard and cut out any acts or scenes they aren't going to use); Production (shooting each act scene by scene); and Post-production (utilizing digital editing software to create a consistent flow of the play as well as determining what stays and what does not in the final product).

THE STUDENTS

About 150 students from the sixth, seventh, and eighth grade participated in this program last year. All of the classes work together as a production studio would work. Each student had an individual and important role. They come together as one to produce a finished product. The studio is filled with busy workers.

THE STAFF

Maria Venier graduated from Brooklyn College two years ago. She majored in TV/Radio Production. After working for Bloomberg News, the Prayer Channel, and WPLJ, she decided to take her production skills into teaching. In her first year, she used a camcorder and a simple tape recorder and turned her classroom into a room of creativity and imagination. As a result, her students were quickly motivated and interested in subjects such as Shakespeare.

WHAT YOU NEED

Teachers will need a PC or Mac with digital audio/video editing software. The computers should have access to the Internet. Students can use either digital or analog camcorders. Students will need a VCR and a monitor. Teachers will need all sorts of cables and will need to know how to hook up all the equipment together.

OVERALL VALUE

Nothing captures the imagination of students like being able to view—first-hand—a product of their own creation. The fact that they are involved in every aspect, using top of the line technologies, erases any fears they might have had when confronted with advanced machines. In this particular case, students have the ability to discover William Shakespeare in a manner that is fun. They gain an abundance of skills: communicating, evaluating, investigating, listening, perceiving, planning, presenting, prioritizing, reading, summarizing, synthesizing, writing, and self-assessing.

Curriculum Areas
Language Arts
History
Technology

Grades
6-8

More Information

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The Play's The Thing!

Curriculum Areas

Language Arts
Social Studies
Art
Music
Business Education
Technology

Grades

9-12

More Information

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HOW IT WORKS

This program taps into a part of New York City cultural life—namely, live theatre. The students learn how to do work for the theatre, research and study plays that are currently on the boards, attend live performances, and reflect on their experiences.

The base of the program is built on the relationships between the school and the resources of other public institutions in the community. Together, both sectors are enriched by the participation of the teenagers through their classwork and extracurricular activities.

English Language Arts standards are addressed through cooperative projects, such as creating scenes for the stage. The historical background of the classical plays connects to Social Studies. School-to-career subjects are explored while the students interview professional theatre artists. Technological competencies are addressed by recording the program with a digital camera, and via web-based research and electronic publication. Art and music are also incorporated in the preparation of theatre pieces.

An overview of the program would not be complete without mentioning that by cooperating with the education department of the Roundabout Theatre, some of these students, who would not otherwise have the immediate opportunity to attend a live Broadway performance, do so. One of the objectives is to develop theatre appreciation from an early age so the seed is sown for a lifetime of theatre-going pleasure.

THE STUDENTS

We are in our second season. In the first year, approximately 25 students participated in the program. This year we are happy to be joined by 17 new ESL students. The theatre performances will greatly enliven the language experience of our ESL students. It is expected that the totality of the theatre experience with its music, lighting, décor, acting, and so on, will add elements to English Language Arts appreciation for these

children. It will also enrich their knowledge of American culture.

In total, our second-year number will be about 35 students. The level of achievement varies. Last year about 50% of the students who registered in the class participated fully, taking an active role in the class work, theatre performances, web writing activities, etc. The other 50% acted in parts of the program. The students' technical skills vary too. Some are very adept and others have little experience. All participants this year have at least one computer skills class that meets as a regular classroom and computer lab. Our school is a total-inclusion school, so our classes range from learning-disabled to honors students.

THE STAFF

Julie Vitulano has been teaching for eleven years. This is the second year she been faculty advisor to this program. The material developed for this class has been shared at several staff development workshops she has participated in.

WHAT YOU NEED

Lessons on writing for the theatre, tickets to performances, a computer lab with Internet access (ideally with one computer for each student), a tape recorder, digital camera, and a TV with VCR are all needed to proceed with this project. Ideally, the students' performances will be taped digitally and put on a web site.

