

2020-2021 Ideas with **IMPACT**

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

44 inspiring
ways to cover
FLORIDA STANDARDS

Engaging
STEM/STEAM
projects for every
grade level!

Idea EXPO Virtual Teacher Conference
Earn Up To 14 Master Plan Points!



FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

INNOVATION IN ACTION FOR EDUCATION

The Education Fund enlists the support of the private sector to improve Miami-Dade's public schools and bring excellence to public education. Our work reaches all 18,000+ teachers in 476+ schools and makes a difference in the lives of 340,000+ students.

- \$61+ million raised for public schools
- 30,000+ students' eating habits improved annually through an edible garden laboratory initiative
- 34% increase in college enrollment attained as part of a national demonstration project
- \$14+ million in free supplies for classrooms, benefitting 2.2+ million students
- \$2.75+ million granted to teachers to foster student achievement in 4,800+ classrooms
- 10,500+ computers to students and parents
- \$1.1+ million raised for schools' visual arts programs
- 2,622 business professionals teach for a day

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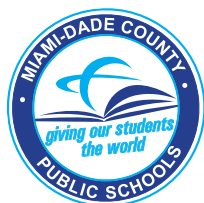
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A Message from the **Superintendent** of Miami-Dade County Public Schools



For 35 years, The Education Fund has been a key partner with Miami-Dade County Public Schools, sponsoring initiatives that support teachers with networking, training opportunities, grant funding, and more. By providing teachers the opportunity to be catalysts for innovation in the classroom through programs such as Ideas with IMPACT, The Education Fund gives teachers the resources to bring their ideas to life and an avenue to share proven ideas with others. In this way, their leadership is rightly recognized and highlighted.

This year, in response to safety measures taken to prevent the further spread of the COVID-19 coronavirus in our community, the Idea Expo will take place online. The Idea EXPO Virtual Teacher Conference will include live instructional workshops disseminated by some of Miami-Dade's most dedicated and innovative teachers. I continue to applaud The Education Fund for meeting challenges head-on by providing this virtual conference that will include teachers' best practices in a multitude of subject areas, with lessons that celebrate our diversity and inspire acceptance.

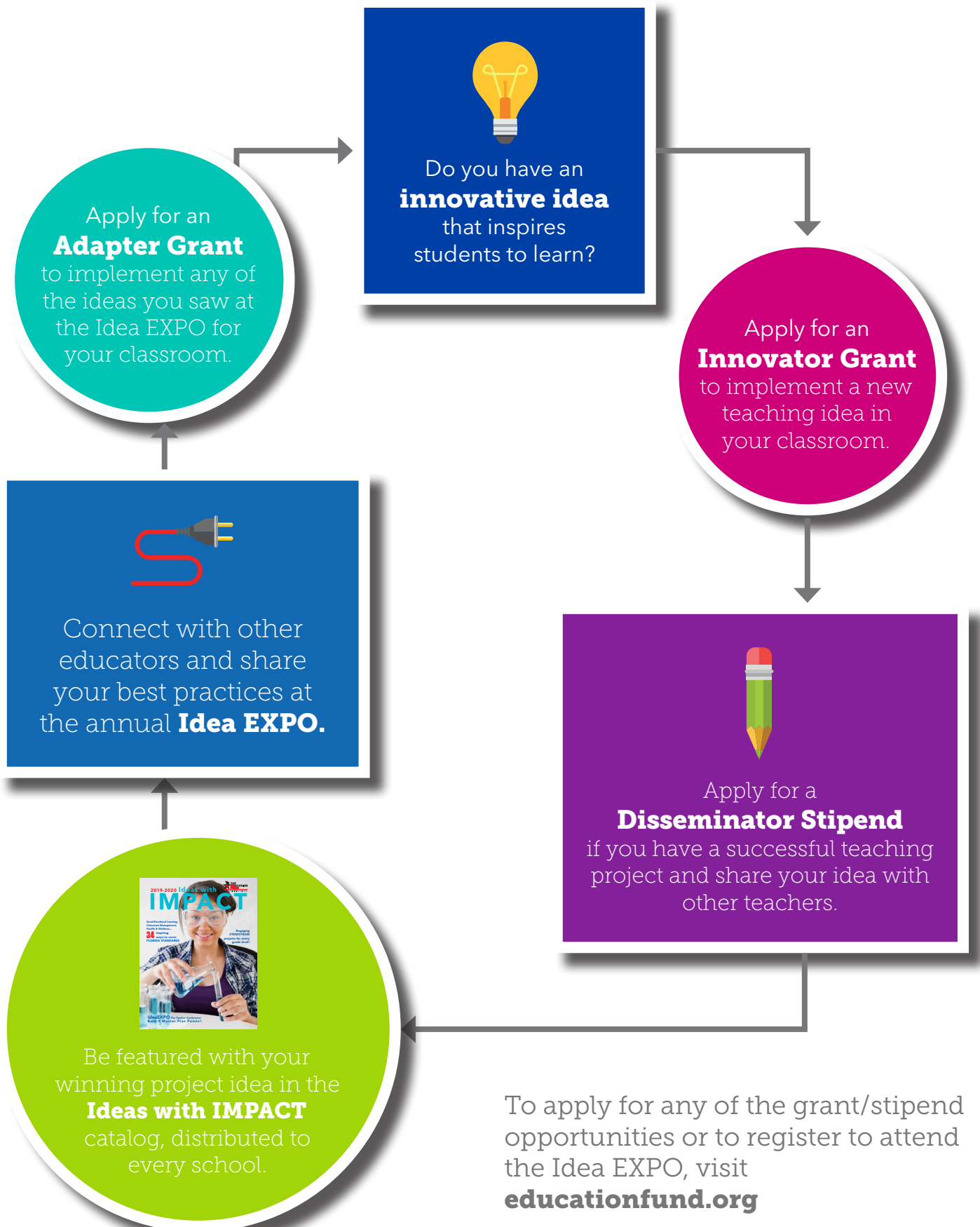
The Education Fund's Ideas with IMPACT program is designed to share innovative, cost-effective teaching ideas in a user-friendly network that includes the Ideas with IMPACT catalog, curriculum instructional Idea Packets, the Idea EXPO Teacher Conference, Innovator, Adapter and Student Power Grants, and exciting new initiatives including the digital magazine Teachers with IMPACT, the Ed Fund Teacher Talks discussion series, and interactive training webinars led by M-DCPS teachers. I commend the dedicated educators who contribute their time and talents to the IMPACT network. You make a difference for our students and our community.

Alberto M. Carvalho
Superintendent of Schools



Ideas with **IMPACT**

Building a Network of Support and Best Practices





2020 Idea EXPO

The Teacher Conference



SPEAKER - MICHAEL BONNER

The Transformation of Education - October 24, 2020

"We are on the brink of an educational revolution! Students are learning in a world that is quickly being transformed by technology and innovation, but the education system is struggling to keep up. I'll highlight how student, teacher, parent, and community voices matter as we fight to propel our students to greatness."

Featured on *The Ellen Show* and *NBC Nightly News*, educator, speaker, and author Michael Bonner will share his "lessons learned" from teaching in a Title I school with students with high levels of trauma and adverse situations. Mr. Bonner is a fourth and sixth grade English teacher at the famed Ron Clark Academy.



SPEAKER - SARI BETH ROSENBERG

Deconstructing Classroom Instruction - November 7, 2020

"Online instruction was challenging and stressful for students, teachers, and parents alike. The experience challenged me to deconstruct my entire pedagogy as well as the content I taught. In this talk, I will discuss the creative ways I changed my teaching and explore how it will influence my in-person instruction moving forward."

Sari Beth Rosenberg is a New York City public school teacher who co-wrote the social studies curriculum for the NYC Department of Education. She was awarded the Paul Gagnon Prize from the National Council for History Education, wrote a 13-part series, *"Teaching in the Age of Coronavirus,"* for *PBS Newshour Extra*, and the *#SheDidThat* series on women's history for A&E Television Networks/Lifetime. She currently hosts the *"Zoom Teacher Series"* for *PBS Newshour Extra*.



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For opening minds, creating opportunities,
and helping to create a brighter future,
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THE LUCY PETREY ENDOWMENT FUND

Benefitting The Education Fund's Teacher Programs



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

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

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



Diversity and Evolution of Living Organisms

Evolutionary science curriculum instructs students about natural selection

The Teacher Institute for Evolutionary Science (TIES) helps educators teach evolution with confidence. Participants receive a free unit of materials, including a presentation and exam. One activity, "This Lab is for the Birds," is based on Grant's famous finch research and is available for free download. Students "become" finches and are assigned different beak "phenotypes" including a fork, spoon, or toothpick, and compete for food. The food is soft for the first three rounds of collection due to the plentiful "rainfall" on the island. A "drought" affects the next three rounds; hard food replaces the soft food.



Students collect data on the number of birds who survive and the number of offspring produced according to phenotype. After calculating the averages before and after the drought for each phenotype, they must draw conclusions and use them to describe natural selection. The Bio Interactive film, *The Beak of the Finch*, is included to provide the students with the real-life connection to this engaging activity.



CONTACT INFORMATION BERTHA VAZQUEZ

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SCIENCE

SC.7.L.15.A. The scientific theory of evolution is the organizing principle of life science. B. The scientific theory of evolution is supported by multiple forms of evidence. C. Natural Selection is a primary mechanism leading to change over time in organisms.

SC.7.L.15.1 Recognize that fossil evidence is consistent with the scientific theory of evolution that living things evolved from earlier species.

SC.7.L.15.3 Explore the scientific theory of evolution by relating how the inability of a species to adapt within a changing environment may contribute to the extinction of that species.



99.9% of my students have passed the Biology EOC in the last 5 years, mostly with 4s or 5s. "

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to download and present an entire unit of instruction on evolution
How to join free monthly webinars and invite their students to do so as well
How to try out at least 3 hands-on, active learning ideas for their classroom

STUDENTS

Adaptation: Grades 3-5 and for high school biology students

Students who participated: Main focus of curriculum has been middle school

MATERIALS & RESOURCES

Materials: For hands-on labs: spoons, forks, knives, toothpicks, popcorn kernels, raisins, projector, cut-outs of embryos, evolution statements, etc. Each teacher receives a TIES folder with hard copies of the session lesson.

Resources: The Internet for free online games and engaging videos, grants and donations, webinars with guest speakers, face-to-face workshops

ABOUT THE TEACHER

Through her efforts with TIES, Bertha Vazquez was awarded the \$1,000 National Association of Biology Teachers Evolution Education Award and the \$5,000 Butler-Cooley Award, both in 2017. Bertha also won the M-DCPS Middle School Science Teacher of the Year award three years ago and was a finalist for the Presidential Award for Excellence in math and science.

