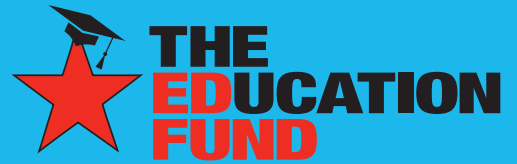


# The Education Fund's IDEAS



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

## with impact 2009-2010

M-DCPS Teachers Share Easy-To-Use Projects



# 20

## Years of IMPACT II Teaching Ideas LOOK INSIDE!



## The Education Fund: Innovation in Action for Education

The Education Fund enlists the support of the private sector to improve Miami-Dade public schools and bring excellence to public education. This work reaches all 415+ schools and all 21,000+ teachers and benefits thousands of students.

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FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

[www.educationfund.org](http://www.educationfund.org)

# The Education Fund's IMPACT II: A Network of Ideas

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

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



## How IMPACT II Can Work for You

- **ATTEND** the Idea EXPO & Teacher Conference, Sat. Nov. 21, 2009, at the Doral Resort & Spa. More than 70 teachers present hands-on "by teacher, for teacher" workshops for k-12 teachers in all subject areas. Attend the EXPO and become eligible for quick & easy Adapter Grants. Register online at [www.educationfund.org](http://www.educationfund.org).
- **APPLY** for an Adapter Grant to purchase materials to adapt one of the ideas featured in this catalog or in past years' catalogs. Contact the teacher who developed the idea to discuss your adaptation.
- **APPEAR** in next year's *Ideas with IMPACT* catalog. Apply for a Disseminator Grant by April 1, 2010.
- **ACCESS** on-line applications, curriculum Idea Packets and Idea EXPO registration at [www.educationfund.org](http://www.educationfund.org).



# *Driving a Brighter*



**Ford Motor Company Fund and Community Services builds communities through volunteerism and partnerships with nonprofit organizations that focus on education, preserving America's heritage, and automotive safety.**

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

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- Programs - Polar Paradise: November 27-29, 2009

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- Back to School Drive: August 8 - 31, 2009
- 18th Annual Toy Drive Caravan presented by Ford Operation Goodwill: December 13, 2009



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



I applaud The Education Fund for having the vision 20 years ago to recognize the need for innovation in the classroom and to provide teachers with the inspiration, recognition and, most importantly, the opportunity to bring their ideas to fruition through IMPACT II.

One of my first acts as Superintendent was to attend last year's IMPACT II Idea EXPO & Teacher Conference to support the hundreds of committed teachers who value the exchange of ideas and who seek to learn from each other. I commend the dedicated teachers who contribute their ideas, time and energy to produce and share their best practices.

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

Teachers have the power to affect hundreds, perhaps thousands, of students. IMPACT II encourages teachers to include their colleagues in this sphere of influence as well.

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



*Superintendent Carvalho at Expo 2008*

# Celebrating 20

To commemorate the 20th year of IMPACT II, The Education Fund is highlighting 20 of the most innovative and timeless projects from the hundreds that have been developed and disseminated through the IMPACT II Network. The teachers whose names are listed have coached hundreds of other teachers throughout the years through workshops, visits, phone calls and emails. They have also produced instruction manuals on their project ideas which include lesson plans, Sunshine State Standards, management tips, worksheets, resource lists and other information to make adapting the project as effortless as possible. The following teaching ideas, along with all the other projects from the past 20 years, are eligible to be adapted through IMPACT II Adapter grants (see box on page 7) to meet the needs of today's classroom.

## Classroom Management

### ***Keeping Students Engaged: Twenty Terrific Time-on-Task Tricks (1993)***

Disseminator: Linda Askari Blanchfield

These student-centered techniques require little teacher preparation and can be used when teaching most disciplines. (Grades 2-5).

## Interdisciplinary

### ***Fantastic Units = FUN (2004)***

Disseminators: Marlene Figueroa & Josie Novoa

Boxed units contain take-home activities and parent/student projects which are used to review concepts taught in class. (Grades 3-5)

### ***Let's Salsa: Connected Learning through Gardening (2008)***

Disseminator: Carole Slonin

A salsa garden of tomatoes, peppers and onions is designed, planted and cultivated by students to create their own brand of salsa. (Grades 2-5)

### ***"Sense"ational Story Time Snacks (2005)***

Disseminator: Mayra Perez

Integrating cooking activities with stories helps students make connections between literature, math and science concepts. (Grades preK-2)

## Language Arts & Visual Arts

### ***Art of the Story: Arts & Letters Literacy Links (2008)***

Disseminators: Katarina Nadel & Tatiana Sainz

Students connect visual arts with the written word by writing original stories drawn from the intricate images in the painting, *The Block*, by Romare Bearden. (Grades 6-12)

### ***Leapholes for the Classroom (2008)***

Disseminator: Monica Rosales

This projects links standards-based language arts and social studies lessons to famous court cases through the fast-paced novel, *Leapholes*, by James Grippando. (Grades 5-9)

### ***Ph is for Phonics, F is for Fun (2000)***

Disseminators: Teresa Acosta & Latha Murali

Special techniques, games and activities using inexpensive materials prepare students to read and write. A parent component is included. (Grades preK-3)

## Marine Conservation

### ***Building an Aquatic Think Tank (2004)***

Disseminator: Sherian Demetrius

This interdisciplinary project not only provides a tank for discovery learning on marine life but also produces thinkers who fish for policies that protect the ocean. (Grades K-4)

### ***Hooked on Fishing with the Reel Family (2003)***

Disseminator: Don Derez, Biscayne Nature Center

Young scientists become aware of commercial and recreational over-fishing practices by analyzing the diary of the Reel family's fishing expeditions. (Grades 6-8)

## Mathematics

### ***Mathletes (2006)***

Disseminator: Sandra Daire

Through a series of special monthly school-wide math competitions and classroom activities, math students get a brain work-out during this boot camp. (Grades 8-12)

### ***Stories We Can Count On (1994)***

Disseminator: Dr. Karol Yeatts

Reading good literature becomes a natural part of the mathematics program as elements from a story become hands-on lessons. The Idea Packet contains an extensive list of books related to math and correlating activities. (Grades K-3)

Sponsorships of the 20th Anniversary IMPACT II projects are provided by:

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# Years of IMPACT II

## Science

### ***A Journey through the Human Body (2000)***

Disseminator: Carol Newport

This popular children's book is the basis for an array of activities that explore the workings of the human body including making giant models of organs. Students are also exposed to careers in the medical field. (Grades K-5)

### ***Be Water Smart...Don't Let It Go Down the Pipes! (2005)***

Disseminators: Rosa Sampredo & Miriam Gomez

This comprehensive unit includes lessons on all aspects and uses of water and how to conserve it. Students conduct experiments, take surveys, make posters and develop a Web page to carry the message to the wider community. (Grades 1-5)

### ***Butterfly Bonanza! (1999)***

Disseminator: Nancy Sale

A butterfly garden provides opportunities for children of all ages to study science, horticulture, and language arts. (Grades preK-6)

### ***G.E.E.K.S. – Goal-Oriented Energy Efficient Kids for Society (2006)***

Disseminator: Dr. Minerva Santerre

Students become energy detectives in their homes and school and write energy-saving proposals. (Grades 3-9)

### ***Hallmark, Watch Out! (1997)***

Disseminator: Barbara Zeiler

After a disease or injury is researched, students creatively produce an anatomically-correct get-well card that describes the symptoms and treatment. (Grades 5-12)

### ***Hey, What's the Big Idea? (2003)***

Disseminators: Latha Murali & Teresa Acosta

Fascinating acts of science engage students and reveal to them the Big Ideas of the National Science Education Standards. (Grades K-2)

## Spanish Language

### ***Don Quixote para juvenes (2008)***

Disseminator: Xose Manuel Alvarino

Multidisciplinary activities for all ages introduce students to one of the world's most influential literary classic. The Idea Packet gives an extensive collection of learning opportunities that arose out of the recent 500th anniversary of the book. (Grades K-12)

## Social Studies

### ***The Holocaust Memorial: A Living Lesson on Man's Inhumanity to Man (1991)***

Disseminator: Dr. Miriam Klein Kassenoff

Dr. Kassenoff, a child survivor of the Holocaust, co-author of a Holocaust book and the M-DCPS Holocaust educator, has brought her extensive knowledge on the Holocaust to this project. The fieldtrip to The Holocaust Memorial involves pre-visit, on-site and post-visit activities such as writing a play, creating a photo essay and promoting multi-cultural awareness in the community. (Grades 3-12)

### ***The Price is Right (2004)***

Disseminator: Regina Stuck

Students use primary sources to compare prices of the past to today. This decade-by-decade historical overview gives students a new perspective on the American economy. (Grades 6-12)

## IMPACT II Adapter Grants

The 20 projects that appear on these pages, along with all the other teaching ideas from the past 20 years, are eligible for IMPACT II Adapter grants. Visit The Education Fund's Web site at [www.educationfund.org](http://www.educationfund.org) and view the projects in the past *Ideas with IMPACT* catalogs and the accompanying curriculum Idea Packets in the Publication or IMPACT II sections of the Web site. Information on each Disseminator teacher is listed on their catalog profile page. Contact the teacher to discuss your adaptation. Then, if you require funding to implement, apply on-line for an Adapter grant. Deadline is December 10th. For more information, please contact Lorna Valle, Program Manager, via email at [Lvalle@educationfund.org](mailto:Lvalle@educationfund.org).



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## Florida Matching Grants Program



# The Education Fund's Plant a Thousand Gardens Collaborative Nutrition Initiative (CNI)



## Planting The Seeds

In July of 2007 with support from the Health Foundation of South Florida and M-DCPS, The Education Fund selected five Miami-Dade County public elementary schools to pilot the Plant a Thousand Gardens Collaborative Nutrition Initiative (CNI). The Education Fund designed CNI as a student-centered, seed-to-table garden project to teach second-grade students health and nutrition literacy, math, science, reading and other subjects through hands-on, collaborative learning. The inspiration for CNI came from Alice Water's work in California and from the efforts of Slow Food Miami volunteers. Due to CNI's success, The Education Fund expanded the program in 2008-09 to include 5 additional schools and added 10 more classrooms, directly impacting 550 students, the majority from low-income

homes where exposure to fresh produce is limited. The initiative engaged participating school leaders in conducting Action Research studies with the goal of using the results to advocate for district-wide adoption of this interdisciplinary edible garden program, thus increasing students' academic achievements, while at the same time, improving the health and eating habits of children for a lifetime.

## Working the Gardens – How CNI Works

Under the tutelage of teachers and school administrators, students plant, maintain and harvest vegetable/herb gardens over the course of an entire school year. While students relate the lessons learned in the garden to classroom exercises that include food-related science experiments, observational writing and even mathematical

fractions, parent volunteers also take part by helping with the gardens and attending workshops that focus on preparing healthy meals at home. The gardens are planted in areas open to the entire student body and involve all students through extracurricular activities. School cafeteria managers, school nurses and special area teachers (P.E., Art, etc.) all can play a part in making CNI effective. In fact, collaborations allowed CNI to reach more than 9,000 children during the 2008-09 school year.