OVERALL VALUE

Through this program students enhance their verbal and writing skills, and develop an appreciation for the theatre and a possible career skill. They also become more familiar with the various uses of technology, and produce a creative work while simultaneously improving their self-esteem.

Museum in the Classroom

HOW IT WORKS

The focus of **Museum in the Classroom** is facilitating fourth-grade students' strategy acquisition to become independent readers, writers, listeners, and researchers. Using balanced literacy methodology along with multi-media sources, the students, over a period of ten weeks, explore the Eastern Woodland Indian culture and display their results for parents, peers, teachers, and administrators as a 'museum in the classroom.' Teachers conducting this unit will be meeting the NYC curriculum and standards for literacy, social studies, and art. Activities in balanced literacy include read-alouds, guided reading, and shared and independent reading and writing. Research will involve Internet projects, a library visit, a museum visit, listening to and being storytellers, making a life-sized canoe from rolled-up newspapers, recreating artifacts, and home assignments on Funbrain.com

Each day, the children work at their tables or at the computers in heterogeneous groups of four, except when the teacher calls together a guided reading group of six. All new concepts begin with a modeled mini-lesson lasting ten to fifteen minutes. For example, paraphrasing on index cards is taught and modeled before children practice independently. Most students have some experience searching for information on the Internet, but the teachers meet with groups to introduce Internet rules and search engines. The teacher shows children how to get to Yahoo!igans! and discusses the category system. Using chart paper, he/she demonstrates the idea of going from a broad to a narrow category and eventually getting closer to the subject of research. The teacher might also decide to demonstrate this to the whole class, depending on the students' needs. Small-group work allows children who already have technical competence to help those who do not.

THE STUDENTS

The students who participate in this program are approximately 30 academically and economically diverse students identified as a gifted class. The school is multi-cultural with over 35 different nationalities, and this class tends to be ethnically representative of the school as a whole. Many of the children have computers in their homes and have had experience with the Internet and word processing.

THE STAFF

Angela O'Dowd was born in Ireland but attended college in New York. She has an M.S. in Education, has taught fourth grade for three years, and is currently working as a technology staff developer at the District 22 office. She has worked for two years with AUSSIE (Australia, United States, Services In Education) consultants and participated in a national teacher training certificate program for leadership in Internet and video instruction.

WHAT YOU NEED

At least two Internet-ready computers in the classroom (and access to others) are needed. The program also requires an overhead projector with transparencies, a digital camera, printing paper, photocopying costs or facilities, and selected books/magazines.

OVERALL VALUE

The best feature of Museum in the Classroom is the way it integrates good teaching methodology with standards and curriculum. Teachers sometime feel that they are being pulled in too many different directions when educators emphasize tests and various requirements. This program is open-ended enough to accommodate various classroom situations.

Curriculum Areas

Language Arts
Social Studies
Technology

Grade

4

More Information

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About TeachNet

TeachNet was launched in 1998 to maximize the potential of the Internet and other new media to improve student learning. Training, grants, networking, and resource sharing are provided to dedicated, enthusiastic teachers at six of the Teachers Network affiliate sites nationwide—New York City (NY), Boston (MA), Miami (FL), Polk County (FL), Santa Barbara County (CA), and Akron/Summit County (OH). This year we also expanded the program to Ireland.

TeachNet gives teachers the tools to create and share engaging, standards- and technology-based lesson plans in a variety of subject areas and grade levels. Teachers are supported by staff and other teachers at every step, with technical and pedagogical support, online discussion forums, summer institutes, and editors who help put lesson plans on the Teachers Network web site. A published lesson plan can be accessed and reproduced by teachers anywhere in the world.

The following pages contain profiles of New York City TeachNet projects that are published on our web site. For a complete collection of projects, see www.teachnet.org/docs/Network/Project/index.htm.

For more information about TeachNet, or to request an application for Spring 2002, contact Carla Huck, Director of TeachNet, at cbhuck@teachersnetwork.org.