To register for this workshop, visit www.educationfund.org

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CONTACT INFORMATION

ZENY ULLOA

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DOWNLOAD PROJECT AT EDUCATIONFUND.ORG

Classroom of the Future

with Augmented and Virtual Reality

Virtual Reality mesmerizes students and holds them totally captivated

Teachers face a constant struggle to maintain student engagement whether in the classroom or online. Using various digital learning applications for augmented and virtual reality, this project is designed to impact students' interests and curiosities and engage them in learning about the world around them. With applications such as JigSpace, Quiver, and Merge Cube, students discover concepts of tectonic plates, how a battery works, the solar system, and structures of the human brain and body. Students love seeing the objects in front of them and within their proximity, giving them the impression of being immersed in the realm. They swim through underwater coral reefs and dam a river to see what happens to the environment. Visualizing step-by-step interactive 3-D breakdowns of complex ideas, products, and phenomenon in order to understand how they happen, operate, or work proves to be monumental in students' academic advancement and educational learning experience.



“Virtual realities can create experiences for students that would otherwise be very difficult or even impossible for them.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to integrate AR/VR devices, applications, and programs

How using AR/VR programs will increase their teaching platform

How to engage students using fun, hands-on AR/VR devices and applications

STUDENTS

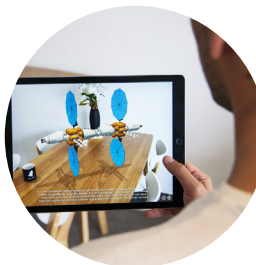
Adaptation: All grades (best for elementary), any achievement level, can be implemented during Distance Learning and with large or small groups

Students who participated: 2nd grade, 34 students, 80% below grade level and 35% ESOL, met a total of 150 minutes each week with a varied schedule

MATERIALS & RESOURCES

Materials: Store-bought or handmade Merge Cube, cardstock, electronic device, AR/VR headset and googles (if desired)

Resources: Applications: Quiver, WWF Free Rivers, JigSpace, Merge Things, Galactic Explorer, Mr. Body, Museum Viewer, Object Viewer, Moment, Merge Explorer



ABOUT THE TEACHER

A dedicated teacher for 15 years, Zeny Ulloa has created innovative projects that have earned her numerous grants from The Education Fund, Pets in the Classroom, and 4-H. In 2004, the Florida Department of Education published her article, "Behavior Management for the 21st Century Teacher." Zeny has a post graduate Education Specialist Degree from NOVA Southeastern University.

To register for this workshop, visit www.educationfund.org

STANDARDS

SCIENCE

SC.2.E.7.2 Investigate by observing and measuring, that the Sun's energy directly and indirectly warms the water, land, and air.

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

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

HEALTH

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

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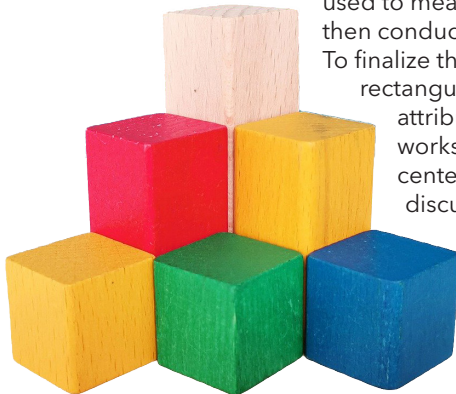
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Geometry 3-D Shapes

Geometrical 3-D shapes become tangible for young learners

For geometrical shapes to be really understood by young students, they need to literally feel every attribute of each shape. In this unit of study, students tap into their drawing skills to make 3-D shapes on graphing paper, using a how-to video with step-by-step detail. After modeled on the graphing paper, a class discussion revolves on how to build with these shapes in real-life 3-D examples of construction. Square, colored, one inch tiles are used to measure and represent area. A peer review is then conducted of their 3-D shape representations. To finalize the lesson, students create a 3-D cube and rectangular prism representation and evaluate the attributes of the shape with their skill practice worksheets. This assignment promotes student-centered activities to engage the learners to discuss in groups the certain attributes that match a shape, giving them a platform to demonstrate what they learn.



CONTACT INFORMATION AILYN GARCIGA

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DOWNLOAD PROJECT INFO AT [EDUCATIONFUND.ORG](http://www.educationfund.org)

STANDARDS

MATHEMATICS

MAFS.3.G.1.1 Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

MAFS.3.G.1.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

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“My students benefited from this project by increasing their scores in the geometry chapter.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Teaching geometry depth with higher order thinking questions
How to scaffold instruction step-by-step in geometry skills
How to create hands-on models of geometry shapes
How to collaborate in peer discussion reviews of geometry

STUDENTS

Adaptation: Lower or higher achievement levels, can be implemented with large or small groups

Students who participated: 2nd grade, 39 students who achieved a proficiency in this skilled level in 3 days

MATERIALS & RESOURCES

Materials: 3-D foam shapes, colored one inch square tiles, geo-graphing paper, tooth picks, spice candy with paper towels

Resources: The Internet, website for drawing 3-D geometrical shapes: <https://www.youtube.com/watch?v=ucAUQsOWQY0>

ABOUT THE TEACHER

Ailyn Garciga used this geometry project with two different grades. A volunteer to help hand out materials is beneficial.

To register for this workshop, visit www.educationfund.org

The Parabolic Math Classroom

Changing workstations allow students to flourish academically

CONTACT INFORMATION

KELSEY MAJOR

SCHOOL: iPrep Academy

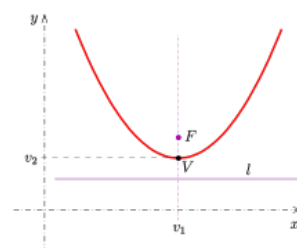
PRINCIPAL: Alberto M. Carvalho

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

The Parabolic Math Classroom takes the theoretical characteristics of a parabola and superimposes those ideas on the learning environment from an academic and a spatial design perspective. Students rotate in cohorts to each of four parabolic stations where they spend 20 minutes each. They are exposed to content from four unique modalities: 1) Direct and explicit instruction; 2) Digital content via Khan Academy, Math Nation, or Edgenuity; 3) Peer collaboration to create and solve problems related to the content; 4) Utilization of Desmos graphing software to visualize the graphs of functions; and 4) Reflex Math or iReady software platforms for remediation work. Cohort leaders control workflow, rotation, and consult with the teacher as needed. This project addresses the needs of multiple learners (visual, auditory, kinesthetic, and mixed learners) and allows the teacher to more effectively address the needs of the lowest 25% of students. Using this approach ensures that all students experience academic gains in this environment.



“No student is left behind in this odd but highly effective classroom experience.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to effectively differentiate mathematics
How to truly integrate technology into the curriculum using the SAMR model
How to plan and effectively teach a 20 minute lesson

STUDENTS

Adaptation: Any age group and cohort sizes should be limited to 9 students, works best for a class of about 30 students or less

Students who participated: Middle school, 120 students, ages ranging from 11-14, met every other day

MATERIALS & RESOURCES

Materials: Tablets or laptops, desks set up in four parabolic arcs (9 desks per arc)

Resources: The Internet, programs like Desmos, Khan Academy, Reflex Math, Edgenuity, and iReady

ABOUT THE TEACHER

Kelsey Major is in his third year of teaching. He holds a master's degree in Education, a bachelor's degree in Engineering, and a bachelor's degree in Political Science and Public Administration. Kelsey has received numerous grants from The Education Fund. This project has been implemented for approximately one year and a half and no assistance is needed.

STANDARDS

MATHEMATICS

MAFS.912.A-REI.4.12 Graph the solutions to a linear inequality in two variables as a half-plane and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

MAFS.912.A-CED.1.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions.

MAFS.912.A-REI.2.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

LANGUAGE ARTS

LAFS.2.RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

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To register for this workshop, visit www.educationfund.org

Making Virtual Reality Your Own

With VR education, students are inspired to discover for themselves

Virtual reality (VR) can be applied to many areas in education, with an infinite set of realms that students can experience. One example is Google Expeditions - perfect for engaging students through Distance Learning. With a library of field trips available for regular smartphone users, each journey includes virtual panoramas - students 'travel' to the Great Wall of China, the pyramids of Egypt, and even to Mars.



Students assemble their own set of VR glasses from a cardboard box and special inexpensive insert, then download the Google cardboard application into their smartphones, allowing them to explore Google Expeditions or any other VR application. With VR education and the hands-on experience of creating their own VR glasses, students are inspired to discover for themselves. They have an opportunity to learn by doing rather than passively reading.



CONTACT INFORMATION DR. SUZANNE BANAS

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

CAREER TECHNOLOGY EDUCATION

CTE-AATC.68.GENRL.03.04 Apply mathematical skills and construct a visual arts, performing arts, journalism, and broadcasting project.

WL.K12.AM.3.7 Exchange general information on a variety of topics outside fields of interest.

G.K12.6.1.2c Learning Profile - Perform: Compare how components of learning preferences align with professionals in a field of study.

G.K12.7.2.1c Inventive Thinking - Perform: Create a product with defined rationale using multiple sources from varied fields or disciplines.

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VR education transforms the way educational content is delivered."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to make their own VR glasses from simple materials

How to use Google Expeditions

How to use VR in classroom instruction for STEAM lessons

STUDENTS

Adaptation: Other ages, achievement levels, can be used with large or small groups

Students who participated: Middle school, 112 students, 11-13 years of age, represented regular and advanced achievement levels and ESOL, met once a week

MATERIALS & RESOURCES

Materials: Large, thin cardboard pieces (or pizza boxes), Xacto knives, glue, bifocal lens (x2), tables to work on, Google cardboard template, Google cardboard app, cell phones that can use VR

Resources: School media center, public library, the Internet, contributions and loans from parents or institutions, guest speakers, Google VR field trips, other VR experiences apps

ABOUT THE TEACHER

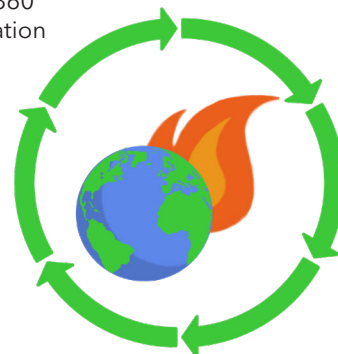
Suzanne Banas is a National Board Certified teacher, with a Ph.D. in Science Curriculum and Educational Leadership. She has taught middle school science for 27 years. Her publications include "Emerging Young Investigators" and "The Florida Science Teacher." Suzanne's honors include the Teacher Hall of Fame Top 10 Finalist 2017, National STEM Scholar 2017, and multiple grant awards from The Education Fund. She has used this project for 2 years and assistance would be helpful.

