IMPACT II
2001-2002
CREATIVE TEACHER-DEVELOPED PROGRAMS IN THE NEW YORK CITY PUBLIC SCHOOLS
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 Dissemination 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.

- **IMPART II Disseminator & Adaptor Grants.** Dissemination 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.
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](http://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](http://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](http://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](http://www.teachersnetwork.org).
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 C. Clancy, M.S. 136, CSD 85
- Catherine Donaruma-Canzoneri, P.S. 90Q, CSD 27
- Nancy Wallach, UFT Teachers Center, P.S. 219, CSD 18

Major funding for the 2001-2002 IMPACT II grants and networking program has been provided through the generosity of The AT&T Foundation and The Pfizer Foundation. Additional support has been provided by Con Edison and Verizon Foundation.

IMPACT II Profiles
**Calendar Creations**

**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.

**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 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 masters of teacher 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**

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 the theory 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.

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**Curriculum Areas**

**Language Arts**

**Math**

**Technology**

**Grades**

K-2 and 1st grade

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**Mathematics**

**Language Arts**

**Technology**

**Grades**

K-5

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Principal: Ms. Gloria Powel
A Scientific Slide Show

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 AppleWorks 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 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 Adapter 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).
### Let's Get Crabby

**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 science classes of 28 students each. The range is from above grade level to well below grade level. 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.

**THE STUDENTS**

Teresa Calaiari O’lya 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**

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.

### 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 southeastern 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.

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**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.
Project Greeting Card

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 using their favorite authors such as Shel Silverstein and Jack Prelutsky. They research their poet using a C.D.-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 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.

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, leverage, and support. A teacher-made research packet helps the class become aware of historic sights such 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.
Let's Go Shopping

**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 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 determine the pricing with specific guidelines. 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.

**THE STUDENTS**

The difficulty of the problems can be adjusted to the needs of the students and can be used as an enrichment activity. Students can make up their own store 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 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 teaches students about 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.

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**THE STAFF**

Florann Greenberg has been teaching first grade at P.S. 14Q for the past 14 years. She was a literacy cluster teacher last year. This is her first year teaching in a classroom and the first year the program Let’s Go 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 spreadsheets/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.
In The Trenches

**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 STAFF**
Sheldon Jonas has been teaching seventh and eighth grade at P009Q for seven 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 is also the staff development technician in effective reading 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. Coordinate planes 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 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.

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 surrealism 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 Tanguy. 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. Sketches 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 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 art work 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
Social Studies
Technology
Grades
K-5
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E Pluribus Unum

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 a variety of 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 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.

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 Kuper 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.

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.
**Just So Stories**

**THE STAFF**
Karina Maceczek has been teaching bilingual 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 also be done in cooperation with the school computer lab. Software applications include Grolister’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.

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

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**Foods That Grow Underground**

**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 (Mac 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.

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**Curriculum Areas**
Language Arts
Science
Technology

**Grades**
Early Childhood

**More Information**
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Principal: Ellie Greenberg
Self-Expression Through Poetry

HOW IT WORKS
Self-Expression Through Poetry is a multi-plug-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 VERBS 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-four-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 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.whitehouse.gov/WHKids/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. The students hold a mock presidential election and have a discussion on how a presidential election is decided. 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 computer 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. 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.
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 the 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 collection of objects from Africa, which the children can explore in a workshop format.

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 picture 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—one 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.

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**
- Language Arts
- Dance
- Music
- Science
- Math Technology

**Grades**
1-5

**More Information**
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Principle: Dr. Rosemary Sklar

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**Curriculum Areas**
- Social Studies
- Language Arts
- Math Technology

**Grades**
4-8

**More Information**
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Principal: Paul T. Esposito

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**The Nutcracker: An Integrated Curriculum**

**HOW IT WORKS**

The Nutcracker: An Integrated Curriculum 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 quieting 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-grade bridge class. She has also led music and science workshops for other teachers in the districts and was named Teacher of the Year for 1994-1995. She and her class have won a Humanitarian Award for making monthly campfires 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, puff paint, bead- ing, 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.elisissland.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.
Where Will Class 102 Be in 2019?

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 about 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 drawings, 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 projected video. 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.

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 numeric 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 a 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 Haeckel 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.

THE STAFF
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Blasting Off With Math, Science and Technology

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.org, students explore concepts regarding Newton’s Laws, lift, 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 foam 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 those 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 design 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. Innovation 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 production begins.

Production is broken up into: Pre-production (planning the character roles and assigning the play 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. Teachers 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. The students 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.
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 coursework 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 the study of other public institutions in the community. 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 live Broadway performances, 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 enrich 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 multimedia 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 story tellers, 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 Yahooligans! 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 sometimes 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.
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.
Choose or Lose

**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 graphing calculator is 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 thirteenth year in teaching.

**WHAT YOU NEED**
A computer with Internet connection is required, along with a projector, television, and VC R. The Vrator software is also useful. If you have the opportunity and the appropriate software (eBoWhacker), 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 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.
The Land of the Rising Sun

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 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.

**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
falbo23@aol.com
Principal: Dan Feigelson

**The Land of the Rising Sun**

T he Staff

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The Land of the Rising Sun

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Zina Burton-Myrick
Teresa C Alari O’lya
Colleen Cruz & Ilana Dogim
Dina Galanti
Pamela Gilmian-Levit
Florann Greenberg
Frances Hidalgo
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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:

**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](http://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.

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**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.

**FREE WITH YOUR PURCHASE OF 10 BOOKS OR MORE**

*Experienced Teachers Handbook*
Packed with hundreds of specific strategies, tips, steps, worksheets, and model programs to help every teacher become a more effective, successful educator.

**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](http://www.teachersnetwork.org).

*Successful Teaching Strategies in Elementary and Middle School Classrooms*

*Successful Teaching Strategies in Middle and Secondary School Classrooms*

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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 Wisconsin). 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 information, please visit our website: www.teachernetwork.org.

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Education Programs

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 the Edson 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.teachernetwork.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@teachernetwork.org.

1. APPLICATION INFORMATION

NAME (FIRST, MIDDLE INITIAL, LAST) Mr. __ Ms. __ Mrs. __ Dr. __

LICENSE

SUBJECTS (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

PRINCIPAL'S SCHOOL ADDRESS

COMMUNITY SCHOOL DISTRICT

TEACHING STATE/ZIP

SCHOOL PHONE NUMBER

SCHOOL TAX NUMBER

YOUR E-MAIL ADDRESS

HOME ADDRESS

HOME STATE/ZIP

HOME PHONE NUMBER

HOW DID YOU LEARN ABOUT THIS GRANT?

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

I am applying for a:

□ Math and/or Science Disseminator Grant

□ Educational New Media (Technology) Disseminator Grant

Teacher'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 between 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 recognitions, 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 materials 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.

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.
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