## Training Advocates

To make CNI possible, school teams of administrators and teachers attend monthly training sessions given by The Education Fund's staff and consultants. Training introduces ways of infusing nutrition components into the

curriculum, and teaches the teams strategies to engage parents. Of equal importance is the training and facilitation the school teams receive in doing Action Research studies, from which the data they collect and analyze helps determine the success of the program locally. The true impact of the Action Research is its empowerment to create advocates armed with data to show the program's results.

## Healthy Results

An external evaluator also examined the success of CNI. Surveys done during the pilot revealed the following improvements: 88% of parents said they were preparing more healthy food as a result of CNI and 90% said their children requested healthier food after a year in CNI. Results also showed, after a year in CNI, an 80% increase in children





who reported eating vegetables with a meal, a 50% decrease in those eating ice cream and candy, and a 31% decrease in children frequenting fast-food chains. The second year's results also demonstrated CNI improved students' knowledge, attitudes and behavior related to healthy eating.

### **Academic Results**

CNI curriculum is integrated into reading, writing, science, math, social studies and the language arts. Each school documented academic increases after a year in CNI. For example, one school reported that mastery of reading skills improved from 30% of students tested in the fall to 70% in spring, noting that attendance on days they were planting the garden was at 100% in the participating classes.

At Charles Hadley Elementary, second-grade teacher Ana Coya-Broton noticed during her second year of the project an increase in scores in the monthly science exams. Behavior was considerably improved while participating in the garden activities. Students that had difficulty concentrating were much more focused and involved during the program's hands-on activities. More than 80% of the students received a final overall grade in science of A or B. The students' writing scores increased from 2.0 to 2.6 at the end of the year.

Based on observations, surveys, student-to-teacher conferences, journal writing, and shared experiences, students at all CNI schools made significant learning gains in a variety of

subjects, showed a greater understanding of the scientific process and demonstrated an increased awareness of issues related to health and nutrition.

### **For More Information**

- Read the following page which profiles the CNI program at one school, Caribbean Elementary.
- Register for The Education Fund's annual IMPACT II Idea EXPO on Saturday, November 21, 2009. (Register on-line at [www.educationfund.org](http://www.educationfund.org).) At the Expo, especially for educators who have existing gardens, there will be an organizing session of the Edible School Garden Network (ESGN) powered by The Education Fund and Barry University.
- Attend the ESGN session at the EXPO to learn more about CNI methodology and adapter grants, and become part of a growing group of teachers using edible gardens to teach health and academics.
- Look for CNI curriculum (under CNI-C) on the M-DCPS Learning Village: <https://village.dadeschools.net> and at the Education Fund: [www.educationfund.org](http://www.educationfund.org).

### **Founding CNI Schools**

**Dr. Carlos Finlay Elementary**  
Cecilia Sanchez, Principal  
Elena Octala, Asst. Principal  
Maren Roedenbeck  
Liji Morris

**Charles Hadley Elementary**  
Mary Menchero, Principal  
Ana Coya-Broton  
Ileana Stahovec

**Caribbean Elementary**  
Christina Guerra, Principal  
Carolyn Conwell  
Cheryl Doyle

**Coral Park Elementary**  
Maria Nuñez, Principal  
Fredrette Pickett, Asst. Principal  
Helen Spence  
Jennifer Campbell

**West Hialeah Gardens Elem.**  
Sharon Gonzales, Principal  
Ruth Coolidge  
Caron Rose

**Thena C. Crowder Elementary**  
Avis Bembry, Principal  
Giovanna Colareta  
Tanya Diaz  
Leslie Longfield

**E.W.F. Stirrup Elementary**  
Dr. Marisel Elias-Miranda, Principal  
Jannett Lopez  
Elizabeth Hernandez  
Dr. Maite Riestra-Quintero,  
Math/Science Lead Teacher

**Lenora B. Smith Elementary**  
Wanda Heidelberg, Principal  
Orna Campbell, Asst. Principal  
Satarria Level  
Waldecy Kрева

**Riverside Elementary**  
Dr. Sharon Lopez, Principal  
Lin Mendoza  
Mike Antonio Morales

**Spanish Lake Elementary**  
Jacqueline Arias-Gonzalez, Principal  
Cynthia Williams, Asst. Principal  
Miguel Martinez  
Tania Holley

**CNI Staff and Consultants**  
Corey Yugler, The Education Fund Director of Programs  
Jeannie Necessary, The Education Fund Assistant Coordinator of CNI  
Dr. Jill Farrell, Assoc. Professor and Chair, Barry University Dept. of Curriculum and Instruction  
Dr. Cindy Lasky, Assistant Professor, Barry University School of Education

# Caribbean Elementary's Edible Garden Project



**A** garden and a corresponding nutrition curriculum have been at the center of Caribbean's second-grade classes for two years. They have used language arts, mathematics and science skills to write about and investigate the garden with its plants, harmful and helpful insects, reptiles and other life. In one favorite student activity, *Diary of a Worm* is read aloud to the students. Then, several activities are conducted using real earthworms before they are added to the garden to perform their beneficial duties. The garden provides many teachable moments on topics that never would have been broached if the classes had remained indoors and restricted to the textbook.

The food grown in the garden provided a natural link for the nutrition lessons which helped children learn the importance of wholesome food. Nutrition labels on food packages are used as the starting point for lessons on the nutrients in food and their role in sustaining life. Nutritional information is also provided to families through workshops on gardening and preparing healthy meals.

*A garden experience is something most urban children never have. Gardens can be used to teach science, math, and language arts as well as life-changing lessons on nutrition.*

## Students

This project is part of the daily schedule, integrating nutrition and gardening into science and language arts curriculum. While it was initiated with second-grade classes, it is suitable for any grade level.

## Staff

After teaching first- and second- grade for three years, Carolyn Conwell is now teaching Extended Foreign Language classes. Her impact on her students and faculty is widespread as she is the Grade Level Chairperson, Honor Roll Assembly Coordinator, FEA sponsor, Go Green Chairperson, and Student-of-the-Month Coordinator. She also completed her Master's degree in 2008.

Cheryl Doyle, a National Board Certified Teacher, has spent most of her 18 teaching years as a M-DCPS teacher. For the last six years, she has taught first- through fifth-grade gifted students. She also serves as a Technology Assistant for teachers and has been one of the Science Fair Coordinators for five years. In addition, Cheryl is a Teachers Network Leadership Institute (TNLI) fellow.

## Materials & Resources

Plant recommendations: tomato, lettuce, greens, green peppers, eggplant and a variety of herbs. The garden needs sunlight and access to water and compost. Home Depot has plants and the needed supplies of untreated

wood, eucalyptus mulch and shovels. Lesson plan ideas are online at the Learning Village, a portal of the M-DCPS website.

## Standards

Sunshine State Standards

Science:  
SC.A.1.1.1.;  
SC.A.1.1.2.;  
SC.A.1.1.3.;  
SC.G.1.1.1.;  
SC.G.1.1.2.;  
SC.G.1.1.3.;  
SC.G.1.1.4.

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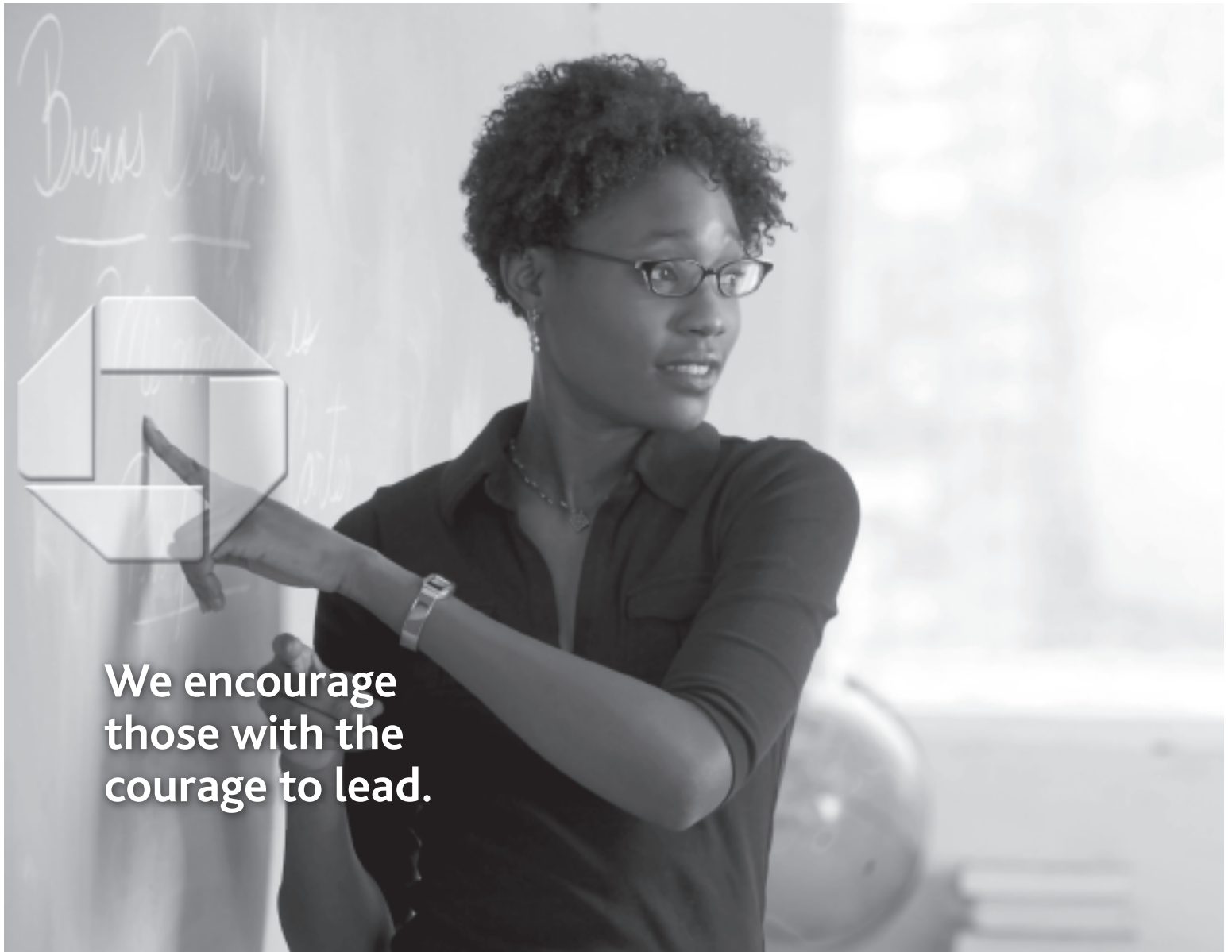
cherylann@dadeschools.net

Caribbean Elementary

Mail Code: 0661

Principal:

Christina Guerra



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those with the  
courage to lead.**

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**CHASE** 

# Active Learning Snack Time



**W**ith this project, students reproduce what they have learned during the week through “cooking” activities. Lessons in science, mathematics, social studies or language arts are reinforced on Fridays with this much-anticipated snack time. This activity turns the abstract concepts taught into edible examples that young students can easily grasp. It helps all students learn, as it promotes learning through kinesthetic, auditory and visual modalities.