To register for this workshop, visit www.educationfund.org

Using Virtual Reality to Teach Climate Change

Innovation brings climate change awareness to students

South Florida is extremely vulnerable to climate change, and environmental issues are top concerns for young people around the world. This project hits home for students by examining the impact of climate change on Miami and other global communities and offering viable solutions. Using Oculus Quest virtual reality headsets, vivid 360° videos take them on a transcendent exploration into the devastating consequences of our changing climate. They witness first-hand Greenland ice melting into the ocean and the effects of rising tides locally. This virtual experience forces students to take a critical look at human behavior, and formulate ideas to help reverse climate change, leading to self-advocacy as environmental agents within their local community.



CONTACT INFORMATION

MARK GODINEZ

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



Using the 360 videos brought climate reality to my students."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to integrate Virtual Reality to the classroom
How to teach climate change
How to get students engaged in computer science

STUDENTS

Adaptation: All grade and achievement levels and learning modalities, can be implemented with large or small groups

Students who participated: High school, 50 students, ages ranging from 15-18, achievement levels were 1-3 for FSA Reading, met once a week

MATERIALS & RESOURCES

Materials: Promethean Board, four Oculus Quest and Oculus Go virtual reality units, notebook paper, electronic devices

Resources: Media center or computer lab, the Internet, links to videos: American Educator Teaching Climate Change 'What Educators Should Know and Can Do', This is Climate Change VR series

ABOUT THE TEACHER

Mark Godinez has taught high school vocational studies for the past 11 years. His honors include 2019 Computer Science Teacher, 2020 National Center for Women and Information Technology, South Florida Teacher of the Year, 2020 CLEO Climate Change Speaker, 2018 South Dade Teacher of the Year, and numerous grant awards from The Education Fund.

STANDARDS

SCIENCE

S.C.912.L.17.8 Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

S.C.6.E.7.6 Differentiate between weather and climate

S.C.912.E.7.4 Summarize the conditions that contribute to the climate of a geographic area, including the relationships to lakes and oceans

S.C.35.CS-CC13 Identify ways that technology can foster teamwork, and collaboration can support problem solving and innovation

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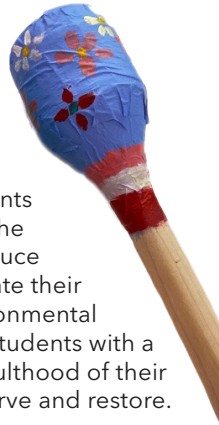


To register for this workshop, visit www.educationfund.org

Reduce, Reuse, and Recycle with Music

Students create musical instruments from recycled objects

Climate change is one of the most urgent issues for many students, who recognize the importance of recycling and other green initiatives. In this project, music students utilize their creative talents as they develop a deeper understanding of environmental issues. They learn about current factors that affect the earth's longevity, strategies they can implement at the micro-level to promote positive change, and new products they can design using recyclable materials. Inspired by the "Trash Orchestra" in Paraguay, where musical instruments were created out of recycled materials, students investigate the science of sounds and what components are needed to produce pitched or unpitched sound. Using this information, they create their own musical instruments and write songs that promote environmental initiatives. Adaptable to all subject areas, this project leaves students with a vibrant educational experience that will remind them into adulthood of their accountability on the environment and their mission to preserve and restore.



CONTACT INFORMATION

DAVID CRUZ

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STANDARDS

MUSIC

MU.912.H.2.1: Evaluate the social impact of music on specific historical periods.

MU.912.H.3.1: Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.

SCIENCE

SC.912.L.17.20 - Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.

GENERAL

G.K.12.5.3.3d - Use information systems to identify and analyze trends and events in order to forecast future implications.



My students are promoting a positive message through songwriting."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Use the teacher platform to promote positive change

Sustainability practices for school and home

The role that artists and educators play in promoting issues for advocacy

STUDENTS

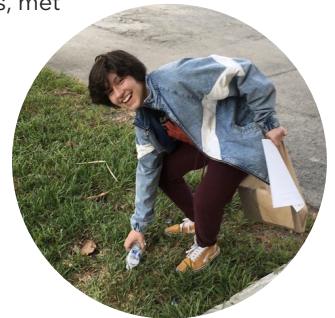
Adaptation: Any age level, can be implemented with large or small groups

Students who participated: High school, 200 students, met twice a week for a month

MATERIALS & RESOURCES

Materials: Recyclable materials with sound potentials are collected throughout the school year by teacher and students - paper towel rolls, cardboard, various bottles (glass and plastic), other found items

Resources: Ecological book and websites (see Idea Packet on website).



ABOUT THE TEACHER

David Cruz is in his sixth year as a music teacher. He received his master's degree in Music Education from the University of Illinois, Urbana Champaign and his bachelor's degree from the University of Miami, Frost School of Music. David earned Rookie Teacher of the Year in 2016, the Adrienne Arsht "Music Teachers that Rock Award" in 2019, and has presented at district, state, and national conventions on Music Education strategies.

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To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION DR. EKATERINA BELYAKOVA

SCHOOL: Fienberg Fisher K-8 Center

PRINCIPAL: Maria P. Costa

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PHONE: (318) 229-8678

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STEAM & Beyond:

Applied Scientific Expression Through the Arts
STEAM activities motivate students to present a culturally authentic performance

Student requests to participate will pour in for this in-depth STEAM project that demonstrates how science, technology, art, and culture work in tandem to improve interest and motivation to learn. Students delve into topics about sound creation, musical notes, how various musical instruments work, music from other cultures, the engineering methods used to create live music, the math involved in manipulating and assembling materials, and more. As a capstone activity, students use the musical instruments and costume elements they created to present a culturally authentic performance for their peers. Throughout the project, students begin to understand that math and a mastery of scientific principles are used in the engineering process to creatively apply technology to communicate and express themselves through art. The result of their efforts is tangible, useful musical instruments. Their music will serve as an enduring touchpoint that reinforces the value of having an educated mind.

“This project addresses my students most commonly asked question, ‘Why?’”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Integrate multiple disciplines into STEAM activities
Use Performing Arts to anchor a STEAM module
Ideas for incorporating music education into STEAM instruction

STUDENTS

Adaptation: All grade and achievement levels, can be implemented with large or small groups

Students who participated: Grades K-5, ages 5-10, 30-300 students, met 1 or 2 times per week



MATERIALS & RESOURCES

Materials: Bins or boxes to hold materials, rubber bands, zip ties, popsicle craft sticks, glue, tape, various types of crafting papers, beading thread beads, crafting bells, crayons, markers

Resources: The Internet, media center, guest speakers and performers

ABOUT THE TEACHER

Dr. Ekaterina Belyakova has taught 22 years with Ph.D. in Education. She is a past Teacher of the Year for her school. Her students have won numerous local and state awards for the Performing Arts. Ekaterina has received several grants from The Education Fund. This is the 2nd year she has used this project. This year, several community organizations provided valuable assistance.

To register for this workshop, visit www.educationfund.org

STANDARDS

SCIENCE

SC.3.P.10.2 Recognize that energy has the ability to cause motion and create change

MUSIC

MU.3.S.3.2 Play melodies and layered ostinato, using proper instruments, techniques on instruments

VISUAL ARTS

VA.3. F.1.1: Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

MATHEMATICS

MAFS.3.N.F.1.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$

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Edible Mandalas to the Rescue!

Students design a nutritious, edible piece of art in this perfect STEAM lesson



CONTACT INFORMATION ANNA WEISS

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PRINCIPAL: Cheryl Kushi

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



Raise online attendance and motivate students to learn from the comfort of their homes with this unique art project – creating edible mandalas. A mandala is an ancient multicultural form of spirituality and self-healing that displays a geometric configuration of symbols. Making a mandala requires creativity, imagination, patience, critical thinking skills, and at times, collaboration. At home, students can collaborate with family members to create an edible mandala of fruits and vegetables. After reviewing prior knowledge of the color wheel and the elements and principles of art and design, such as pattern, emphasis, movement, texture, unity, and diversity, students review math concepts such as symmetry, geometric shapes, fractions, perimeter, and circumference. Implementing this project provides students with a real-life experience and opportunity to use art and mathematical concepts in a practical situation, along with the health value of eating a variety of fruit and vegetables. Sharing their beautiful creations virtually, connects individual students to the whole class.

STANDARDS

VISUAL ARTS

VA.68.S1.1-1.5 Enduring Understanding: The arts are inherently experimental and actively engage learners in the process of creating, interpreting and responding to art.

VA.68.S.3.1-4 Using 2-D or 3-D materials spontaneously. Understanding safety when using art materials.

MATHEMATICS

MAFS.6.RP.1.1, 1.2 Understanding and comparing fractions

MAFS.8.G.1.1.1.2 Understanding similarity of congruent shapes



The wonderful thing about this project was its positive effect on students' motivation and desire to learn."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How this project links to cross-curricular units

How to adapt this project for different age levels and abilities

Other teachers' experiences with mandalas, unconventional media, and related lessons

STUDENTS

Adaptation: Any grade level or group size, can be used with mathematics, science, cooking, health, social studies, and other subjects

Students who participated: Middle school, 150 students with different achievement levels, met once a week for a Zoom meeting, then communicated through Teams, e-mail, and phone calls

MATERIALS & RESOURCES

Materials: Computer or Promethean board, large table, sink and refrigerator (if possible), fruit and vegetables of multiple colors, cutting boards, knives, plastic platters, plastic or paper plates, paper towels, forks

Resources: Workshop will provide color wheels, pre-cut fruit and vegetables, plates, paper towels, and forks. YouTube videos: "How to Make a Fruit Mandala" and "Mandala Paso a Paso y Tips!" for Spanish-speaking students.

ABOUT THE TEACHER

Teaching for 11 years in a middle school as an art teacher, Anna Weiss sponsored the Art Club. Prior to that, she taught art at elementary, middle, and high school levels, including night school, for another 9 years. She has received multiple grants from The Education Fund and was named both DAEA and FAEA Middle School Art Educator of the Year in 2018-2019. Assistants are not needed.