TeachNet Profiles

Choose or Lose

Curriculum Areas

Social Studies
Math
Technology

Grades

7-10

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The Mott Hall School
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New York, NY
10027
Phone: (212) 927-9466

anthonysalcedo@hotmail.com

Principal: Miriam Acosta-Sing



HOW IT WORKS

Choose or Lose focuses on the election process, nationally and locally, and gives students insights into what voters go through when choosing a candidate. They see what issues might be important to a country or community as well as issues that different candidates base their platforms on. They also gain an understanding of the power of statistics, through the different graphs they create, and gain greater knowledge of the amount of information drawn from graphs and how they are used to make decisions.

In the first graphs students create, they not only see how many actual votes a candidate received, but also how this translates into percentages. Creating the graphs with the use of a projector saves time and assists students in the preparation of data on a spreadsheet, an important skill in itself. Being able to visualize the information through the graphs provides the means to achieve this goal.

Students develop math skills, as they come to understand representations (tables, graphs, verbal descriptions, algebraic expressions, and Venn diagrams) of patterns and functions and the relationships among them. In Social Studies they gain knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making regarding public issues.

Doing so, they develop important technology skills.

THE STUDENTS

Students should have a basic knowledge of computers, specifically word-processing and spreadsheet software. This project is intended for eighth grade and above, but could also be done with highly motivated seventh graders. Students work individually on this project, but may work in groups to e-mail the different candidates on their points of view regarding various issues.

THE STAFF

Anthony Salcedo is the laptop coordinator at the Mott Hall School, the first inner-city public school to start a laptop program. At the school, every student carries a laptop computer. He was one of the keynote speakers at the Microsoft Laptop Summit 2000 in Seattle, Washington. He has spoken at other technology conferences around the country, and has received recognition from two superintendents for his achievements. He has also worked as a translator in the Caribbean for a division of the U.N. Anthony is entering his tenth year in teaching.

WHAT YOU NEED

A computer with Internet connection is required, along with a projector, television, and VCR. TVator software is also useful. If you have the opportunity and the appropriate software (WebWhacker), download some web pages that may be useful, and have them ready for your students.

OVERALL VALUE

Choose or Lose gives students the opportunity to talk with candidates in-person or via the web. They learn about the electoral process and visually see the significance of voting. They gain insight into why people vote for a particular candidate, and learn the importance of statistics in the election process, while developing their skills in this area.

The Tropical Rain Forest

HOW IT WORKS

The Tropical Rain Forest contains a series of lessons exploring the ecosystem of the biome called the rain forest. Students brainstorm on a KWL chart what they know about the rain forest and what they want to learn, and fill in their findings at the end of the program. Each lesson includes a vast number of web sites where the students can gather all their information and look at pictures that help explain the information they need to learn to complete this unit.

The first lesson asks students to describe where tropical rain forests are located, physical descriptions of a rain forest, and some examples of animal and plant life. All the lessons include relevant vocabulary, which they will research online at various sites. They compare the rain forest to other biomes they have studied. They learn the layers of the rain forest and fill in a database showing the physical characteristics, and dominant plant and animal life for each. They learn what a rain forest food chain—or web of life—is and they create a food chain for the rain forest.

Finally, the students are asked why the rain forest is important to us and to all life on earth. In cooperative learning groups, students are divided into four groups. Each group researches a different aspect of why the rain forest is important: climate, food products, house products, and medicines. Each group creates a book on their topic and shares it with the class.

All work is done on the computer and using the Internet. Activities include making a rain forest terrarium, creating books, showing how plants transport water from their roots to their leaves, and showing decomposition.

THE STUDENTS

The Tropical Rain Forest was designed for students in grades three through five. They are of average learning ability. They all have a wonderful interest in studying the rain forest, conducting the experiments, and using the computer for information and learning.

THE STAFF

Bonnie Glasgold is a science enrichment teacher at P.S. 101 in Brooklyn, New York. She has been teaching for 21 years. She employs a hands-on approach for her lessons. Since computers were installed in her classroom, technology has regularly been included in her teaching approach.

OVERALL VALUE

Creating books from information gathered from web sites, and writing and illustrating them with computers are wonderful ways to excite children about learning and using new media. Many of the science activities mentioned in the lessons give the children first-hand experience about the process of life that goes on in the rain forest and all over the world as well. This program encompasses many different 'multiple intelligences' such as: verbal-linguistic, intra-personal, spatial (mapping), naturalist, and interpersonal (cooperative learning groups).