For instance, the pattern and shape-identification concepts are demonstrated by students when they place fruit shapes, representing triangles, cubes, circles, etc., on a skewer following a color and shape pattern they are shown. The lesson can be repeated the following week to test retention using M&Ms candies in a color patterning lesson. Digital photos are taken of each activity and compiled into a CD. This is presented to parents at an end-of-the-year celebration, during which students prepare and serve their lessons as food!

*Incorporating food into the lesson is an innovative incentive that works well, as students are eager to display the correct answer in order to eat it!*

## Students

An inclusion classroom of 25 regular and ESE Kindergarten students participated. It can be adapted to other primary grades.

## Staff

Susan Rosenthal has been teaching for 31 years in Miami-Dade County Public Schools. Because of her love for reading, she obtained a Master’s in Reading in 1984. She has mainly taught primary students –18 years teaching second grade and 10 years teaching Kindergarten. She has received grants from The Education Fund and has participated in The Education Fund’s Teach-a-Thon. She is the immediate past President of the Dade Reading Council.

## Materials & Resources

Grocery ingredients, measuring cups and spoons, recipe books for children including on-line subscriptions, digital camera, plastic knives, “animal” paper plates with divided compartments for ingredient separation, various children’s literature. Boardmaker software enhances independent learning for children, as it creates visual graphic instructions for students to follow rather than just a “show-and-do” technique. Families can be asked to donate food items. The Idea Packet contains an extensive list of lessons and no-bake recipes based on monthly themes.

## Standards

Sunshine State Standards

Language Arts:

LA.1.1.3.; LA.1.1.6.;  
LA.1.1.9.; LA.1.1.13.;  
LA.1.2.12.; LA.1.5.2.;  
LA.1.10.8.; LA.1.10.9.

ESOL:

LA.A.1.1.; LA.E. 2.1.1.;  
LA.C.21.2.; VA.D.11.1.;  
VA.B.1.1.2.; VA.A.1.1.3.

Mathematics:

MA.A.1.1.1.; MA.A.1.1.2.;  
MA.1.3.1.1.; MA.A.4.1.1.;  
MA.B.1.1.1.; MA.C.1.1.1.;  
MA.C.2.1.1.; MA.C.2.1.1.;  
MA.C.2.12.; MA.C. 3.1.1.;  
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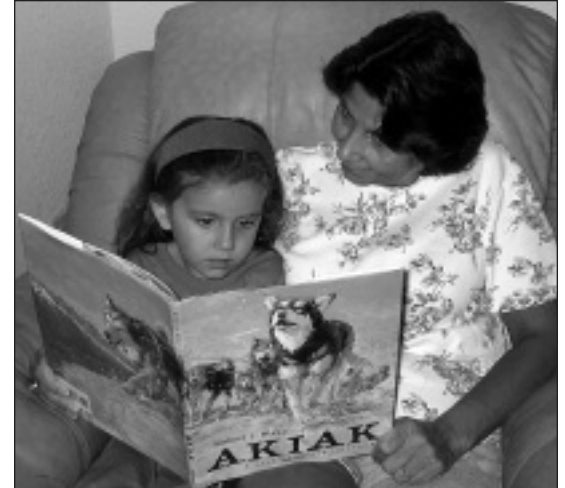
Kenwood K-8 Center  
Mail Code: 2701  
Telephone: 305-986-0841  
Principal:  
Moraima Almeida-Perez

# Hi, Ho, Hi, Ho! It's off to the Iditarod Race we Go!

Originally a Citi Success Fund Grant

Children learn best when they are active inquirers. This project allows students to place themselves, with the help of the Internet, into the excitement of the great competition across the Alaskan Frontier, the Iditarod Great Sled Race. The students “adopt” a musher and their dogs and follow them through the grueling 12-day race, learning the geography, history and culture of Alaska.

During the race, students are engaged in multiple hands-on activities that focus on the exploration and discovery of history, math and science with an emphasis on teamwork. Students create salt maps of Alaska, then measure to scale the location of various race checkpoints. They create their very own survival snack, a trail-type mix for the journey. They also create a checklist of supplies for the dogsled and then compare their list to the actual items taken by the musher. Among other activities, students hold debate sessions on important issues relating to the topic of global warming.



*South Florida students will be intrigued with the novelty of this race and will learn how other communities function to survive the elements. They will begin to understand how severe climate affects the history and culture of a region.*

## Students

This project is designed for first through eighth grades. It can be altered to accommodate ESL students, as well as ESE students.

## Staff

Mickey Santerre is a Gifted Teacher for third- and fifth-grade students in the areas of math and science. She also teaches Alternative Professional Certification for M-DCPS. During the summers, she has taught varying exceptionalities with concentration on autistic middle-school students. Mickey earned her M.A. in Emotionally Handicapped Education from Nova University, a Specialist Degree in Science Education from

Florida State University and her Ph.D. in Science Education at Curtin University in Perth, Australia. Mickey has been a content area curriculum writer for the University of Utah in the area of genetics. She was a member of the Exxon /Mobil Leadership Academy as well as a leader in the Population Connection Leadership Academy. She is a 2009 panel member for NAEP. When not following her teaching passion, she is enjoying her husband, three grown sons and her granddaughter.

## Materials & Resources

Books: *Winterdance* by Gary Paulsen; *Iditarod Fact Book: A Complete Guide to the Last Great Race*; *A Fan's Guide to*

*the Iditarod*. Video: *Iditarod – Toughest Race on Earth*. Web site: [www.iditarod.com](http://www.iditarod.com).

## Standards:

Sunshine State Standards

Science:

SC.A.1.2.; SC.D.2.2.;  
SC.F.1.2.; SC.G.1.2.;  
SC.G.2.2.; SC.H.3.2.;  
SC.H.1.2.

Math:

MA.A.5.2.; MA.B.1.2.;  
MA.B.3.2.; MA.D.2.2.,

Language Arts:

LA.B.1.2.; LA.B.2.2.;  
LA.D.1.2.; LA.C.2.2.

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### Florida Matching Grants Program



## Dr. Minerva Santerre

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Frank C. Martin

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Principal: Pamela Brown

# Teaching through Game Play: The Goose Game



“The Goose Game” is an ancient table board game that has been used successfully to teach social studies in elementary through secondary grades. Through this project, subject matter is taught and reinforced in a fun, non-threatening, approach, while students research, design, and create their own boards, individually and/or as a group. The game is simple to learn and to construct but lends itself to more complex designs as well. As students throw the dice and move from one space to another on the board, they must answer questions, make statements, and overcome obstacles in order to continue playing and reach the end.

The game’s theme can easily vary according to the subject area taught, including language arts, math, science, foreign languages, art, or a combination of any of these. The project could culminate with a contest to choose the best players, or a student-created games exhibition. Both were held last year at the Hialeah-Gardens Middle School Media Center.

*This game has been played for centuries in Europe. Students love to play it and it has been used in elementary and secondary classrooms in English and Spanish with excellent academic results.*

## Students

“The Goose Game” can be adapted for a classroom, department, or school-wide project. Anywhere from two to three thousand or more elementary through secondary students of any achievement level may participate by creating their own goose game boards and playing amongst themselves.

## Staff

Xosé Manuel Alvariño is an experienced teacher who has won Fulbright and National Endowment for the Humanities fellowships, as well as various grants from The Education Fund including the IMPACT II Disseminator grants, *Don Quijote para jóvenes*, *Shakespeare in*

*Spanish for Young People*, *Choral Poetry* and the *Afro Latino Connection*. He has used “The Goose Game” successfully for the past five years after observing its effectiveness in schools in Spain and Italy.

## Materials & Resources

During this project’s workshop at the IMPACT II Idea EXPO, approximately 100 student-constructed “Goose Game” boards will be used to demonstrate and discuss the game. A game will be distributed to each participant at the end of the workshop. Teachers will be able to start using the game immediately with the suggested instructions and activities included in the Idea

Packet. The project uses the school media center, public library, the Internet and student presentations.

## Standards

Competency-Based Curriculum

M-DCPS Sixth-Grade Social Studies Competency-Based Curriculum Objective IC1.

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### Xosé Manuel Alvariño

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Principal: Maritza Jimenez



# Boys' Comic Book Club

*Originally a Teacher Mini-Grant sponsored by Rod & Lucy Petrey*

The Boys' Comic Book Club was formed to stimulate interest in reading and to increase reading competencies for a group of underachieving fourth-grade students. It grew into an extremely popular school-wide phenomenon. Comic books, along with graphic novels, were in demand for both boys and girls of all grade levels.

In each club session, students receive the same comic book to enable choral reading and other exercises. To begin their reading exploration, students define what exactly distinguishes a "comic book," from an illustrated story and a graphic novel. They learn how comic book characters "speak" within speech balloons and how action is conveyed.

At the end of the year, the club members produce their own comic books, which, after many rewrites, become part of the library collection. In another activity, students make paper mache sculptures of their favorite characters.



*Can superheroes save our struggling readers?  
Comic book clubs promote enthusiasm for reading, motivate the reluctant reader,  
develop vocabulary and provide a positive, fun reading experience.*

## Students

The club had only seven members including fourth-grade students at the lowest reading level and one fifth-grade student with an adequate reading level to serve as a role model. The club can expand up to 24 students of all achievement levels in grades three to 12, depending on the goals established. Moreover, it can also accommodate girls. The club met once-a-week for 10 weeks in half-hour sessions during school hours.

## Staff

Janis Jordan joined Miami-Dade County Public Schools in 2006 as a library media specialist for Citrus Grove Elementary School. She was

awarded a Teacher Mini-Grant from The Education Fund to implement this project which funded the purchase of comic books and reference materials.

## Materials & Resources

Comic books of all sorts with a Comics Code-A rating (approved for all ages); reference books on comics; graphic novels; on-line access; a timer; PowerPoint software; plastic carry tote/boxes to organize comics. Most comic books are also supported by the Accelerated Reader Program. The Idea Packet for teachers interested in adapting the project contains a syllabus, bibliography of print and online resources and a list of suppliers/vendors.

A special meeting place was set-up with large pillows placed on a story rug in the Library.

## Standards

Sunshine State Standards

Language Arts: Vocabulary Development: (LA.4.1.6.1.; LA.4.1.6.5.), Phonics/Word Analysis: (LA.4.1.4.3), Reading Comprehension: (LA.4.1.7.1.; LA.4.1.7.), Fiction: (LA.4.2.1.1.; LA.4.2.1.).