To register for this workshop, visit www.educationfund.org

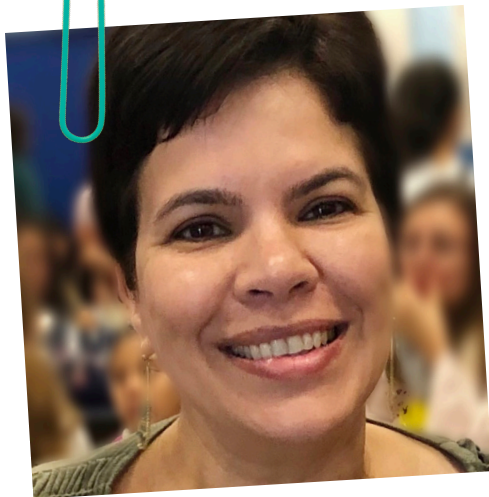
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CONTACT INFORMATION

ERIKA REBOUCAS

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PHONE: (305) 389-5668

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Ode to Nature

The art of Oshibana provides profound STEAM learning experiences for students

Science and art seamlessly unite in the world of Oshibana, a traditional Japanese art form dating back to the 16th century. Students use pressed flower petals, leaves, stems, and other botanical materials to create an artistic masterpiece. Students learn a basic understanding of plant anatomy and to identify different parts of a plant, then collect organic materials (often during family outings), press them until dry and flat, and arrange them into a finished composition. Oshibana is a great way to reinforce science concepts and the students' connection to nature through visual art. It helps them learn about nature, commune outdoors with their families, and become enthusiastic about protecting native flora. Their eagerness can encourage other classmates and families to participate and continue to create beautiful works of art on their own at home.



“It's a great alternative to mainstream classwork and allows for the creation of cross-curricular connections.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Discovery of rich cross-curricular connections with other teachers
How to adapt the unit to different levels
What works, what does not, and how to adjust

STUDENTS

Adaptation: Can be completed in 3 to 4 hours at the upper elementary level, easily adapted to small groups or an entire grade level

Students who participated: 4th grade, 100 students, 8-11 years of age, all levels of achievement, met for one hour each week

MATERIALS & RESOURCES

Materials: Thick, hard cover books, newspaper, school glue, toothpicks, small paint brushes, white fabric squares, scissors, flowers, plants, cardstock, tweezers

Resources: Science books, the Internet, project specific websites (see Idea Packet on website)

ABOUT THE TEACHER

Erika Reboucas has taught elementary art for the past 20 years. She has won several awards from The Education Fund, including Adapter Grants and Art of Found Objects Exhibitions. Erika is also a grant recipient for cross-curricular projects from Dade Reading Council and Arts 4 Learning. No assistance is needed.

STANDARDS

SCIENCE

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

SC.4.L.17.4- Recognize ways plants and animals, including humans, can impact the environment.

VISUAL ARTS

VA.4.S.1 - The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

VA.4.S.2 - Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

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CONTACT INFORMATION

CARMEN MARROQUIN

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Synthesize to Empathize

Students delve into the thick of a captivating novel, which induces empathy from them

This project helps students genuinely engage with a text and make connections to the real world, synthesize information from multiple sources and create a multimedia presentation of their interpretation of the novel. Using Angie Thomas' *The Hate U Give* as an example, students read about a young girl's perspective and her quest to finding her own voice to speak up against injustice. Students practice journalism and career research skills to find a current event from a credible source that relates to an incident in the novel. Motivated to discuss with each other, students share their thoughts, feelings, and empathy and analyze how the events in the novel mirror what happens in the real world. Meaningful discussion allows them learn from each other and contemplate on what others think as well as what they think. This project can be used for multiple grade levels with a number of novels.



“Students deserve to know how to use the real world to relate to literature.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to teach students to find credible sources and fact-check

How to engage in productive discussion

How to ask text-based questions to encourage empathy

STUDENTS

Adaptation: Lower grade levels, can be implemented with large or small groups

Students who participated: 9th grade, 62 Gifted students with reading levels ranging from 2-5, ages ranging from 14-15, met 2-3 times per week on a block schedule at 2 hours per meeting

MATERIALS & RESOURCES

Materials: An electronic device (computer, smartphone, or tablet), composition book

Resources: The Internet, school media center, the library for the novel, *The Hate U Give* by Angie Thomas, Microsoft Teams platform, online blog

ABOUT THE TEACHER

Carmen Marroquin has been teaching ELA for 11 years as well as Intensive Reading, Regular Honors, Gifted Honors, and Advanced Placement English for five years. She has a master's degree in English Education and is currently working towards a PhD in Teaching and Learning. Her school has honored her with the 2020-2021 Teacher of the Year award. Assistance is not needed.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.910.RI.2.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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Instagram Word Wall

Students hashtag their way towards vocabulary development



CONTACT INFORMATION LISSETTE TRELLES

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PHONE: (305) 342-9682

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



Students collaborate via social media to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use of technology via Pic Collage, Microsoft Word, Power Point, or other sources directs them to complete the Instagram Word Wall. The assignment is printed on photo or computer paper and must fit in a sheet protector. Students follow a checklist: 1) small picture of the person posting the image; 2) username of the person posting the picture; 3) picture reflecting word or sentence; 4) add word on the picture; 5) heart image to show who likes the photo; 6) at least two usernames of those who like the photo; 7) quote bubble image; 8) sentence using the vocabulary word in the correct context; and 9) four or more hashtags (the first four are specific) 1- #the word, 2- #quick definition, 3- #hashtag reflecting posted picture, 4- #synonym. The fifth hashtag and on may be other tags to reflect word/sentence, etc. The word wall is an exciting tool that leads to students' attitude changes with vocabulary and an increase in test scores for any subject.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.910.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



The best features are that the Word Wall can be constantly updated. "

Workshop Instruction – What Teachers Learn

How to make learning vocabulary interesting and fun
How to create relatable lessons with intentional collaboration
How to strengthen channels of communication

STUDENTS

Adaptation: Multiple grade levels and across subjects, can be used in small or large groups

Students who participated: Grades 9-12, whole class participation

MATERIALS & RESOURCES

Materials: Paper (unlined paper, colorful construction, photo paper, or computer paper), sheet protectors, painters tape, printer

Resources: The Internet, school media center

ABOUT THE TEACHER

Since 2008, Lissette Trelles has taught Culinary Operations, Early Childhood Education, Reading, and English. She has been an activities director and CAP Advisor and worked with the Florida Association of School Administration to create an iTunes University course for Apple. Lissette has also been a magnet recruiter and cofounder of the Youth Empowerment League and served with the EESAC and Teacher of the Year committees.



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CONTACT INFORMATION LEILANI ECHEZEBAL

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Life on Mars from a Kid's Perspective

An investigation of the Red Planet leads to an 'astronomical' decision

Would you live on Mars if given the chance? That's what students must decide in this project that rockets them towards an exciting, in-depth study of the Red Planet's environment, food capacity, resources, and potential livability. Through the YouTube video, Mission Mars, students learn about a future real-life NASA mission to Mars and how a 15-year-old student is training to become an astronaut. Throughout the project, students build their knowledge base using Google Earth, the NASA website, virtual field trips, and realistic fictional and non-fictional texts. With reflective writing that describes their experience as 'one of the first children to live on Mars', an emphasis is placed on conflict resolution, encouraging students to think critically about what life would be like on Mars and whether or not they would like to live there, if given a real opportunity. By combining these fictional and non-fictional texts and the use of multimedia STEM activities, students' learning potential is maximized through the different perspectives presented in these resources.



“Not only was this journey life-changing for my students and me, it was also 'out of this world!'”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to implement science, technology, and ELA standards (STEAM)

How to navigate virtual field trips

How to modify project to the needs of their students (age, grade level, achievement level)

STUDENTS

Adaptation: Upper grades that share similar science standards

Students who participated: 4th grade, 20 ESOL Level 1 students in a self-contained classroom

MATERIALS & RESOURCES

Materials: Computers, books on the topic (listed in curriculum packet), headphones

Resources: The Internet, media center or library, computer lab if needed

ABOUT THE TEACHER

Leilani Echezabal has been teaching in M-DCPS for the past few years. Since 2018, she has received numerous grants from The Education Fund such as Innovator, Adapter, and Disseminator. Leilani has also presented at the Idea EXPO as well as for The Education Fund's board of directors.



STANDARDS

SCIENCE

SC.4.E.6.5 Investigate how technology and tools help to extend the ability of humans to observe very small things and very large things.

SC.4.E.5.5 Investigate and report the effects of space research and exploration on the economy and culture of Florida.

SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.

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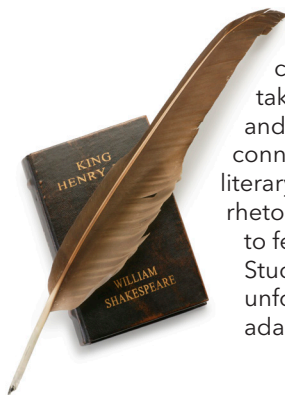


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Brunching and Brushing with the Bard

Students declare, "Shakespeare's got bars!"

Standard assessments are passé – have students paint on canvas instead! For most students, Shakespearean language is difficult and foreign to them. They feel the language is too ancient and the themes just as archaic. To help students in one high school make connections to literary themes, plot, and characterization of Shakespeare's plays, a Literary Expressive Arts Day was initiated. In this project,



students use painting supplies to recreate a scene, analyze a quote, or utilize a setting to demonstrate comprehension and analysis of Shakespearean drama. By taking the time to paint and struggle with both the text and the creation of an original artwork, students make that connection and demonstrate insight into its artfulness and literary merit. To further immerse themselves in 14th century rhetoric and culture, students prepare culinary period dishes to feast upon and name them thematically to the given text. Students find that art, food, and healthy discourse make for an unforgettable day of reflection and insight. This project can be adapted for many other literary works.



CONTACT INFORMATION JENNIFER CHAPMAN

SCHOOL: Law Enforcement Officers' Memorial High School

PRINCIPAL: Tony Ullivarri

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PHONE: 305.371.0400

DOWNLOAD PROJECT INFO: educationfund.org

STANDARDS

ENGLISH LANGUAGE ARTS

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

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

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

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

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

“Students were excited to come to class and immerse themselves in the literary genius of Shakespeare.”

STUDENTS

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

MATERIALS & RESOURCES

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

ABOUT THE TEACHER

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

To register for this workshop, visit www.educationfund.org

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CONTACT INFORMATION

DR. MICHELE MAR

SCHOOL: Miami Dade College - North Campus

CAMPUS PRESIDENT: Dr. Malou C. Harrison

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PHONE: 305-237-1089

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Presenting Research in Distance Learning

Students learn to give digital presentations while learning advanced research skills

In this hands-on project for ELA and Social Sciences, students conduct in-depth research on a chosen topic (the Holocaust, the Civil Rights Movement, climate change are just a few examples), then create and deliver a virtual or face-to-face presentation. Using the Harlem Renaissance as an example, students research the prominent African American poets, painters, writers, and musicians who shaped the cultural movement.