The program meets Science Standards by demonstrating an understanding of organisms and their environments, as well as Earth's diversity.

Curriculum Areas

Science
English
Technology

Grades

3-5

More Information

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2360 Benson Ave.
Brooklyn, NY 11204
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bmglas@aol.com

Principal: Dr. John A
Szczepanik



The Land of the Rising Sun

Curriculum Areas

Social Studies
Language Arts
Math
Art
Technology

Grades

3-6

More Information

Alice Okun
P.S. 6
45 E. 81st Street
New York, NY 10028
Phone: (212) 737-9774

falbs23@aol.com

Principal: Dan Feigelson

HOW IT WORKS

Learning about Japan's culture, traditions, geography, and ways of life is fascinating and extremely educational. Students begin by brainstorming what they already know and asking questions about Japan they would like answered. They view a number of videos that bring them into the lives of modern-day Japanese people. This Eastern culture is further explored as children visit web sites on the Internet.

Visits to a Japanese tea ceremony, the bonsai collection at the Brooklyn Botanic Garden, and the Noguchi sculpture garden are other enriching experiences for the children. They learn calligraphy as they write Japanese characters with brush paint. Art and math are incorporated through origami projects. Literature readings of *The Big Wave* and *Sadako and A Thousand Paper Cranes* bring the children into the lives and tribulations of their Japanese counterparts.

The unit culminates with the students conducting research on various topics concerning Japan and creating a variety of projects, such as a travel brochure, a class test, and questions for a class game.

Computer skills and Internet access are very useful throughout this program. Field trips help to immerse the students in hands-on experiences. Integrating language arts, math, art, science, and social studies generates lots of great activities and projects. **The Land of the Rising Sun** is truly fascinating!

THE STUDENTS

This program was developed for about 150 third-grade students from five classes of mixed ability levels. They worked in pairs and small cooperative groups on various activities and research projects. This program can easily be adapted for other grades.

THE STAFF

Allison Okun has taught second, third, and fourth grade at P.S. 6 for nine years. Currently, she is the math staff developer. Her classes were part of an inclusion project with the resource room teacher.

WHAT YOU NEED

A computer with Internet access is needed, along with computer software such as HyperStudio, Inspiration, and ClarisWorks. A variety of videotapes and CD-ROMs are utilized, and a scanner is also used.

OVERALL VALUE

The students immerse themselves in the study of the various aspects of Japan. They enjoy the trips and learn a lot of interesting information that motivates them in their research. Integrating the arts, math, and science adds dimension to the program. Exploring the web sites on Japan captures their attention and enriches their communication skills with both peers and adults in group discussions.

Various New York State Standards are addressed as students study how people live, work, and utilize natural resources. They gather and organize information from a variety of sources and display it in a number of ways. They read and comprehend material to develop understanding and expertise and produce written work. They also relate new information to prior knowledge and experience, extend ideas, and make connections to related topics and information.

DISSEMINATOR LIST

Jodi Abrams
Doris Abraskin
Loula Allain
Zina Burton-Myrick
Teresa Caliarì Olya
Colleen Cruz & Ilana Dogim
Dina Galanti
Pamela Gillman-Levit
Florann Greenberg
Frances Hidalgo
Sheldon Jonas
Judith Korn
Katarina Kupfer
Lori Langsner
Karina Maceczek
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Marion Peluso
Deborah Perri
Paula Press
Sally Puma
Anthony Scimeca III
Clifford Singer
Joe Sweeney
Maria Venier
Julie Vitulano

TEACHNET LIST

Anthony Salcedo
Bonnie Glasgold
Allison Okun

Interested in publications and videotapes produced by Teachers Network? Here is some of what we have to offer:

By Teachers,
For Teachers

New Teachers Handbook

Highly acclaimed, Updated Bestseller

What every teacher needs to know about classroom management, lesson plans, curriculum, teaching strategies, assessment, parent and family involvement, and much more. Written by teachers from school districts all across the country, this how-to publication contains everything from the practical to the conceptual—plus valuable resource information. Detailed and decisive, while entertaining and heartening.