National Council of Teachers of English/ International Reading Association NCTE/ IRA Standards: 1, 2, 3, 4, 11, 12

## Sponsored by

### Florida Matching Grants Program



### Janis Jordan, Ph.D.

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Citrus Grove Elementary

Mail Code: 0801

305-642-4141

Principal:

Gwendolyn Haynes Evans

# Lights, Camera, Lunch – A Literary Film Festival

Originally a Teacher Mini-Grant sponsored by the Brickell Avenue Literary Society



In this multi-faceted project, costumes, filmmaking and creativity bring classic literature to life. As part of the Advanced Placement Literature curriculum, this week-long project serves as an annual review for the standardized AP exam, as well as an engaging and entertaining activity for English classes of all levels. Student groups select a text which they have previously studied to transform into a student-produced and acted five-to-seven-minute film. The process consists of script and dialogue creation, adaptation of screenplays, full costume and setting recreation, and a two-page write up summarizing thematic elements and characterizations.

Final films are shown to all classes during an action-packed lunchtime film festival, complete with a red carpet, flashing lights, popcorn, “celebrity” judges and a tuxedoed emcee. Ultimately, the experience is an unforgettable trek through the year’s English curriculum, providing laughs with a dramatic flair for analyzing complex literary texts.

*The literary film festival presents classic literature with a dramatic flair. Students will discover the actors and directors within, combining movie magic with engaging textual analysis.*

## Students

This project was designed for a 12th-grade Advanced Placement Literature and Composition class but can be adapted for regular English and Language Arts classes at all grade levels.

## Staff

Mrs. Julie Vivian has been an English teacher and yearbook advisor for seven years. She is a National Board Certified Teacher in Adolescent and Young Adult English and Language Arts and is currently pursuing a Master’s Degree in Curriculum and Instruction. A proud UF Gator, she has received multiple grants from The Education Fund.

## Materials & Resources

Materials used were various works of literature, such as Austen’s *Pride and Prejudice* and Shakespeare’s *Hamlet*, flashing lights, popcorn, pizza, drinks, roll of red plastic or red carpet, video/digital camera, props and assorted teacher-supplied costumes ranging from wigs to hats to full-body Renaissance armor. The editing software Microsoft MovieMaker was used to compile a cinema-style DVD with music inserted. Since no film festival is complete without extravagant recognition, an awards ceremony is later held presenting medals and awards to winning films including best film and best director.

## Standards

Sunshine State Standards

Language Arts:  
LA.1112.1.6.2.;  
LA.1112.1.7.2.;  
LA.1112.1.7.6.;  
LA.1112.2.1.1.;  
LA.1112.2.1.2.;  
LA.1112.2.1.7.;  
LA.1112.2.1.8.;  
LA.1112.6.4.1.;  
LA.1112.6.4.2.

## Sponsored by



## Julie Vivian

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Miami Coral Park Senior

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Telephone: 305-226-6565

Principal:

Dr. Nicholas Jacangelo

# The World Literature Exposition – A Day when Authors Come Alive!

*Originally a Teacher Mini-Grant sponsored by the Brickell Avenue Literary Society*

The Literature Exposition Day creates an opportunity for students to interview family members about the literary voices that represent their own cultural backgrounds or ethnic groups. Students discuss the contributions these authors have made to literature and write in the style of the author after reading and analyzing a work by the chosen author using a cognitive strategy taught in class. Students then represent their selected text by constructing a mobile, creating an advertisement, making a collage or using some other form of expression.

For the day of the Exposition each student develops a presentation in which the student portrays the author. They dress in costume and display props and artifacts that represent the author’s time period, culture and country. At their displays, the students promote the book they’ve read and attempt to garner the interest of other students to read the author. The project exposes the richness of world literature to classmates, parents and faculty.



*World literary gems are presented and the authors brought to life by students who take on the persona of the authors at this school-wide exposition.*

## Students

Approximately 87 students participate from the 10th grade honors/gifted classes which meet for four to five hours weekly on a block schedule. They range from levels 2-5 in reading. This project can be easily adapted to almost any subject area, as the research can be focused on notable figures in mathematics, science, the arts, etc.

## Staff

Michelle Singh is the Gifted Department Co-Chair, a teacher of the gifted and a FCAT Reading Specialist. She has written a rigorous Language Arts curriculum as well as one that focuses on the FCAT benchmarks for reading. She was the 2005-06 Rookie Teacher

of the Year at her school. She has received the Citi Team Mentor Grant, Citi Success Fund, Teacher Mini-Grant and IMPACT Adapter grant from The Education Fund. She has twice participated in the Zelda Glazer Writing Institute and was, from 2006 to 2008, a College Board Advanced Placement Scholarship recipient.

## Materials & Resources

The Exposition requires a large space with 5-7 long tables, tablecloths and book-themed decorations, a boom-box, iPod dock, laptop computer and LCD projector. Resource books on literature circles, Socratic seminars, and MLA formatting. The Idea Packet contains a book list, Web sites, evaluations and

handouts (available at [www.educationfund.org](http://www.educationfund.org)). Hosting local authors as guest speakers and facilitating a field trip to a museum with world cultures are valuable supplements.

## Standards

Sunshine State Standards

Language Arts

Reading:  
L.A.A.1.4.2.;  
L.A.A.2.4.7.

Writing:  
L.A.B.1.4.1.;  
L.A.B.2.4.3.

Speaking:  
L.A.C.3.4.1.;  
L.A.E.2.4.1.

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### Michelle C. Singh

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mcsingh@bellsouth.net

Robert Morgan  
Educational Center  
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Principal: Greg Zawyer

# The Millionaire Club



The prospect of becoming a millionaire will motivate, excite, recognize and reward young readers. To encourage more reading, the media specialist conducts a compelling competition in which students join The Millionaire Club by reading 1,000,000 words. Once the Accelerated Reader (AR) program is established throughout the school, the student word counts are easily obtained from the AR reports (Renaissance). These word counts, compiled only after students pass the AR comprehension tests, are posted on a regular basis so competitors can watch their words add up in “the bank.”

Even if students fall short of their goals, the extra reading results in comprehension, fluency and vocabulary gains. Millionaire Club members receive recognition at a luncheon and during the school-wide morning announcements. Club photos of the student winners wearing money crowns and surrounded in a backdrop of greenbacks become special mementos.

*This simple competition increases reading skills, cognitive and affective learning, and an appreciation of literature while rewarding any enterprising student who wants to be a millionaire.*

## Students

Currently, the entire elementary school is in the competition, including ESE and ESPO students, since many of the Accelerated Reader tests are available in Spanish. The adaptation of this project is simple for elementary, middle and high schools with any age group by adjusting the word requirements accordingly. For example, for first-grade one-quarter of a million words could be the goal. Any school with the Accelerated Reader Program and computers for the Accelerated Reader testing can easily adapt The Millionaire Club project. It can be used school-wide, by grade level or in a single classroom.

## Staff

Tarja Geis is a National Board-Certified teacher who teaches elementary students and has instructed at the graduate level for 12 years at Barry University. She has received numerous awards and grants and is certified in several areas. She has authored and published two books: *The Holocaust Story* and the *H Book*.

## Materials & Resources

Renaissance Accelerated Reader software, computers for the practice AR Tests, media center and public-library books, play money, card stock, certificates, awards and prizes such as trophies, spot awards, lunch, pizza and

field trips. Students are recognized in the morning announcements and on a bulletin board.

## Standards

Sunshine State Standards

Language Arts:

LAA 1.1.2.;  
LAA 2.1.1.;  
LAA 2.1.3.;  
LAB 2.2.4.;  
LAC2.1.1.;  
LAC 3.2.5.;  
LAE 1.1.1.;  
LAE 1.1.2.

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### Dr. Tarja Geis

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Kendale Lakes Elementary

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Telephone: 305-385-2572

Principal:

Denise Ferrarone

# Designing for the Future in the Classroom Today

**W**ith this project, students begin to grasp what it takes to make buildings and public structures work for the people who use them. Societies express themselves through their buildings as much as through their food, clothing, customs and family organizations. During the project, students learn the many ways buildings and other structures such as airports, wastewater treatment facilities, or bike trails can be constructed, as well as how location, local materials, and the purpose of the structure affect its design.

As students view and study buildings, bridges and other structures, they use mathematics and science skills to measure, plan and construct models of various structures. In one specific activity, student teams construct models of various bridges, including suspension, truss and simple girder. As part of the activity they do online research to estimate the amount of materials needed and the cost of construction if their bridge was to be built. Load limits are also calculated. The teams also write reports on the function and value of the structures to the community.



*What better way for students to improve math and science skills than to plan, design and construct their own edifices? This project's engaging, hands-on activities introduce students to the fascinating fields of architecture and engineering.*

## Students

Students in 5th grade of low academic achievement participated in the project during science lab time for two-hours per week for nine weeks. The project can be adapted to higher or lower grade levels as well as for different achievement levels. The project works well with both small and large groups.

## Staff

Jennifer Williams has been teaching for more than 30 years beginning as an Adult Education teacher. She has also taught music, designed and taught in the gifted program at Pine Lake Elementary and worked as an Educational Specialist of Curriculum at a magnet

school. She was awarded numerous grants, such as Florida Learn and Serve, Title One, and a Retrofitting Grant for Technology. During her career she also coordinated the Citibank FamilyTech program of The Education Fund. Currently, she works as a Curriculum Support Specialist for M-DCPS Region IV Center, assisting and supporting teachers.

## Materials & Resources

Math, science, and architecture Web sites are previewed by the instructor. Web sites such as [www.greatbuildings.com](http://www.greatbuildings.com); [architecture.about.com](http://architecture.about.com); [loggia.com](http://loggia.com); and <http://dir.yahoo.com/Science/mathematics/> are helpful.

Architecture books and magazines, foam board, card stock, balsa wood, graph paper and drawing pencils are used in the project.

## Standards

Sunshine State Standards

Mathematics:

MA.5.A.6.3.;

MA.5.G.5.2.;

MA.5.G.5.3.;

Science:

SC.5.N.1.1.;

Language Arts:

LA.5.6.4.1.;

LA.5.6.4.2 Brown

## Sponsored by



## Jennifer Williams

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Pine Villa Elementary

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305-258-5366

Principal: Tamela Brown

# Effects of Soil Contaminants on the Environment

Originally a Teacher Mini-Grant sponsored by Miami-Dade County



In this project, students become ecologists and investigate the causes, sources, hazards and elimination of soil contaminants. The project was designed to enable students to understand the long-term effects of pollution on their environment while enhancing their skills in designing and conducting investigative experiments. In the main activity of the project, students, working in groups, set-up an experimental design to observe what happens to plants grown in contaminated soil. Seedlings are grouped into one control group and four treatment groups to which one contaminant (detergent, motor oil, salt or vinegar) is added to the soil. Data is collected over a three-week period by the different groups who then put together the cumulative comparative data to analyze the results. In the course of their study, students not only learn about soil contaminants and their eradication, but also develop lab procedures as they become skilled in testing and measuring soil pH and dilution techniques.

*This project enables students to set-up an experimental design, collect and analyze data, and then present what they have learned through the lens of an ecologist.*

## Students

Students in seventh-grade, ranging from low performing to advanced, including ESE and ESOL, participated in this project. Nevertheless, it can also be adapted to any sixth- or eighth-grade science class. Groups of four to six students (based on class size) with assigned roles and led by a student with leadership ability is recommended.