Students organize their pictures, photographs, maps, and other materials on an online platform such as Prezi, PowerPoint, Zoom or Padlet to share their presentations. Students also learn to use proper citations and how to format them - important skills for college-bound seniors. Students present their projects to their classmates virtually, to other teachers, and even to other schools. Oral presentations require students to prioritize information and select the most powerful elements, and sharpen their public speaking skills.



“The project increases my students’ research and oral presentation skills.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to adapt this project to other topics

How to allow students to be creative with their own dialogue with their peers

How to allow other teachers and students to view their projects

STUDENTS

Adaptation: Grades 6-12 and any achievement level, can be implemented independently or a small group for any social studies topic

Students who participated: High school, 135 students

MATERIALS & RESOURCES

Materials: Computer, 3-D science boards, markers, glitter, glue sticks, colored paper to use for display, white paper for pictures to be copied, photographs, pictures, drawings/illustrations

Resources: The Internet, media center or library, PTA, ESSAC, parents/guardians for supply donations

ABOUT THE TEACHER

A veteran teacher with 25 years of experience, Dr. Michele Mar has instructed students from elementary school to college. She taught in Osaka, Japan as part of the JET program in 1990. A part-time professor of English for Academic Purposes at Miami Dade College, Michele is also an AP Early Table Reader for US History for College Board. She received the Gilder Lehrman Florida History Teacher of the Year in 2018 and has a doctorate degree in Curriculum and Instruction with a focus on English Language Literacy.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.RI.1.1: Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SOCIAL STUDIES

SS.912.A.1.1 Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.

SS.912.A.1.2 Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

AFRICAN AMERICAN HISTORY STANDARDS

<https://afroaml.org/wp-content/uploads/2019/02/AAHTF-Instructional-Standards-Guide-10-15-14-completed-revised.pdf>

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Zoom Book Café

Students zoom their way down the virtual road to present live book reports



CONTACT INFORMATION ILEEN MARTIN

SCHOOL: Southwood Middle School

PRINCIPAL: Raul Garcia

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.6-8.SL.1.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LAFS.6-8.SL.2.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

VISUAL ARTS

VA.6-8.F.1.1: Use non-traditional thinking and various techniques to create two-, three-, and/or four-dimensional artworks.

VA.6-8.F.1.4: Use technology skills to create an imaginative and unique work of art.



My students loved the normalcy in these unnerving times of reading a novel, applying literacy skills, and creating and presenting a fun project through virtual means. "

MATERIALS & RESOURCES

How to simulate the book report presentations

Ice-breaker strategy games to be played at the start/end of Zoom meetings

Effective digital teaching platforms

STUDENTS

Adaptation: Any age-group, subject, and academic level, as long as students are proficient with a computer

Students who participated: 6th grade, 20 Gifted students, communicated via Distance Learning Monday - Friday, using Edmodo (every day) and Zoom (once a week)

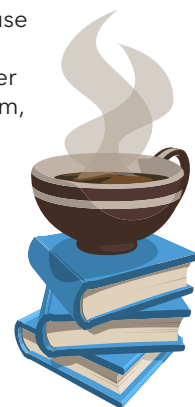
MATERIALS & RESOURCES

Materials: Arts and crafts-type materials, objects around the house to use as props, the teacher-created Yelp Review worksheet, teacher-created Project Guidelines and Rubric handout, computer

Resources: The Internet, various virtual platforms (Edmodo, Zoom, BrainPOP, Edgenuity, etc.), Ocean Bank Center for Educational Materials for free art supplies

ABOUT THE TEACHER

Ileen Martin has taught 6-8th grade ELA for 14 years, from Intensive to Gifted levels. She is Nationally Board Certified in ELA Early Adolescence and is Gifted Certified. Ileen earned her master's in English Education from Florida International University, and her bachelor of science from the University of Miami. She has used this project for two years, both in-person and virtually. Assistance is not necessary.



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CONTACT INFORMATION STEPHANIE WOOLLEY-LARREA

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PHONE: (305) 502-2446

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Current Events for the Current Times

Current events expands students' world view and curiosity

Class bonding and curiosity about the world's current events steer students towards completing this presentation project that involves research, critical thinking, listening, speaking, and reading skills. During a prescheduled window of time, students locate a news article of interest to them from a reputable source. They answer a teacher-created survey about the article, which demonstrates their understanding. They share their article with a 2-3 minute presentation at a pre-scheduled time to the class. The audience takes notes while listening - writing 3 facts, formulating 2 opinions, and posing 1 question - and must keep their notes organized. At the end of all of the presentations, students turn in their 3-2-1 for an assessment. This can be done once per year during a unit on nonfiction sources, research, or journalism, or replicated once per quarter for mastery. Only a few students should go each day in order to keep interest up.



“Often, class conversations extended past the presentation, giving students an opportunity to expand their knowledge and thinking.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to organize a Quarter-long project and combine a series of skills into one project

How to modify a class project for Distance Learning

How to teach citation skills all year long

STUDENTS

Adaptation: Grades 6-8, works well for social studies, ELA, and science classrooms, project is terrific in the classroom but easily adaptable for Distance Learning

Students who participated: Grades 9-12, 182 students

MATERIALS & RESOURCES

Materials: Computer or other electronic device, Nonfiction Survey, rubric

Resources: Google Classroom (or other class sharing platform, Flipgrid (or other video sharing platform), articles on print or digital newspapers

ABOUT THE TEACHER

Stephanie Woolley-Larrea has taught for 25 years and implemented this assignment for the past five. She added this into her curriculum because she recognized a weakness with the Listening/Speaking/Viewing strand and she wanted to incorporate more nonfiction and research into her class. Stephanie has shared this project with her colleagues and all have found it useful.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.RI.1.1-1.3 • Cite textual evidence, determine central idea, and/or analyze series of author ideas.

LAFS.910.RI.2.4-2.6 • Determine meaning of words & phrases, author ideas/claims, & use of purpose/rhetoric.

LAFS.910.RL.4.10 • Read and comprehend complex literary nonfiction.

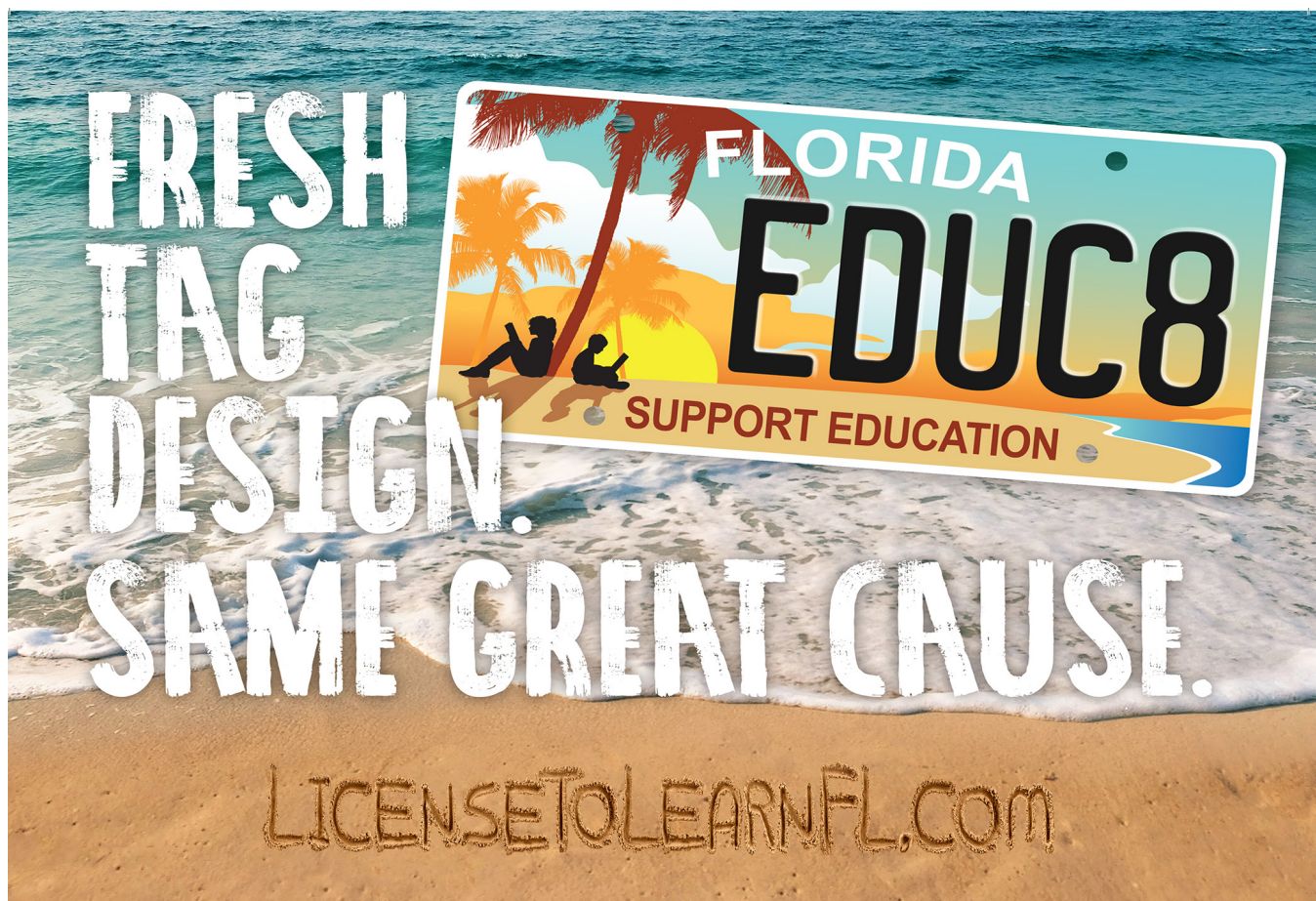
LAFS.910.SL.2.4-2.6 • Present clearly, concisely, & logically, use digital media, & deliver formal speech.

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Your community. Our financial expertise.

Believe it or not, it's never too early to learn about finances. That's why, with the help of our TD Bank Volunteer Financial Education Instructors, we offer a free, one-of-a-kind program, designed to teach children and teens about all things money — in an easy, simple way. By giving them the tools now, they'll be prepared to create a strong financial future.