How To Use The Internet In Your Classroom

Created by 28 teachers—from Peru to California to Maine—and offering a variety of perspectives on teaching with the Internet, this is the definitive guide for everyone grappling with the newest literacy—technology, and how to use it in the classroom. Net-savvy teachers offer their own classroom materials, lesson plans, web sites, and words of wisdom.

We've made a direct connection between our book and the Internet. *How To Use The Internet In Your Classroom* contains numerous links that directly connect to fabulous online tools, lesson plans, and templates—all just a click away on www.teachersnetwork.org.



How We Are Changing Schools Collaboratively

This is a veritable showcase of teachers' success stories and case studies, blueprints for collaboration, and interviews with leading education experts. There are also special how-to sections on online networking and grant writing.



How Teachers Are Changing Schools

Teacher leaders share what they have learned about: restructuring schools, teacher-designed curricula, team teaching, school governance, creating visions, improved community/school relationships, schools-within-schools, and teacher-designed schools.



Teacher/Parent Partnerships Handbook

Tips and tools from teachers across the country on how to get parents truly involved in their children's education.



THE TEACHERS VOICE

What Matters Most—Improving Student Achievement (2000)

Connects the findings of the National Teacher Policy Institute (NTPI) to the recommendations of the National Commission on Teaching & America's Future. Through NTPI action research studies, MetLife Fellows highlight the ways in which policy plays out in the real world of schools and classrooms.



NTPI—A Guidebook for Connecting Policy to Practice for Improving Student Achievement (2000)

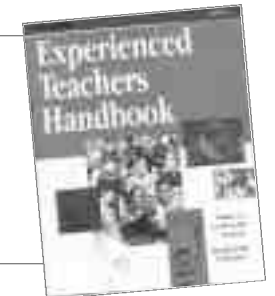
Introduces NTPI to organizations interested in aligning policymaking with student learning by joining a nationwide network of affiliates that has a proven track record of success.



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VIDEOS ON CD-ROM

Using new media to showcase the work of exemplary teachers. Also available as streaming videos on our web site, www.teachersnetwork.org.

Successful Teaching Strategies in Elementary and Middle School Classrooms

Successful Teaching Strategies in Middle and Secondary School Classrooms

VIDEOS

Inventing the Future of Teaching / The Teachers Network / The Teachers Vision
This 53-minute, three-video set shows how teachers in communities throughout the U.S. are shaping schools and classrooms of the future now.

In It Together—Building Teacher-Principal Collaboration

This 12-minute video features principals' and teachers' thinking and experience—offering strategies and techniques that help build collaborative learning communities.



For a publications order form, please call (212) 966-5582 or e-mail info@teachersnetwork.org

Teachers Network is a nationwide, non-profit education organization that has been working for more than 20 years to support, recognize, and connect innovative teachers through grants and networking opportunities in the areas of curriculum, leadership, policy, and new media. Teachers Network's nationwide community of educators is linked by 28 affiliates, representing most major cities (including New York, Chicago, Los Angeles, Miami, and Houston) and several entire states (Connecticut, Maine, and Wyoming). The IMPACT II program is the basic grants and networking model that has been adopted by each affiliate. To date, over 40,000 teachers have received IMPACT II grants; half a million teachers have benefited from IMPACT II networking opportunities. For more about the services and opportunities available through Teachers Network, please visit our web site-created by teachers, for teachers: www.teachersnetwork.org.

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Education Programs
AT&T Foundation

A Disseminator is a current K-12 New York City Public School teacher who has developed an innovative, student-centered program that has been taught in the classroom during the past year; applicants should also be able to show how this program has improved student learning. Grants are awarded in three categories: math, science, and integrating new media (technology) in the curriculum (but may also include social studies, language arts, the arts, and/or other subject areas). Major funding for **IMPACT II** grants is provided through the generosity of **The AT&T Foundation** and **The Pfizer Foundation**. Additional support is provided by Con Edison and Verizon Foundation. **Disseminator Grants of \$600 each will be awarded.** Completed applications must be postmarked by **May 1, 2002**. You may apply for only ONE grant. This application is also available online at: www.teachersnetwork.org.