## Staff

Walters Cheso has been teaching with M-DCPS for two years. He graduated from the University of Buea in Cameroon and holds a Masters degree in Plant Biology. Before joining M-DCPS, he worked as a research assistant with

Fairchild Tropical Garden in Miami. As the coordinator of the Science Club, he continually seeks ways to enhance the science experience for students through hands-on activities. He is a member of Dade County Science Teachers Association (DCSTA) and Florida Native Plants Society. Mr. Cheso is a recipient of a grant from the Howard Hughes Medical Institute, University of Miami.

## Materials & Resources

Prior to this project, a lesson on pollution and its sources is required to facilitate the mastery of concepts. Suitable growth conditions can be set-up in a classroom using boxes and fluorescent lamps as a

light source. Most materials used are common items such as detergent, motor oil, vinegar, salt, potting mix, top soil, plastic cups, plastic trays, stakes, measuring tape, ruler, seed-starter kit, paper tags and bean seeds.

## Standards

Sunshine State Standards

Science:  
SC.D.2.3.2.;  
SC.G.2.3.4.;  
SC.H.1.3.4.;  
SC.H.1.3.5.

## Sponsored by



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Principal: Lavette Hunter

# Hoe! Hoe! Hoe!

In bringing agriculture to the classroom urban students discover the source of the food they eat. They study plants and their growth and food production and distribution. In the process of creating and caring for a garden, students also discover that math and science are useful in their daily lives. The science/math-based repetition activities that are inherent to an outdoor garden lab helps students to internalize and apply the Sunshine State Standards creatively.

In addition to the measurements, graphs, charts and science activities the project generates, it also is a springboard to participating in the annual county Youth Fair. Besides the categories of garden specimens and food production, the garden provided the inspiration for students' photography, entomology, public speaking and arts & crafts entries. The Fair gives urban youth the opportunity to showcase their best work while it also brings agriculture and the farm experience into full view for urban students of all ages.



*"Hoe! Hoe! Hoe!" bridges the gap between rural and urban environments and creates hands-on learning opportunities that lead to purposeful academic achievement.*

## Students

Directly involved with the project were 58 first-grade students, but students from other grade levels became interested and took part in the project after school. A garden can be created by a class, grade level, or a school club with the number of participants depending on the assistance provided to the teacher directing the project.

## Staff

Ms. Sale has been teaching for 25 years and has been awarded grants through The Education Fund and the Florida Department of Agriculture. She has presented workshops at the district, state and regional level including

the Southeast US regional science conferences and the Florida Ag in the Classroom's 2009 State Teacher and Volunteer workshop.

## Materials & Resources

Agents from the Miami-Dade County Extension Division of the Florida Department of Agriculture give extensive advice on starting an in-class 4-H club as well as provide gardening tips on what and how much to plant for the space being utilized. *Project Food Land & People*, a 950-page resource notebook of activities and references is also provided by the Dept. of Ag. Materials used for the garden: CBS blocks, rolls of plastic, Perlite, Vermiculite, garden soil, compost, top soil,

water hose, gloves, trowels and garden tools. A less expensive and easier to maintain modification would be an indoor or outdoor moveable container garden.

## Standards

Sunshine State Standards

Science:  
SC.G1.24.;  
C.G1.23.;  
SC.G1.22.;  
SC.F1.15.

## Sponsored by

**THE WILLIAM J. AND  
TINA ROSENBERG  
FOUNDATION**

## Nancy Sale

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Principal: Reginald Johnson

# Icky Ichthyology



Students become familiar with marine biology, as they study ocean life and ecosystems with laboratory activities and hands-on learning experiences in their own aquatic habitat. A classroom aquarium makes an effective marine lab, providing opportunities for observation and inquiry. The project entails creating a salt-water aquarium with live specimens, understanding relationships in daily observations, collecting data and analyzing information. Students research species, diagram life cycles, create energy pyramids and give digital presentations on marine biomes to understand the specialized needs of organisms and how balance is maintained in an aquatic ecosystem.

Students apply their knowledge in an online investigation of conservation organizations, comparing methods and the impact of local, national, and international programs. They learn the role of scientists, sport fishermen and commercial fishermen in the conservation of endangered, threatened and abundant species of life.

*Creating their own classroom salt-water aquarium, students observe relationships of ocean life while collecting data and analyzing information – necessary criteria used in the conservation of marine life.*

## Students

All 6th-, 7th- and 8th-grade science classes participate. Students of all levels observe, monitor and contribute to the design and development of the project. Students meet on a block schedule two-three times a week. As it is an ongoing project, student mentors who have been trained the previous year are used.

## Staff

Gwen Foote has been a professional artist as well as a medical technologist and veterinary clinic owner. She has also taught at the elementary and college level and her degrees include a B.S. in Biomedical Science from Texas A&M, a B.S. in Elementary Education from Black Hills State College, and

a master's in Interdisciplinary Studies from University of Texas. She is certified in k-12 art, special education and has a gifted and talented endorsement. This project requires no additional staff, except during the summer when office assistants volunteer to maintain the aquarium.

## Materials & Resources

Aquarium supplies and consulting from Coral Reef Farm in Hollywood, FL; live specimens and equipment from Carolina Products. Resources include PBS pod casts, Discovery Channel and National Geographic. Online activities and assessments from United Streaming, USGS, NASA Satellite mapping, and virtual labs

from GIZMO. The Yamaha Contender Miami Billfish Tournament provides valuable resources to schools.

## Standards

Sunshine State Standards

Science:  
 SC.H.1.3.;  
 SC.H.2.3.;  
 SC.H.3.3.;  
 SC.D.2.3.;  
 SC.F.1.3.;  
 SC.F.2.3.;  
 SC.G.1.3.;  
 SC.G.2.3.;  
 SC.H.1.3.;  
 SC.H.2.3.;  
 SC.H.3.3.

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### Florida Matching Grants Program



## Gwen Foote

[gfoote@dadeschools.net](mailto:gfoote@dadeschools.net)

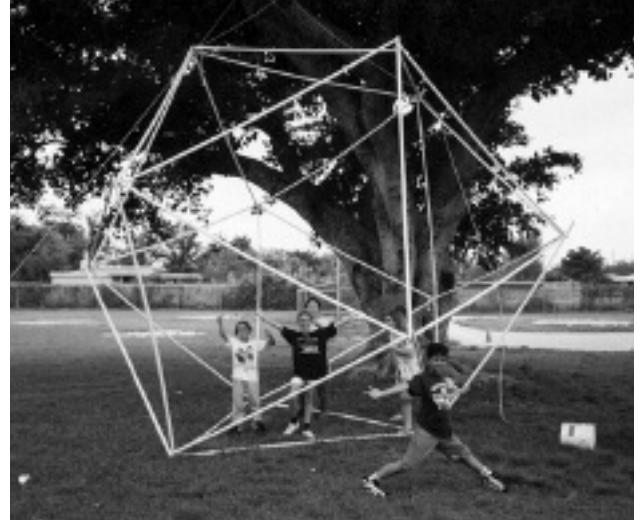
Nautilus Middle School  
 Mail Code: 6541  
 Telephone: 305 532-3481  
 Principal:  
 Dr. Allyn Bernstein



# Learning through Architecture

Using the architecture of our homes, schools, and communities, students explore applications of mathematics. Students discover many factors that affect the planning of a building: environmental, cultural/social, aesthetic, and current practices. The activities include room and house design, scale models and cost comparisons. Most of the activities include work with the Sunshine State Standard measurement strand. For example, using the school site, the students compare stairway dimensions to the average length of a human foot and the average vertical step. With this information, the students then find other space requirements based on the average human height and weight.

Students also design a home for a favorite literary character or an author. They create a room based on what the character's lifestyle or culture would dictate. For an author, they conduct research to find examples of homes the author actually lived in and from the photos approximate the dimensions of the home for their blueprint design.



*The project is full of interactive exploratory activities that encourage higher order thinking skills in students as they go through the steps involved in construction from conception to the finishing touches.*

## Students

Ninth- and tenth-grade students in regular and honors geometry participated. Many activities can be adapted to earlier grade levels and other mathematics courses.

## Staff

Marilyn Riggins has been a mathematics teacher at South Miami Senior High for 28 years. She is a National Board Certified Teacher and has received the Presidential Award for Excellence in Science and Mathematics Teaching from the National Science Foundation. She has also been the recipient of The Education Fund's IMPACT II Adapter grant, Teacher Mini-grant, and Impact II

Disseminator grants for her projects *Architectural Interest*, *Twist and Turns*, *Classic Bits & Pieces* and *Picture This!*

## Materials & Resources

Materials used are posterboard, coordinate grid paper, card stock, scissors, rulers, measuring tapes, glue, tape, and colored pencils/crayons. Internet sites: asce.org for past online issues of the beautiful and instructive civil engineering magazine; ebuild.com, gostructural.com, and greenbuilder.com. The internet site engineering.com has an ask-an-engineer forum; explanatory videos, interactive computer games and various calculators to estimate amount of materials needed, such as the number of blocks

or the amount of concrete for a specific area and much more!

## Standards

Sunshine State Standards

Mathematics:

MA.A.4.4.1;  
MA.B.1.4.1;  
MA.B.2.4.1;  
MA.B.3.4.1;  
MA.B.4.4.

## Sponsored by



## Marilyn Riggins

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Telephone: 305-666-5871  
Principal: Gilberto Bonce

# Recycle & Reuse to Learn the Three 'Rs

Originally a Teacher Mini-Grant sponsored by Miami-Dade County



In the greening of this classroom, reading, writing and arithmetic lessons have been adapted to reuse recycled products that students have creatively transformed. Cereal and other food boxes are reused as book covers to make instant “books” or journals which sparked many creative writing activities. Outdated travel brochures provide images that students use to create a kids’ guide to attractions. An array of plastic containers (butter, whip cream, or coffee creamers) are utilized to store letters, word families, vocabulary words and math facts. Attaching Velcro or magnetic strips to these plastic containers creates a reusable teaching tool for students to use at their desk or at a learning center. Even clear plastic cups with a dome shaped lid become bug catchers, planters, and observation containers for tadpoles. Recycling and reusing many different types of products in the classroom promoted a “Go Green” attitude that students were quick to embrace and eager to share with their schoolmates.

*This project provides a practical means for students to protect the environment by recycling and creatively reusing products that extend their learning.*

## Students

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

## Staff

Mayra Perez is a National Board Certified Early Childhood Generalist who has been teaching in the primary grades for Miami-Dade County Public Schools for 24 years. She enjoys spending time with her family, reading, cooking and scrapbooking. She has received Citi Success Fund, Citi Team Mentor, Teacher Mini-Grants and the IMPACT II grants, *Hot off the Press and onto the Web* and *Sensational Storytime Snacks*, from The Education Fund.

## Materials & Resources

Plastic butter or whip cream tubs, coffee creamer containers, clear domed cups, assorted food and cereal boxes, strawberry containers, cup holders, travel brochures/pamphlets, 48qt storage bins with lids, Velcro or magnetic strips, magnetic letters/numbers, plastic 2-liter bottles, foam trays, egg cartons & Cricket machine with die-cuts for paper decorations or cutting designs in plastic.