We have learning resources for everyone.



Elementary School

They are never too young to learn the history of money and how it works. We use storytelling to teach children the basic principles of money, saving and banking.



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The perfect age to learn more about saving, budgeting and what a checking account is all about.



High School

Prepare students for their financial futures. They'll learn about opening and managing a checking account, ATM cards, income taxes and car insurance.

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TD Bank Learning Center

Ages 13+

This mobile-friendly platform provides you with 10-minute personal finance lessons anytime, anywhere.



Virtual Stock Market Simulator

Ages

13+ Learn how to manage a portfolio, increase your knowledge and lead a virtual stock market challenge with your class or organization.

Educating for a better tomorrow.

Our Curriculum

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

- The value of money
- The difference between saving and spending
- Balancing a check book
- Planning a budget
- Understanding credit
- Creating an investment
- Income taxes
- Identity theft and phishing

Each lesson is supported with age-appropriate activities for grades K-12.

TD Bank Volunteer Instructors

In addition to providing lesson plans online, we also have Volunteer Bank Instructors, who are available to teach your classroom or community group these courses — absolutely free.

To invite a TD Bank employee to teach a lesson in your classroom or organization, contact us now.

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CONTACT INFORMATION

THERESA BORGES

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PRINCIPAL: Stephen E. Papp

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

The Power of Good Credit

Students give themselves credit for completing these all-important lessons

This project educates students about the importance of good credit before they turn 18, as they learn about the 3 major credit bureaus, how to contact them, how to clean one's credit, how to increase one's credit score, and how to start with a good credit score and maintain it. All negative consequences of a poor credit score are revealed and investigated, enlightening students about the pitfalls. Through PowerPoint presentations and written reports, students share their research with classmates and get feedback on their findings. Students learn ways to build good credit and share knowledge with their parents, many of whom benefit from this project as well. Students are empowered and prepared for a lifetime of fiscal responsibility.



My students are empowered and feel like experts."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Definition of a good credit score

How to clean one's credit

Harmful aspects of bad credit

STUDENTS

Adaptation: All grade levels, can be implemented with large or small groups

Students who participated: 11th grade, 200 students, met every other day on a block schedule

MATERIALS & RESOURCES

Materials: Financial algebra textbook, Promethean board, PowerPoint presentation

Resources: The Internet, media center or library, guest speakers

ABOUT THE TEACHER

Theresa Borges is nearing her 35th year in teaching for M-DCPS. She has been involved with The Education Fund's programs including Teach-A-Thon, Ideas with IMPACT, and the Ocean Bank Center for Educational Materials. Theresa also held a National Board Certificate for 10 years and was Math Teacher of the Year in the past. She has used this project for over five years and does not need assistants nor volunteers.

STANDARDS

MATHEMATICS

MAFS.912.A-CED1.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational, absolute, and exponential functions.

MAFS.912.A-CED1.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations

MAFS.912.A-SSE1.1 Interpret expressions that represent a quantity in terms of its context.

MAFS.912.A-SSE2.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

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Bank On It!

Students' understanding of predatory lending impacts management of their money

According to the Federal Deposit Insurance Corporation (FDIC), one out of every 13 U.S. households lives without a checking or savings account – this is a distressing statistic. The lack of access to traditional banking services forces millions of people to find alternative sources, often resulting in outrageous fees. To quell this poverty cycle, financial literacy among student consumers is a critical step to increasing banking participation. Some local banking institutions provide financial literacy curriculum to high school students and offer student-friendly bank accounts with the opportunity to save for school activities, college, or a car by managing their money responsibly. In one of this workshop's exercises, students role-play to understand how predatory lending increases debt. As unbanked consumers, they use Check Cashing stores to cash their paychecks, pay bills for car insurance, cell phone, other miscellaneous items, and obtain several advanced payday loans, racking up fees. After completing the math, students realize how much debt was incurred and that access to a bank account creates financial stability and develops skills to manage saving, spending, and building of their credit.



CONTACT INFORMATION LA-SHANDA WEST

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

COUNCIL FOR ECONOMIC EDUCATION NATIONAL STANDARDS

Financial Literacy III.6: When people deposit money into a bank, the bank may pay them interest. Banks attract savings by paying interest. People also deposit money into banks because banks are safe places to keep their savings.

SOCIAL STUDIES

SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.

MATHEMATICS

MAFS.912.S-MD.1 Calculate expected values and use them to solve problems.



My students displayed a growth mindset requesting information regarding student bank accounts. "

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Incorporating stakeholder involvement from the business sector in classroom instruction
The purpose of financial literacy regarding student banking accounts and predatory lending

The role of youth participation in reducing financial status of unbanked/underbanked households

STUDENTS

Adaptation: Can be adapted to secondary classrooms (grades 6-12) in social studies and mathematics, can be whole group instruction or in small groups and led by a student peer familiar with banking

Students who participated: High school, 110 students, varying abilities and exceptionalities regarding academic achievement and application to financial literacy and real world experiences, met every other day for two hours, presentations delivered on both "A" and "B" days

MATERIALS & RESOURCES

Materials: Class Set of the book, Maxed Out: Hard Times, Easy Credit and the Era of Predatory Lenders by James D. Scurlock, projector, Smart Board

Resources: The Internet, parent volunteers, bus transportation, field trip to banks, documentaries and YouTube videos (see Idea Packet on website)

ABOUT THE TEACHER

La-Shanda West, Ed.S. has been teaching for nearly 19 years. Some of her awards include: 2019 National School Advisory Council Member for Sandy Hook Promise, 2018 Florida MADD Hero Award, 2016 National Celebrity Educator of the Year, and 2016 Legacy Magazine of South Florida Educator of the Year.



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Smart Path: Guide to College Clubs

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



CONTACT INFORMATION MICKAEL CHARLES

EMPLOYEE: The Education Fund

JOB TITLE: SmartPath Program Director

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

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

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



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

STUDENTS

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

MATERIALS & RESOURCES

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

ABOUT THE TEACHER

Mickael Charles is The Education Fund’s SmartPath Director. “Working with The Education Fund has afforded me the opportunity to work with some of the best students in Miami-Dade County,” Mickael recently commented. During this time, he has been able to ensure that college bound students receive help with college and scholarship applications, FAFSA completion, financial literacy, and much more. He is a huge supporter of making sure that students are ready for college and beyond. He has worked in non-profit education for the last 20 years and in that short time, he has seen and helped so many students excel into greatness. Mickael enjoys working with students and helping shape young minds to be successful adults.

STANDARDS

ENGLISH LANGUAGE ARTS

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

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

GIFTED

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

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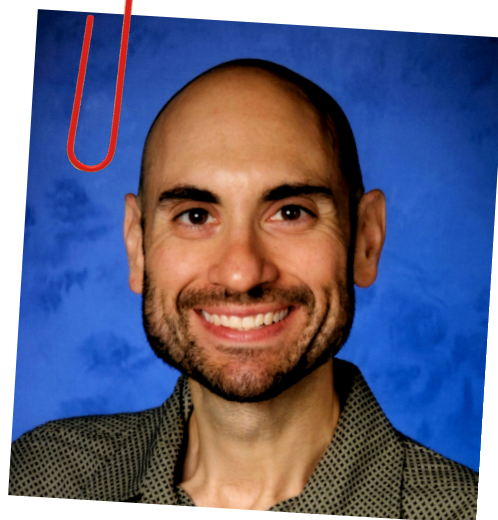
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Create and Code a Career!

Computer coding and PC component assembly boost career interests for students

In this digital technology age, computer coding and PC component assembly provide students with a greater understanding of career options and possibilities. Students work with real PC parts that are easy to manipulate and place together to make a real, working PC. They learn about each component and why each is so important to the whole picture. Once the PC is built, ground-breaking coding projects and apps allow students to understand ideas of what coding can do and what it looks like. They then research careers and jobs with PC and coding objectives. This project increases attendance, aids culturally responsive and respectful pedagogy, and encourages students in all grade, achievement, and exceptionality levels to learn and understand a variety of career possibilities, all while learning basic coding skills and the parts to complete simple PC construction.



CONTACT INFORMATION MICHAEL SAKOWICZ

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PRINCIPAL: Nery Fins

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



I needed to find a way for all students to be able to grasp and have fun with a coding project as well as a career building and exploration project.."

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.1112.W.4.1 08.02 Use career resources to develop an information base that reflects local and global business-related occupations and opportunities for continuing education and workplace experience.

LAFS.1112.W.4.1 08.04 Design, initiate, refine and implement a plan to facilitate growth and skill development related to anticipated job requirements and career expectations.

LAFS.1112.W.4.1 08.05 Demonstrate an awareness of specific job requirements and career paths in business environments.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to engage students with digital technology such as coding and PC installations

How to engage students with real-life career options and job ideas

How students and teachers may best use Microsoft Suite

STUDENTS

Adaptation: All grade and achievement levels, can be implemented with large or small groups

Students who participated: High school, 155 students, ages 15-19, all achievement levels, met every other day (block scheduling)

MATERIALS & RESOURCES

Materials: Computer lab or a number of electronic devices, Smart board or large projection screen, Piper Education Computer Kit(s), dry-erase boards, markers, individual notebooks, pen/pencils

Resources: The Internet, library or media center, journals/magazines/newspapers, guest speakers via Zoom or Skype

ABOUT THE TEACHER

Michael Sakowicz began teaching high school students in 2018 after leaving an advertising career. Awarded Rookie Teacher of the Year for the 2019-2020 school year, he created a "Maker Space" in his school's IT lab. Michael holds a master's degree in Exceptional Student Education at the University of Miami and has been awarded grants from The Education Fund and CTE Perkins.

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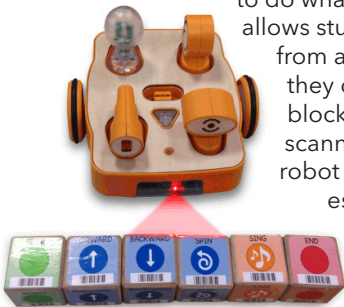


Meet KIBO: Digital Literacy in the Primary Grades

KIBO provides students with endless hours of imagination, ingenuity, and creativity

Coding exercises mental muscles useful for many other activities and skills. With KIBO, young students learn programming ideas directly related to foundational concepts in math, literacy, science, and humanities. KIBO provides STEAM possibilities, as it appeals to both technically-minded students and those that connect more to arts and culture or physical activity. In this project, students learn by doing - they build their own robot, program it

to do what they want, and decorate it. Open-ended play allows students to make almost anything - a character from a story, a dancer, a race helicopter - anything they can think of. Using programmable wooden KIBO blocks, students create a sequence of instructions by scanning the blocks with the KIBO body to tell the robot what to do. Through KIBO, students discover essential learning tools such as sequential thought, cause and effect, and more, allowing them to discover new achievements on their own.