All sections of the application must be completed for consideration. There are three sections to this application:

- I. Applicant Information II. Program Information III. Program Profile

Mail completed application to: Teachers Network; *Attn:* Peter A. Paul; 285 West Broadway; New York, NY 10013.
For more information, please call Peter at: 212-966-5582 or e-mail him at: ppaul@teachersnetwork.org.

1. APPLICATION INFORMATION	
NAME (FIRST, MIDDLE INITIAL, LAST) Mr. ___ Ms. ___ Mrs. ___ Dr. ___	LICENSE
SUBJECT(S) CURRENTLY TEACHING	GRADE LEVEL(S)
HAVE YOU RECEIVED AN IMPACT II GRANT BEFORE? Yes ___ No ___	IF YES, PLEASE SPECIFY THE TITLE AND YEAR OF THE AWARD
COMPLETE SCHOOL NAME AND NUMBER	PRINCIPAL'S NAME
SCHOOL ADDRESS	COMMUNITY SCHOOL DISTRICT
CITY/STATE/ZIP	SCHOOL PHONE NUMBER
SCHOOL FAX NUMBER	YOUR E-MAIL ADDRESS
HOME ADDRESS	
CITY/STATE/ZIP	HOME PHONE NUMBER
HOW DID YOU LEARN ABOUT THIS GRANT?	

- I am applying for a:
- Math and/or Science Disseminator Grant
 - Educational New Media (Technology) Disseminator Grant

Teacher's signature and date: _____

I support this application (principal's signature and date): _____

II. PROGRAM INFORMATION. Please describe your program by responding to the following questions. Attach your typed responses along with samples of materials developed (e.g., student work, lesson plans). We also strongly encourage you to send photos showing students participating in the program. Materials should be original work.

Please note: The use of italics below relates to new media grant programs. New media programs should use computer technology as a tool in creating a meaningful learning experience for students. Computer projects may use the World Wide Web and/or stand-alone software applications.

- 1) What is the title of your program?
- 2) What is the instructional purpose of your program? *How does technology help achieve that purpose?*
- 3) What kinds of resources does this program use and how do you select those resources?
- 4) How are you implementing this program in your classroom? Describe how students gain the necessary *technological competency and how you divide class time spent at—and away from—the computer.*
- 5) What are the main activities that comprise your program? Please describe.
- 6) Are you the original source or did other source(s) contribute to the development of your program? Explain.
- 7) What would you estimate the cost would be for a teacher to adapt this program? Please include items such as technical training, hardware, and/or software.

III. PROGRAM PROFILE. Please write a narrative description of your program. The total text should not exceed 500 words. Please use the format outlined below. This narrative should be sent with your application. If you are selected to receive an IMPACT II Disseminator Grant, this profile will showcase your program in Teachers Network's **Impact II Catalog**—to be disseminated throughout New York City Public Schools. Your work will also be featured on Teachers Network's premier educational web site: www.teachersnetwork.org.

- CURRICULUM AREA(S):** List one or two areas of major focus.
- NEW MEDIA USED:** *Describe the kinds of computer applications and hardware used.*
- LIST OF GRADE LEVEL(S):** Please list grade levels for which your program might be appropriate.
- TITLE OF PROGRAM:** Please name your program.
- HOW IT WORKS:** Describe your program clearly and concisely. Give examples of what students do and learn. Provide one detailed example of a classroom activity *and how technology plays a role.*
- THE STUDENTS:** Tell how many students participate in the program—including level of achievement, *relevant technical background*, and how often they meet. Indicate if they meet in the classroom, computer lab, or both. Can the program be adapted to other ages and achievement levels and/or used with larger or smaller groups? How does your program address the needs of all learners in your classroom?
- THE STAFF:** What is your teaching background? How long have you been doing the program? List awards and other recognition, workshops led, etc. Do you need assistance (paraprofessionals, volunteers, librarians, computer teachers)?
- WHAT YOU NEED:** Describe the setup (space, location of computers) and materials needed (books, supplies, Internet access, number and kind of computers, software). Mention material you have prepared that would be helpful for teachers interested in adapting your program. Include such resources as field trips, use of school media center, web sites, public library, contributions from parents or institutions, and guest speakers.
- STANDARDS:** What learning standards (state and/or city) are addressed by this project?
- OVERALL VALUE:** Write a few sentences that "sell" your program. Describe the program's best features, innovative aspects, *creative and effective uses of technology*, and contributions to student achievement. Explain why teachers would want to adapt it for their classes. Statements such as "promotes self-esteem" should be followed by how the program accomplishes this.
- MORE INFORMATION:** Please list your: name, school, school address, school telephone, school fax, **e-mail address**, and principal's name.