Helpful resources include: *www.brighthub.com*, a knowledge sharing environmental & science site which provides a wealth of recycling ideas; *Good Earth Art: Environmental Art for*

*Kids* by Maryann Kohl; *Eco Art* by Laurie Carlson; Highlight Magazine; and AAA travel brochures from Florida's Turnpike rest areas.

## Standards

Sunshine State Standards

Language Arts:

LA.2.1.4.1.;  
LA.2.1.6.1.;  
LA.2.2.2.2.;  
LA.2.3.1.1.;  
LA.2.3.1.2.;  
LA.2.4.1.1.;  
LA.2.4.2.2.;  
LA.2.6.4.2.

Mathematics:

MA.2.A.2.1.;  
MA.2.A.4.1.;  
MA.2.A.6.1.

## Sponsored by



## Mayra Perez

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Coral Reef Elementary

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Telephone: 305-235-1464

Principal: Lucille Matthews

# Rumble, Tumble, Crumble

Originally a Citi Success Fund Grant

This program converts the classroom into an inquiry-based laboratory where students construct models of volcanoes, earthquakes, mountains and valleys to simulate the forces and processes which shape the Earth, such as wind, water, gravity and ice. Students realize the earth is rarely quiet or still. Along with learning how our planet was formed, students also develop an understanding and respect for the changes that are constantly evolving. Students become geologists and volcanologists, raising their expectations to "move mountains."

In the "Shrinking Rocks" activity, students observe how rocks change through weathering. Students take hard candies (rocks) and observe what happens as water (their own saliva) swishes over the rock. They time how long the candies take to dissolve and record and graph the results. Another student favorite is the testing of building materials under the assault of wind from a fan and tremors from a simulated earthquake.



*Student geologists move mountains as they build up and break down the landforms that shape our Earth. They begin to understand that only change endures, as they learn how the earth rumbles and tumbles, and constantly evolves.*

## Students

This project was used with six classes, each with about 26 fifth-grade students who were grouped four to a table and shared materials. The classes met twice a week for one hour. ESE, gifted, and inclusion students were also included. Weathering and erosion are important concepts which can also be introduced at the third- and fourth-grade levels.

## Staff

Arlene Trotter has been teaching in Miami-Dade County Public Schools for more than 25 years and is currently the science lab teacher at Crestview Elementary. She holds a M.S. from Nova University and an

Education Specialist degree in science education from the University of Miami. She has taught workshops through the Miami-Dade County Public Schools Division of Science and advocates for early science education. She has received numerous grants through The Education Fund including the IMPACT Disseminator grant for *A Taste of Science*.

## Materials & Resources

Materials needed: a five-lb. bag of sand, plastic containers, blow dryer, stream table, hard candies, vinegar, baking soda, modeling clay, small rock collection, marbles, sugar cubes.

Helpful resources are science videos, a field trip to Fairchild

Tropical Garden and the on-line Web site *Science in the News* to keep track of earthquakes, volcanoes and beach erosion occurring daily around the world.

## Standards

Sunshine State Standards

Science:  
 SC.D.1.2.1.;  
 SC.D.1.2.3.;  
 SC.D.1.2.4.;  
 SC.D.1.2.5.;  
 SC.D.2.2.1.;  
 SC. H.1.2.2.

## Sponsored by

**ROD & LUCY  
 PETREY**

## Arlene Trotter

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Crestview Elementary

Mail Code: 1161

Telephone: 305-624-1495

Principal: Melissa Mesa

# There Is NO “Away”: The Law of Conservation of Matter and Solid Waste Pollution



In this project students draw from the law of conservation of matter to dispel the notion that you can ever truly *throw something “away.”* To begin this unit, a poster depicting a scenic landscape is shown to the class; every day trash is taped to the poster until the scene disappears. Thus begins the discussion on solid waste, followed by the video clip *The Story of Stuff*, which emphasizes how overconsumption contributes to environmental and social issues. Throughout the activities in this unit, students are taught the key to living more sustainably is pollution prevention. One lesson includes the film *Trashed: The Story of Garbage, American Style*, an investigation of the garbage industry which illustrates the effects of waste on natural resources. Another lesson is the EPA’s interactive Internet activity, *Recycle City*, where students strategize ways to overcome the effects of waste on a community. As a transition between the waste unit and a water-pollution unit, students investigate the effects of biodegradable waste in dissolved oxygen.

*Population growth and living standards are straining our planet’s natural resources. According to the EPA, each U.S. resident generates approximately one ton of MSW (municipal solid waste) each year. This project educates students in how science and human choices can stem this tide.*

## Students

Eleventh- and twelfth-grade students in Advanced Placement Environmental Science participated. Some activities are also applicable to seventh- and eighth-grade Science or Biology classes.

## Staff

Mercy Aycart has been teaching for six years at South Miami Senior High. She holds a bachelor’s degree in science education and is working on a master’s degree in educational leadership. She is certified in Biology and Earth Space Science and is currently the Science Curriculum leader at her school. Ms. Aycart is part of a district committee creating

pacing guides aligned with the next-generation Sunshine State Standards.

## Materials & Resources

Landscape poster, solid waste (paper, bottles, cardboard, cans), computer, Internet access, projector, *The Story of Stuff Animation* (20 minute film shown at [www.storyofstuff.com](http://www.storyofstuff.com)), Environmental Protection Agency’s (EPA) *Recycle City* ([www.epa.gov/recyclecity](http://www.epa.gov/recyclecity)), television, DVD player, *Trashed: The Story of Garbage, the American Style* ([www.trashedmovie.com](http://www.trashedmovie.com)). For the lab: biodegradable materials and dissolved oxygen (milk, water, methylene blue, test tubes, test-tube rack, timer, yeast.)

## Standards

From the next-generation of Sunshine State Standards

Science:

Grades 9 -12:  
 SC.912.L.17.8.;  
 SC.912.L.17.13.;  
 SC.912.L.17.14.;  
 SC.912.L.17.15.;  
 SC.912.L.17.16.;  
 SC.912.L.17.17.;  
 SC.912.L.17.18.;  
 SC.912.L.17.20.

Grade 8:  
 SC.8.L.18.4

Grade 7:  
 SC.7.L.17.3

## Sponsored by



## Mercy Aycart

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South Miami Senior High  
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 Telephone: 305-666-5871  
 Principal: Gilberto Bonce

# A Powerful Choice: Bystander or Rescuer?

*Originally a Teacher Mini-Grant sponsored by the Harry Kramer Memorial Fund*

**T**he conscious decision made by people to be bystanders or rescuers impacted millions of lives during the Holocaust. Eighth-grade students examine portraits of courage, cowardice and indifference and make a connection between the boldness of those who helped Jews escape from the Nazis and advocates from recent times and diverse cultures who have fought injustice. They discuss such dilemmas as putting one's life in danger to save others, and whether to disobey a government when one's values are challenged.

Through critical thinking, creative writing, art and technology, students express how they can be rescuers in their neighborhood, school and the world today. Students read Holocaust literature, study primary documents and explore Internet resources. They apply their knowledge to write poetry and letters and create art, assembling "Memories of Courage" wall hangings and displaying multimedia projects in a "Gallery of Goodness."



*This project teaches students to recognize the danger of being a silent bystander when a wrong is being committed. Students learn that ordinary people from all cultures and walks of life can be a rescuer. If not you, who?*

## Students

Approximately 150 eighth-grade students in groups of 30 participated in this program twice a week in the media center during their social-studies block. This unit can be adapted for students of all middle-school grades and diverse academic skills.

## Staff

Sharon Glueck has been an educator for 33 years with the past 16 years teaching for M-DCPS as a sixth-grade language-arts instructor, a gifted facilitator and presently as a library media specialist. She has received three grants from The Education Fund as well as grants from the National Endowment for the Arts and the "First Book"

federal book program. Mrs. Glueck received a scholarship from Seton Hill Catholic University in 2007 to study at the Yad Vashem Holocaust Memorial Summer Institute in Jerusalem. She was invited back to present to educators from around the world during its 6th International Conference on Holocaust Education – "Fighting Racism and Prejudice."

## Materials & Resources

*An Introduction to the Holocaust for the Young Reader* is available free-of-charge; Interactive Web sites from the U. S. Holocaust Museum and Yad Vashem, [www.ghetto.galim.org.il/eng/](http://www.ghetto.galim.org.il/eng/); videos ordered from the M-DCPS Media Division. The Holocaust Education

and Documentation Center arranges for survivors to speak to classes ([www.hdec.org](http://www.hdec.org)). Educational trunks can be borrowed through the Florida Holocaust Museum in St. Petersburg, Florida ([www.flaholocaustmuseum.org](http://www.flaholocaustmuseum.org)). Dr. Miriam Klein Kassenoff is the M-DCPS Holocaust educator ([mkassenoff@dadeschools.net](mailto:mkassenoff@dadeschools.net)).

## Standards

Sunshine State Standards

Language Arts:

LA.A.2.3.2.;

LA.D.2.3.2.;

LA.D.2.3.6.

Social Studies:

SS.A.1.3.;

SS.A.1.3.1.;

SS.A.1.3.2.

## Sponsored by

**ROBERT RUSSELL  
MEMORIAL  
FOUNDATION**

**FLORIDA MATCHING  
GRANTS PROGRAM**

## Sharon Glueck

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Lake Stevens Middle

Mail Code: 6351

Telephone: 305-620-1294

Principal: Dr. Mark Soffian

# Teaching Social Studies through Film



The purpose of this project is to enhance student comprehension of secondary social studies with film as a support tool. Students tend to assimilate information better through visual and auditory stimulation. Films transform the text into images and sounds. With film, students are able to further develop the information from texts and use analytical skills in interpreting themes and concepts.

For instance, when students study the Civil Rights Movement, they gain a better understanding of the struggle by watching, analyzing and discussing specific scenes from the award-winning documentary, *Eyes on the Prize*. In “seeing” the news reports of boycotts, marches and lynchings, student understanding is taken beyond classroom discussions and textbook lessons. Following Dr. Martin Luther King’s non-violence philosophy in film to its origin or viewing the film *Gandhi*, grants students a dynamic perspective to the motivating factors behind the history of the movement.

*Schools should adapt to the next generation’s access to information and exposure to images with pedagogy that is natural and innate to students. Well-selected films properly tied to the subject matter can be a dynamic enhancement to the textbook.*

## Students

This project can be easily adapted to all subject areas, student ages, achievement levels, and/or used with larger or smaller groups. It is especially effective with SPED students for its visual and auditory stimulants and ESOL students as film helps them see concepts that transcend language. More than 300 secondary students have benefitted yearly from this complementary use of film in classroom teaching.

## Staff

Mr. Burkowski, Jr. is vice-president of the Miami-Dade Council for the Social Studies and a Florida Council for the Social Studies board member. He was a 2007-08 Social

Studies Beginning Teacher of the Year Finalist and this year’s Regional Finalist for Rookie Teacher of the Year.