CONTACT INFORMATION

MARCELLE FARLEY

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STANDARDS

SCIENCE

SC.1.N.1.2 Use the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

SC.1.P.12.1 Demonstrate and describe the various ways that objects can move, such as in a straight line, zigzag, back-and-forth, round-and-round, fast, and slow.

Mathematics

MAFS.1.NBT.1.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Visual Arts

VA.1.O.2.1 Create imagery and symbols to express thoughts and feelings



It is a great way for students in primary grades to experience computational thinking. "

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to use KIBO to teach math and science concepts and enhance STEM
How to use KIBO to promote creativity through art and drama
The benefits of teaching computational thinking to young children

STUDENTS

Adaptation: Primary grade levels preferred, can be implemented with large or small groups

Students who participated: 1st grade, 40 students, various ability levels from low to high, some were ELLs and some had special needs

MATERIALS & RESOURCES

Materials: KIBO kits, information on how to set up groups, sample classroom activities

Resources:

Websites such as:

<https://shop.kinderlabrobotics.com/KIBO-Says-Class-Programming-Game-TM-KIBO-SAYS.htm> and <https://kinderlabrobotics.com/stem-activities-for-elementary-students/>

ABOUT THE TEACHER

Marcelle Farley has taught in M-DCPS for over 27 years. She is certified in Elementary K-6, Middle grade Science 5-9, and Educational Leadership; she has also obtained National Board Certification. Throughout her career, Marcelle has received numerous grants from The Education Fund and has been disseminating since 2002.

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CONTACT INFORMATION

GINA RUIZ-HOUSTON

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Sphero Robots Used to Bring Coding to Life

High school girls change their point of view about coding robots

Coding clubs for girls are proven vehicles for narrowing the gender gap in AP and upper-level science courses, and essential for providing students the opportunity to learn coding skills. Utilizing Sphero robot materials, students create, fail, revisit, and apply their coding using tangible, hands-on reinforcement via robots. These robots additionally serve to attract other students - especially underrepresented groups - to take part in these STEM-based learning activities and creative challenges. Because Sphero robots serve as both a coding platform and self-contained robotics system, students can also use them for measuring forces and gathering data during scientific experiments. Incorporating Sphero robots into the Girls Who Code club has increased the number of students interested in science and technology, and helps them develop computational thinking skills and the mindsets that are necessary to compete in a global, technology-rich economy.



The Sphero robots were the link between what we were learning and the application of the learning in a tangible sense

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Introduction to Sphero (driving robots)
Introduction to block coding (code robot to complete a task)
How to manage robots in class

STUDENTS

Adaptation: All grade and achievement levels, can be implemented with large or small groups

Students who participated: Grades 10-12, 16 female students, ages 15-17, beginners to novices and above, met once a week for 1.5 - 2 hours

MATERIALS & RESOURCES

Materials: Computers/laptops, books, basic supplies, Sphero Edu software

Resources: Webinars with women in the computer science field, Girls-WhoCode.com

ABOUT THE TEACHER

Gina Ruiz-Houston is in her 23rd year of teaching and this is her first year using the Sphero robots. Gina recently won the National Match & Science Initiative Teacher of the Month award. No assistants were needed for this project.



STANDARDS

SCIENCE

SC.912.N.1.7 Recognize the role of creativity in constructing scientific questions, methods, and explanations.

MATHEMATICS

MAFS.K12.MP.1; MP.2 Make sense of problems and persevere in solving them; reason abstractly and quantitatively.

LANGUAGE ARTS

LAFS.910.RST.1.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

COMPUTER SCIENCE

SC.68.CS-CP.2.3 Develop problem solutions using a block programming language, including all of the following: looping behavior, conditional statements, expressions, variables, and functions.

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Legos Coding Fun

Innovative minds of tomorrow LEGO their way to robotics success

Coding helps students develop abstract and critical thinking skills they need to solve complex problems. Combining colorful LEGO building elements, easy-to-use hardware, and an intuitive drag-and-drop coding language based on Scratch, the LEGO® Education SPIKE™ Prime Set continuously engages students regardless of their learning level. In one activity, students work in pairs to design multiple prototypes to find the most effective way to move a robot without using wheels. Throughout the project, students define the problem clearly and devise a solution, keeping

in mind certain criteria and constraints. Testing determines if their solution works. If not, students reassess, ask themselves critical questions, and apply data, evidence, and other strategies for success. With SPIKE Prime, they encounter

a variety of learning experiences that relate directly back to real-life questions and observations, building their confidence and preparing them for life beyond school.



CONTACT INFORMATION DUYSEVI MIYAR

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SCIENCE

Science

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

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

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

CAREER TECHNOLOGY EDUCATION

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

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

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How to assemble and label the SPIKE Prime set

How to use the SPIKE app lesson plans and professional development resources

How to do a hands-on lesson using SPIKE PRIME

STUDENTS

Adaptation: Any grade and achievement level, can be implemented with large or small groups

Students who participated: Middle school, 25 ESE students, met 3 times a week

MATERIALS & RESOURCES

Materials: LEGO® Education SPIKE™ Prime Set, electronic devices, SPIKE instructions and lesson plans

Resources: The Internet, computer lab, the SPIKE application

ABOUT THE TEACHER

Duysevi Miyar has taught for the past 21 years as an ESOL and ESE teacher. She has presented at the TESOL conference for many years as well as at The Education Fund's Idea EXPO - The Teacher Conference. Duysevi has earned her doctorate degree in Instructional Technology and Distance Education.

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

In partnership with M-DCPS' Department of Academics and Department of Food & Nutrition



What is a Food Forest?

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

How Does It Work?

Science comes alive for students in the Food Forests (FF), resulting in 89% of students increasing their science scores. Children are learning about the superfoods we are pioneering, such as the Moringa tree, which provides more calcium and protein than milk, and Barbados Cherries, which give children the vitamin C of 18 oranges in one cherry. They are exposed to 35+ different crops (80% perennial and 20% annual), experiencing the plant life cycle from seed to table in just one school year.

For Students

Students participate in daily or weekly harvests - for the cafeteria and their homes. Since transitioning from gardens to FF beginning in 2014, students have taken home 186,735 Harvest Bags. We have engaged families and volunteers in 90+ community events, such as FF builds and cooking workshops. Parents marvel at the crops from their homeland and send requests regularly.

For Teachers

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



Clean Hands, Essential Oils, and Bubbles...Oh my!

Students design and create their own personal, foaming hand soap that they're excited to use

Lots of bubble action for students in this project, as they learn to make empirical observations and apply fractional measurement tools to incorporate essential oils into their own antibacterial, personal, foaming soap. At the onset, students firmly grasp how hands are the catalyst for germs entering the body and why soap is the best defense in eliminating germs. By participating in a science demonstration that displays the surfactant property of soap and how germs will wash away from the surface of hands when soap and water are used together, students get a clear understanding that soap acts as a cleansing agent. Using beakers, measuring spoons, and measuring cups, students mix saponified soap, distilled water, and essential oils in a foaming top bottle. They blend and create their own fragrance, which they name and add to their bottle's label. The end result is a personal, scented, foaming soap that students can enjoy using, all while stimulating their interest in science and math concepts.



CONTACT INFORMATION ALENA SHERIFF

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STANDARDS

SCIENCE

SC.3.N.1.3 Keep records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.

SC.3.N.1.7 Explain that empirical evidence is information, such as observations or measurements, which is used to help validate explanations of natural phenomena.

SC.2.L.14.In.1 Identify major external body parts, such as hands and legs, and their uses.

MATHEMATICS

MAFS.3.NF.1.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

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“My students engage and work cooperatively together as they take ownership of their health and wellness.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Proper set-up and classroom management techniques for utilizing measurement tools

How to make a foaming hand soap and use the ingredients safely with students

The basics of blending fragrances and working safely with essential oils

STUDENTS

Adaptation: Grade levels 2-5, meeting once or twice a week for 1 hour, time modifications are possible

Students who participated: 2nd grade, 27 students with low to moderate academic performance, 90% ELLs, 25% non-readers from a low socio-economic background with a range of learning disabilities

MATERIALS & RESOURCES

Materials: Flat table surfaces, trays, paper towels, funnels, castille liquid soap, foam soap dispenser bottles and caps, essential oils, measuring spoons, cups, distilled water, labels, olive oil, black pepper, dishwashing soap, and containers.

Resources: Various websites and YouTube videos (see Idea Packet on website)

ABOUT THE TEACHER

Certified as a K-3rd grade teacher, Alena Sheriff has taught for 23 years. She was selected as Teacher of the Year at her school twice and is Nationally Board Certified. Alena has won the Fairchild Challenge Garden Grant, Common Threads Grant, and numerous grants from The Education Fund. Student engagement in this project relied on the support of school staff.

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



Plant Diagnosis 101

Presenter: Cara Rockwell

Just like people, plants will fall into periods in which they are not healthy. The plants in our gardens and Food Forests are constantly battling insect damage, disease, drought, nutritional deficiencies, and extreme heat. Fortunately, many plant problems are easily recognizable. Diagnosis of symptoms can be a fun and exciting activity for children, requiring them to rely on their observational skills and logic to uncover the perils of being a plant in South Florida. During this activity, we will talk about common health problems encountered by plants in our region, in addition to learning a few key steps for recognizing (and potentially solving!) plant health issues.

Bueno Pesto!

Presenter: Chef Paula Kendrick

A Chef, Fresh from Florida ingredients, cooking, and eating: this is a workshop you will not want to miss. Chef Paula will take you on a culinary tour with ingredients that will thrive in your school or home garden. Learn how to prepare a healthy, simple recipe that will also teach math and science concepts to your students. Discover a new way to ignite a passion for fresh greens whether in person or virtually, you and your students will always look forward to the next nutrition lesson.



Food Forest Pizza by Plant Philosophy

Presenter: Jorge Palacios

The Food Forest Pizza workshop is a highly interactive experience for both teachers and students to get involved. The pizza contains a variety of specialized green perennials and herbs that grow all year round throughout The Education Fund's Food Forests. It will feature various veggies from longevity spinach, garlic chives, katuk, cranberry hibiscus, edible hibiscus, Cuban oregano, and so much more. This gives children an opportunity to interact with all the food being grown in our community in a very unique, fun, and delicious way. The program will help to teach various aspects of nutrition, about how the plants are incorporated, and the use of specific measurements to help create each pizza into-- a fun-sized portion.