teachers network  IMPACT II ADAPTOR GRANT APPLICATION

An Adaptor is a current K-12 New York City Public School teacher who selects a classroom program profiled in Teachers Network's **IMPACT II Catalog** and creatively modifies it to his/her own classroom situation. You may adapt any program that would be of benefit to your grade level/subject and students. **Adaptor Grants of \$250 each will be awarded.** Major funding for **IMPACT II** grants is provided through the generosity of **The AT&T Foundation** and **The Pfizer Foundation**. Additional support is provided by Con Edison and Verizon Foundation. Completed applications must be postmarked by **May 1, 2002**. You may apply for only **ONE** grant. This application is also available online at: www.teachersnetwork.org.

All sections of the application must be completed for consideration. There are three sections to this application:

- I. Applicant Information** **II. Information and Implementation** **III. Administrative Support**

Mail completed application to: Teachers Network; *Attn:* Peter A. Paul; 285 West Broadway; New York, NY 10013.
For more information, please call Peter at: 212-966-5582 or e-mail him at: ppaul@teachersnetwork.org.

1. APPLICATION INFORMATION	
NAME (FIRST, MIDDLE INITIAL, LAST) Mr. ___ Ms. ___ Mrs. ___ Dr. ___	LICENSE
SUBJECT(S) CURRENTLY TEACHING	GRADE LEVEL(S)
HAVE YOU RECEIVED AN IMPACT II GRANT BEFORE? Yes ___ No ___	
IF YES, PLEASE SPECIFY THE TITLE AND YEAR OF THE AWARD	
COMPLETE SCHOOL NAME AND NUMBER	PRINCIPAL'S NAME
SCHOOL ADDRESS	COMMUNITY SCHOOL DISTRICT
CITY/STATE/ZIP	SCHOOL PHONE NUMBER
SCHOOL FAX NUMBER	YOUR E-MAIL ADDRESS
HOME ADDRESS	
CITY/STATE/ZIP	HOME PHONE NUMBER
HOW DID YOU LEARN ABOUT THIS GRANT?	



II. INFORMATION AND IMPLEMENTATION

- 1. Title of Disseminator Program to be adapted _____
- 2. Program disseminator's name _____
- 3. Direct contact with the disseminator of the program that you are interested in adapting is **required** before a grant can be approved. I made contact via the following method (include date of contact):
 E-mail Telephone Workshop Letter Visit Curriculum Fair
 Other, please explain _____
- 4. Fill in the number of students at appropriate grade level(s) who will be involved in your adaptation
 K____ 1____ 2____ 3____ 4____ 5____ 6____ 7____ 8____ 9____ 10____ 11____ 12____
- 5. When will you begin using this classroom program? Date ____/____/____
 Why did this program interest you?

- 6. What is the educational need for this program in your class?

- 7. What qualities or parts of this program most impressed and interested you, and why?

- 8. How will you implement the classroom program with your students and integrate it within your curriculum? What changes will be made from the original classroom program?

- 9. How will you know that your adaptation made a difference (assessment)? Summarize the effects of your program on students.

- 10. Signature of the Applicant/Teacher
 _____ Date ____/____/____

III. ADMINISTRATIVE SUPPORT (to be completed by the school principal)

I support implementation of this program. Yes ___ No ___
 If the adaptation is successful, would you be able to fund its continuation as part of the regular school budget?
 ___ Yes ___ No Comments: _____

Signature of the principal: _____ Date ____/____/____

inside back cover