An experienced teacher, Xosé Manuel Alvarino, is a Fulbright fellow and a National Endowment for the Humanities recipient. He has received various grants from The Education Fund.

## Materials & Resources

This project can be conducted in a classroom, auditorium, or media center that is equipped with a Smart Board or a television set/VCR. Materials prepared for teachers interested in adapting the project include lesson plans, student activities, Internet resources (such as [www.imdb.com](http://www.imdb.com)), and a bibliography.

## Standards

Sunshine State Standards

Middle School:

Geography: SS.A.1.3.3.

US History: SS.A.1.3.1.

High School:

Social Studies:

SS.912.H.1.1.;

SS.912.H.1.2.;

SS.912.H.1.5.

History (includes World History and American History):

SS.912.W.1.6.;

SS.912.A.1.1.

## Sponsored by



### John Burkowski Jr.

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Academy of Advanced Academics at F.I.U.

Principal: Omar Monteagudo

### Xosé Manuel Alvarino

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Hialeah Gardens Middle

Principal: Maritza Jimenez

# Easy 3D for You and for Me

In this 3-D project, students build soft paper sculptures of fish using recycled materials. They first research the marine life of our native coral reefs. In these lessons they learn about measures that must be taken to preserve the health of the coral reef ecosystem. They connect the simple act of reusing materials for their art projects to saving resources, which, in turn, benefits their environment.

Next, they explore form and shape in three dimensions and study the anatomy of fish that populate the local coral reefs, gaining information and inspiration to construct their replicas. Using recycled newspaper, file folders and masking tape, students begin constructing the body of the fish. After the body is formed, painting and other embellishments bring out the individual characteristics of each fish. This project is completed in about four hours and gives students a better understanding of basic fish anatomy as well as the importance of recycling and preserving habitats.



*Students make connections to multiple strands of learning through the arts. This 3-D project leads students to explore our coral reefs and, in so doing, discover applications to the arts, sciences and real world issues they will face today and in the future.*

## Students

Fifty-four ESOL, ESE, and regular-education third-grade students participated, meeting once a week for one hour for four weeks. The project can be adapted to fourth- or fifth-grade students on a similar time frame and achievement level.

## Staff

Mr. Demercado has been teaching Visual Arts for 16 years in M-DCPS. He and his students have received numerous awards from The Education Fund's "Art of Found Objects" Exhibition. He has also presented workshops at the state and district levels in 3-D mixed media. This project has been successfully implemented

since 1999. Assistance with the project is a great help but not a necessity.

## Materials and Resources

A regular classroom setting is adequate but it must include one open table for supplies. Newspapers (two double broadsheets per student), one roll of masking tape for every two students, recycled manila file folders, colored tissue paper and a stiff bristle brush size 10 (check with the art teacher). The Idea packet contains anatomy pictures of fish and step-by-step instructions. A trip to Miami Seaquarium is a great addition to the project and The Education Fund's Ocean Bank Center is a good place to find materials for the project.

## Standards

Sunshine State Standards

Visual Arts:  
Standard 1, A,B,C,D.

Science:  
Standard 2

Competency Based Curriculum (CBC):  
Grade 3 - Comp. 3,  
Objective 7, Studio Skills

## Sponsored by

**The Arthur F. and  
Alice E. Adams  
Charitable Foundation**

### Peter Demercado

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Banyan Elementary

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Telephone: 305-221-4011

Principal: Cheri Davis

# Images of America: Understanding What Being American Means through its Art

Originally a Citi Success Fund Grant



**M**any students do not know what it is to be an American, nor do they understand their role, affiliation or duties as citizens. This course of study will help students identify themselves as active participants in the American culture. American art history is rich with references to struggle, sacrifice, optimism, and personal strength in overcoming obstacles such as the natural, social, and economic barriers evident in our history. This series of arts integrated interdisciplinary learning experiences with sequenced arts, language arts, and social studies projects produces a portfolio of learning artifacts. These include writing essays about an American art image, painting an American landscape, sewing a Native American or colonial costume, singing American folk music, writing in the style of an American folktale and performing in an American historical drama.

The production of artifacts creates a context for the historical concepts, produces repeated learning and assessment opportunities, and reinforces student achievement. Each student artifact will be assessed with the data analyzed and instructional strategies adjusted according to outcomes. Over the course of an academic year, the portfolio of artifacts will provide ongoing authentic assessment for each individual student's thinking process.

*This interdisciplinary arts integration curriculum develops in students an awareness of America's rich past and cultural contributions. By connecting to the American story, students begin the formation of their own identities as contributing and valued members of the American community.*

## Students

Approximately 125 third- and fourth-grade students who are diverse cognitively, socio-economically, and culturally participated. Through a focus on Native American art history for fourth-grade and lessons on George Washington and Abraham Lincoln for third-grade, students begin to learn the significance of being an American.

## Staff

Mark L. Rosenkrantz, a native Miamian, has taught for 12 years. He was awarded Middle School Art Teacher of the year by the Florida Art Education Association for 2008. As a National Board Certified Art Teacher, he seeks to keep abreast of current issues on art

and education through action research and professional development. He is currently the coordinator of the Teachers Network Leadership Institute (TNLI) action research cohort and an Advocacy committee chairperson for the Dade Art Educator Association. This project is based on teacher collaboration.

## Materials & Resources

Videos/CDs: *American Heroes and Heroines*; Matthew Sabatella's *Ballad of America*, Volume 1&2 and *Songs in the Life of Abraham Lincoln*; *Exploring Christopher Still Murals in the Florida House of Representatives* from the Dept. of Education, State of Florida; *The Everglades* – Rich Kern of

Miami's Nature Series. Curriculum Guide: *Picturing America*, Teachers Resource Book, The National Endowment for the Humanities. Website: [www.PicturingAmerica.neh.gov](http://www.PicturingAmerica.neh.gov). A fieldtrip to Lowe Art Museum is encouraged.

## Standards

Sunshine State Standards  
Grades 3-5 benchmarks in art, music, theatre, social studies and language arts are detailed in the Idea Packet for this project. (available at [www.educationfund.org](http://www.educationfund.org))

## Sponsored by

**The Arthur F. and Alice E. Adams Charitable Foundation**

## Mark Rosenkrantz

[mrosenkrantz@dadeschools.net](mailto:mrosenkrantz@dadeschools.net)

David Lawrence, Jr. K-8

Mail Code: 5005

Telephone: 305-354-2600

Principal: Bernard L. Osborn



# The Louvre on Wheels: Recycling with the Great Masters

Originally a Teacher Mini-Grant sponsored by Miami-Dade County

This project was designed by an art teacher to add to the recycling momentum that has engaged the whole school. To unite science and art, the drab blue recycling bins were turned into attractive and educational works of art. The bins, as outdoor public galleries, aesthetically enhanced the school grounds and focused attention on the process of recycling.

All fifth-grade students studied the works of three signature artists from current and past times: Van Gogh for his identifiable style and expression; Romero Brito for his contemporary and local flavor, Leonardo da Vinci for his fame and mastery. Every fifth-grade class was assigned a recycling bin to decorate with the works of one of these artists. Groups of four then selected an art piece to recreate on one side of the recycling bin. The groups first worked on large poster board to sketch their versions of the art pieces, before drawing their design onto the recycling bin and then painting them with weather-resistant acrylic paint.



*Create art curiosities that educate the student body about art and recycling.  
This easy and fun project can have a lasting impact on the entire school community.*

## Students

All of the fifth-grade students at Jack Gordon Elementary participated in this project working in groups of four. Fourth through 12th grade could adapt this project. It is also suitable for a small group, such as an environmental or an art club.

## Staff

Michael Flaum has been an educator for 26 years, serving as an Art Teacher in both Elementary and Middle Schools, and for nine years as an Assistant Principal. He returned to his passion of teaching art seven years ago. His work as an Assistant Principal provided insights into the entire school setting that now enables him to have

a greater impact on his students.

## Materials & Resources

Materials: permanent markers, poster board, drawing pencils, outdoor acrylic paint. Books: *Art of the Twentieth Century* by Jean Louise Ferrier; Janson's *History of Art; Essential Van Gogh* by Josephine Cutts & James Smith; *Leonardo* by Maria Costantino; *Pharaohs* by Aude Gros De Beler and *Adventures in Art* by Laura Chapman. A field trip to Vizcaya shows students how the environment and architecture complement each other. The project can be expanded to include Ancient Egyptian art as its iconic images are relatively easy to

recreate. Murals painted on the walls near the recycling bins can be an informative and beautiful addition to the project.

## Standards

Sunshine State Standards

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

## Sponsored by

**The Arthur F. and  
Alice E. Adams  
Charitable Foundation**

## Michael Flaum

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Jack D. Gordon Elementary

Mail Code: 2151

Telephone: 305-234-4805

Principal: Ruth A. Alperin

# Citi Postsecondary Success Program (CPSP)

## What is CPSP?

In March 2009, Citi Foundation, together with the Academy for Educational Development (AED) and the Public Education Network (PEN), announced the launch of the Citi Postsecondary Success Program (CPSP) and the selection of Miami-Dade County as one of three communities in the U.S. that will participate in this national initiative. In Miami-Dade, CPSP is being organized by The Education Fund and Miami-Dade County Public Schools (M-DCPS), and involves local postsecondary institutions, non-profit organizations, cities, community and business groups, and funders to increase the number of low-income public high school students who are ready for, enroll in and succeed in postsecondary institutions.



Specifically during the next five years, Citi Postsecondary Success Program (CPSP) seeks to build capacity in the community, and in three demonstration schools, to increase:

- High school graduation rates,
- College Readiness
- Postsecondary attendance, and
- College persistence/success.

At the community level and in the three demonstration schools, the CPSP model:

- opens dialogue among partners and stakeholders,
- leverages and coordinates resources,
- requires a commitment to collecting and using data as a means to assess strengths and bridge gaps, and
- seeks sustainability for long-term change.

## How Can You Get Involved?

The Education Fund is bringing together a diverse coalition of community stakeholders to examine the challenges and approaches to the critical issues of college readiness, graduation, postsecondary admissions and success. By creating a collaborative network of community-based organizations, colleges and universities, vocational programs, public schools, businesses and local leaders, The Education Fund strives to galvanize the community to search for ideas and to support resources that connect and commit the entire community to graduate and educate our young people for the global economy.

### Become Informed.

Get to know the groups that are focused on college readiness, access and success. Listed on page 33 are the groups and institutions that have begun to meet to leverage ideas and resources. View their Web sites, learn about their success and challenges, and visit their booths at The Education Fund's Idea EXPO.

### Act based on knowledge gained.

Three demonstration schools participate in CPSP. Follow their progress and learn from their experiences. Already through a core component of CPSP, *The Education Fund's Creating Transition Coaches to Build Change (CTC)*, a number of college-access lessons have been created and tested. Look for these on The Education Fund's Web site: [www.EducationFund.org](http://www.EducationFund.org). Additionally, in this IMPACT II Catalog two college readiness/access projects are profiled. Adapt these ideas to your classroom or school.

### Offer support or resources.

Whether you have a successful strategy to share or time to volunteer with a group, your support is needed if we are to change our community so every child graduates and has an opportunity to pursue their dreams.

### Educate others.

As you learn more about the challenges, successes and supports needed to make our entire community into a highly skilled workforce, let others know where we currently stand and what is required to transform our culture.

## Who is Currently Involved

Numerous programs, organizations and groups are committed to improving Miami-Dade's students' access to, and achievement in postsecondary education. The following list is the first compilation of CPSP partner organizations. Contact them for information on what they are doing in your school and community. If you know of a group that should be included, contact Corey Yugler, CPSP Director at The Education Fund, at [cyugler@educationfund.org](mailto:cyugler@educationfund.org).

## CPSP Facilitators

**The Education Fund**, the organization selected to staff CPSP, fulfills its mission to provide private-sector leadership and support for innovation in public education by designing and implementing initiatives that involve the entire community in improving our schools. [www.educationfund.org](http://www.educationfund.org).

**Miami-Dade County School Board** leadership has helped shepherd this project onto the agenda of the college-access community. School Board member, Dr. Martin Karp, has taken a lead in this work and his office has helped create the CPSP Coalition. Other school board members continue to provide important support for college access activities.

**Miami-Dade County Public Schools** is a co-partner of the CPSP program. The Division of Student Services provides guidance-counselor support, the Homeless-Assistance Program, and College Assistance Program (CAP) advisors. <http://studentservices.dadeschools.net>.

## Community Based Organizations

**AVID (Advancement Via Individual Determination)** works to ensure all students succeed in rigorous, college-prep pathways, enter mainstream school activities, and increase their enrollment in colleges. Integrated by a feeder pattern, AVID is currently in 20 M-DCPS schools. [www.avidonline.org](http://www.avidonline.org).

**College Summit** is a national nonprofit that partners with schools and districts to strengthen the college-going culture. It is in four schools and is seeking expansion in 2009-10. [www.collegesummit.org](http://www.collegesummit.org) or [vcarter@collegesummit.org](mailto:vcarter@collegesummit.org).

**Educate Tomorrow** is a Miami nonprofit whose primary mission is to provide one-on-one mentors to foster youth who have (or will soon have) "aged out" of the system. Mentors assist young adults in completing high school and applying for college or technical school. [www.educatetomorrow.org](http://www.educatetomorrow.org) or [French@educatetomorrow.org](mailto:French@educatetomorrow.org).

**ENLACE** is designed to increase the number of Latino college graduates, primarily by strengthening the quality of education and support for students before college in grades 1-12. <http://ola.wkkf.org/ENLACE/miami.htm> or [mcedeno@fiu.edu](mailto:mcedeno@fiu.edu).

**NFTE (Network for Teaching Entrepreneurship)** provides entrepreneurship education programs to young people from low-income communities. NFTE is in 23 M-DCPS sites. <http://southflorida.nfte.com/whatwedo/programs> or [kristine.dittmar@nfte.com](mailto:kristine.dittmar@nfte.com).

**Women of Tomorrow Mentor & Scholarship Program, Inc.** is a nonprofit that pairs professional women with small groups of at-risk girls in public high schools. Mentors work in 54 M-DCPS schools. [womenoftomorrow.org](http://womenoftomorrow.org) or [berickson@womenoftomorrow.org](mailto:berickson@womenoftomorrow.org).

## Post-Secondary Institutions

**Miami Dade College:** High-school students can access dual enrollment programs, internships, summer programs, Upward Bound and more. [www.mdc.edu](http://www.mdc.edu).

**Florida International University:** Programs for high school students include College Reach Out, Flame, Gear Up, Upward Bound Math-Science and summer programs. [www.fiu.edu](http://www.fiu.edu)

**Barry University:** Grounded in the liberal-arts tradition, high-school students engage in summer internships, College Reach Out program, tours, and field trips. [www.barry.edu](http://www.barry.edu) or [spreyes@mail.barry.edu](mailto:spreyes@mail.barry.edu).

**St. Thomas University:** This urban Catholic university in North Miami has dual enrollment, the Miniaci Family Lead-Now program, Upward Bound, tours and field trips for high school students. [www.stu.edu](http://www.stu.edu).

**Florida Memorial University:** Their mission is to inculcate in students the importance of life-long learning, character, and a commitment to leadership through service. Bridge programs include Black Male college explorers, college reach-out programs, Upward Bound, and summer programs. [www.fmuniv.edu](http://www.fmuniv.edu).



**Carlos Albizu University:** Campuses in Miami and San Juan, PR, offer bachelor's, master's, and doctoral degrees in psychology, business administration, and education.

## Community Funders

**The Bayview Foundation** enriches the lives of children in South Florida by providing them with educational outreach programs. [bayviewfinancial.com/bayviewfoundation](http://bayviewfinancial.com/bayviewfoundation).

**The United Negro College Fund (UNCF)** provides financial assistance to deserving students at historically black colleges and universities. The UNCF oversees direct opportunities for students, including internships, the Gates Millennium Scholars Program, and the Merck Science Initiative. [www.uncf.org](http://www.uncf.org) or [edith.pearson@uncf.org](mailto:edith.pearson@uncf.org).

**Dade Community Foundation (DCF)** develops a permanent endowment to meet current and future charitable needs. It partners with the College Assistance Program (CAP) by assisting economically disadvantaged seniors with "last-dollar" grants. <http://www.dadecommunityfoundation.org>.

## CPSP Demonstration Schools

\***Miami Beach Senior High**, Dr. Rosann Sidener, Principal

\***Miami Southridge Senior High**, Dr. David Moore, Principal

\***Westland-Hialeah Senior High**, Guillermo Munoz, Principal

**Creating Transition Coaches to Build Change (CTC)**, a program of The Education Fund, pursues a team approach to address college readiness/access. Researchers at the University of Chicago identified key factors of Chicago public school students' postsecondary success. In their study, one of the most important predictors on whether students went to college was the college-going "climate" in high schools. In schools where staff encouraged students to attend college and were involved in their college research and applications, students were significantly more likely to attend a four-year school. The expectations and involvement of the teachers made the biggest difference. With this research in mind, CTC works with teachers to incorporate college readiness into every aspect of school life including class work, college clubs, parent workshops and visits to campuses. Two profiles of CTC teachers' projects are on the following pages for which adapter grants are available. To view the CTC curriculum, visit [www.educationfund.org](http://www.educationfund.org).

# Create an In-class College Fair



There is a certain excitement when students board a bus to attend a large college fair in an expo center or hotel. That same excitement can be generated by creating a college fair in one's own classroom with the added benefit of providing hands-on learning opportunities for students. Making use of widely available resources on the Internet and helpful publications from the College Board, students gather research about colleges, majors, and scholarships which they present to their classmates. This project puts the emphasis on engaging students in each step of the research process. From generating questions to selecting resources, from taking notes to selecting a format for presenting information, and from making presentations to keeping a journal, students actively learn throughout this project. In addition, the project could incorporate explorations on careers and vocational training as well as be easily expanded into a school-wide assembly with guest speakers, including teachers, who give accounts of their college-to-career lives.

*With this research project, students take ownership of the college application process and learn the steps to postsecondary success.*

## Students

This project has been used with eighth-grade students during a summer workshop on getting ready for high school as well as with students in 11th and 12th grade in an SAT Prep elective class. It is best suited for grades 10, 11, or 12. The curriculum standards provided are for grades 11-12 language arts.

## Staff

Shawn Eric DeNight, a National Board Certified Teacher of English/language arts, teaches intensive reading, SAT Preparation, and journalism at Miami High School. A high school teacher for 22 years, DeNight has a Ph.D. in English education

from the University of Miami. At various stages in his career, he has been an English department chairperson, a newspaper adviser, a supervisor of computer reading and writing labs, and a professional development leader for teachers. He has served on two committees for the Educational Testing Service and has attended a variety of workshops sponsored by the College Board. DeNight also works as a facilitator at the University of Miami/MCPS Zelda Glazer Writing Institute.

## Materials & Resources

College Board publications: College Handbook, The Book of College Majors, The Book of Scholarships. Internet

resources: a variety of college and university websites. Materials: poster boards, markers, laptop and projector.

## Standards

Sunshine State Standards

Language Arts:

LA.1112.2.2.1.;  
LA.1112.2.2.2.;  
LA.1112.2.2.3.;  
LA.1112.3.5.1.;  
LA.1112.3.5.2.;  
LA.1112.5.2.2.;  
LA.1112.5.2.3.;  
LA.1112.5.2.4.;  
LA.1112.5.2.5.;  
LA.1112.6.2.3.;  
LA.1112.6.3.3.;  
LA.1112.6.4.1.;  
LA.1112.6.4.2.

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Principal: Dr. Daniel Tosado

# Creating Transition Coaches

This program introduces a new benchmark in college readiness. School-site professionals will become mentors and coaches who are able to help their students see the benefits of attending college or other postsecondary training and successfully transitioning to adult life. The program includes information on developing an after-school club that provides college and career awareness as well as practical skills for navigating the testing, financial aid and application processes.

The program's lessons are designed to be integrated into the existing curriculum and provide additional support for the school-based CAP advisor, guidance counselors, academy leaders, core-subject area and Career and Technical Education teachers to create an entire school culture focused on lifelong learning. The lesson plans have been designed with two main purposes in mind: 1) to be user-friendly for the teacher; and 2) to maximize the learning strategies for students in order for the goals and benchmarks to be reached.



*Educators learn ways to encourage and support students' aspirations for postsecondary education by creating a "college-going" culture in their schools.*

## Students

The project was designed for students in grades 9 through 12; although middle-school students could benefit.

## Staff

Lucy Herrera has been an educator for 22 years, first in higher education and the last 18 years in M-DCPS, as a teacher, counselor and administrator. She was instrumental in bringing to the district the nationally recognized School-to-Work grant. Her vast experience and knowledge in program development and community-member coordination has supported programs like TECH Prep, High Schools That Work (HSTW), Educators in Industry, Kids and the Power

of Work (KAPOW), as well as Kauffman Entrepreneurial. In addition, she supervised many other programs including the College Assistance Program (CAP).

She has supported Graduation Rate/Dropout Rate initiatives by developing 15 curriculum manuals, including *Tools for Success: Preparing Students for Senior High School and Beyond*. She holds an Educational Specialist in Guidance and Counseling, Masters of Science in Mental Health Counseling and a Bachelors of Arts in Spanish Literature and Education.

## Materials & Resources

Resources:  
www.fastweb.com;  
www.facts.org; www.bls.gov;

www.dadecommunityfoundation.org; Occupational Outlook Handbook; Florida Bright Futures Scholarships.

## Standards:

National Standard for Freshman Transition: 1.0, 3.0, 7.0, 8.0, 10.0.;

Student Development Framework Standards and Benchmarks:  
ED 1.5; CD 1.0; CD 4.0; CD 4.0; CD 4.1; PS 2.1; PS 4.1.;

CBC Correlation: Workplace Essentials & the FCAT benchmarks are listed in the manual for this project.

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