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FAMILY FOUNDATION
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CONTACT INFORMATION

NELSON BORREGO

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EMAIL: nborrego@dadeschools.net

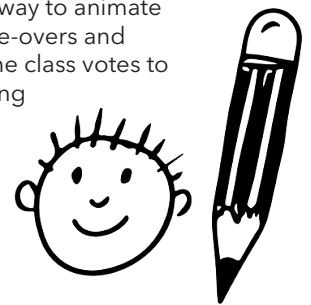
PHONE: 786-515-7991

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Doodly Drawings for Deeper Understanding

Through doodling, students take ownership of their education

Creativity, organization, and critical thinking are key elements for this innovative project that highlights Doodly drawings based on learned civics content. Giving students freedom to express their understanding of concepts allows them to take ownership of their education to show proficiency in the subject taught. They do this by using their imagination to present a project using drawn characters, a video, voice-overs, text, and even a musical background. Students first plan their video, animation, and information to present. They discuss the best way to animate and present the information, edit, and record voice-overs and background music. After presenting their video, the class votes to select the best video to become part of the ongoing study guide review. This out-of-the-box project helps students in measurable and unquantifiable ways: Test scores soar, but more importantly, it fosters a love of learning in an enjoyable and inventive way that has appealed to this age group's sense of humor and technology use.



Their test scores have increased as a result of a deeper understanding of the material."

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Video planning, production, and editing
Voice-overs
Disseminating videos via various platforms

STUDENTS

Adaptation: Achievement level can be raised or lowered depending on the project's rubric, can be implemented with large or small groups

Students who participated: 7th grade, 24 students, ages 12-13, regular achievement levels, ESOL 3-4, and ESE inclusion classes

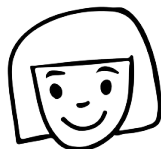
MATERIALS & RESOURCES

Materials: Computer, headphones with microphone, doodly instructions

Resources: The Internet, media center

ABOUT THE TEACHER

Nelson Borrego has been teaching for the past 6 years. Starting and leading a Vex Robotics club, his students have gone from humble beginnings to compete at State competitions. Nelson was Rookie Teacher of the Year for 2016-2017, a Disseminator grant awardee from The Education Fund, and the Miami Beach LINKS project grant winner for VR in the classroom. No assistance is needed.



STANDARDS

SOCIAL STUDIES

SS.7.C.1.9: Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems.

SS.7.C.2.1: Define the term "citizen," and identify legal means of becoming a United States citizen.

SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

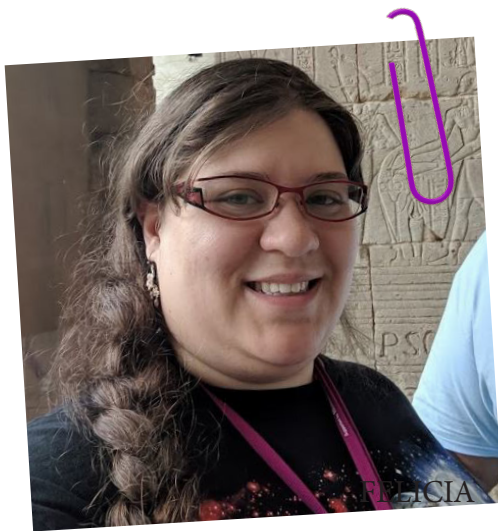
SS.7.C.1.4: Analyze the ideas and complaints set forth in the Declaration of Independence

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CONTACT INFORMATION STEPHANIE CUELLAR

SCHOOL: Frank C. Martin K-8 Center

PRINCIPAL: Felicia Joseph

EMAIL: scuellar@dadeschools.net

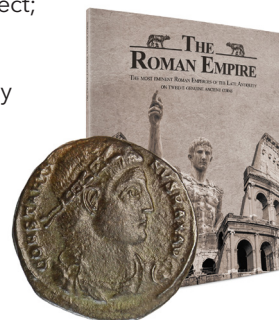
PHONE: (305) 726-8526

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Remake the Past, Relive the Past

Constructing artifacts connects students
to ancient cultures

When students recreate historic artifacts with their hands, they establish a deep connection with everyday people and artisans from past eras. Through this recreation, students grasp the physicality of the object, its purpose, and the mindset of the people that used it. For instance, in making a Roman Artifact Museum Gallery, students are assigned an artifact from Rome using these criteria: 1) a 3-D version of the object; 2) a one-page essay on the object's cultural importance; 3) a museum plaque for the object; and 4) a bibliography. This activity can be accommodated to any culture, time period, or subject and artifacts can be made from any supplies available. When students recreate real-life objects, they connect to real people that made and used them. This personal connection is the key to an appreciation of history beyond what is found in books.



“Each time you assign this project, you’ll see unique and creative results every time.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Setting parameters

Guidance on choosing artifacts for recreation

How this project is accessible to a wide range of students

STUDENTS

Adaptation: Higher and lower grades by adding or subtracting components, whole classes can work on segments of large pieces like the Bayeux Tapestry

Students who participated: 8th grade, 160 students in groups of 6-7, met 3 days in class, then worked at home

MATERIALS & RESOURCES

Materials: Primarily recycled materials, other basic household supplies

Resources: The Internet, YouTube videos, Google maps

ABOUT THE TEACHER

Stephany Cuellar has been working as a teacher for 3 years. She often writes grant proposals, and was awarded an Adapter grant from The Education Fund. Stephany used the project multiple times last year when she taught world history. No assistance needed.

STANDARDS

SOCIAL STUDIES

SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts

SS.6.W.1.1 Use timelines to identify chronological order of historical events.

SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.

SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.

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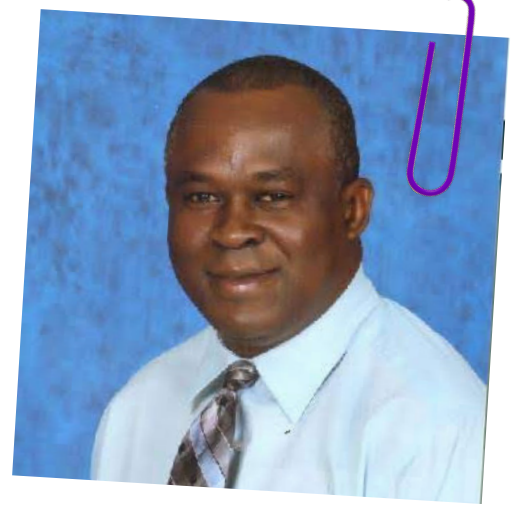


To register for this workshop, visit www.educationfund.org

COVID-19 from a Teen's Eye View

Students seek to determine if COVID-19 coronavirus is causing human death

The COVID-19 coronavirus has wreaked havoc with the world's population since the beginning of this year. In order to understand the nature of the disease and its origin, students examine credible sources to conduct scientific and fact-based research to determine if COVID-19 is actually causing human death and suffering. Throughout their investigation, students not only identify actual victims of the disease, they also humanize them by telling their often arduous and traumatic stories. Following research, students identify elected, appointed, or hired officials who are responsible for executing the government's response to the pandemic and they assess the efficacy of the officials' responses. Proposals are then drafted to favorably alter these responses so that human death and suffering can be mitigated. Students use the following formats to reach elected and appointed officials: victim profiles, social media, coronavirus pandemic website, Coronavirus Digital Magazine, letter writing, and videos.



CONTACT INFORMATION KELSEY MAJOR

SCHOOL: iPrep Academy

PRINCIPAL: Alberto M. Carvalho

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SOCIAL STUDIES

SS.4.C.2.2 Identify ways citizens work together to influence government and help solve community and state problems.

WORLD LANGUAGES

WL.K12.SU.5.6 Write fluently about complex topics, emphasizing the important issues in a style appropriate to the reader including letters to the editor of a newspaper.

CAREER TECHNICAL EDUCATION

CTE-IT.68.WEB.07.09 Apply the website planning process to design a basic website.

CTE-MKT.68.GENRI.1207 Use appropriate social media sites and online portfolios.

“My students identify actual victims of the disease and humanize them by telling their stories.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Student engagement increases exponentially through relevant current events
Carefully created projects can involve most academic disciplines; thus, involving more students
How to eradicate students' misconceptions

STUDENTS

Adaptation: Any age group but best for upper elementary, middle, and high school students, achievement levels can vary

Students who participated: Middle school, 120 students, ages ranging from 11-14

MATERIALS & RESOURCES

Materials: Computer or other electronic device, writing materials

Resources: The Internet, media center or library, victim profiles, social media, coronavirus pandemic website, Coronavirus Digital Magazine, videos

ABOUT THE TEACHER

Kelsey Major is in his third year of teaching. He holds a master's degree in Education, a bachelor's degree in Engineering, and a bachelor's degree in Political Science and Public Administration. Kelsey has received numerous grants from The Education Fund. This project has been implemented for approximately one year and a half and no assistance is needed.

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To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION

NATALIA ALLEN

SCHOOL: iTech @ Thomas A. Edison Educational Center

PRINCIPAL: Dr. Lashinda S. Moore

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PHONE: (305) 761-8015-

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Student Power: Effective Citizenship

Impassioned to create change in their community, high school students increase their civic engagement

Student Power is an Education Fund grant program for secondary teachers to engage their students in project-based learning as they explore the steps involved in creating policy change on a local, state, or federal level. Students select and research a local public policy issue of their choosing, identify key stakeholders, and learn to connect with elected officials. In this workshop, learn how to qualify to receive a Student Power grant and guide your students to becoming informed and effective citizens. Understanding the value of their civic power creates a major impact on students' cognitive and affective achievement. Their attitudes and beliefs about civic engagement and participation in their government significantly improves over time during the development and implementation of this project.



“The impact of Student Power on my students is far more than I could have imagined.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Help students identify an issue they wish to address
How to find key stakeholders
How to build a coalition and connect with elected officials

STUDENTS

Adaptation: Other age groups/grade levels, appropriate for middle and high school
Students who participated: 9th grade, 10 students led focus groups with all 150 history/government/economics students, met 2-3 times a week and participated in weekly wellness sessions with a mental health professional to reduce stress, anxiety, and depression.

MATERIALS & RESOURCES

Materials: Paper, markers, poster board to produce fliers and posters, Senator Bob Graham's *America, The Owner's Manual: You Can Fight City Hall - and Win* and a copy of the *How-to Guide to Effective Citizenship for Young People*

Resources: Virtual meetings with local Miami-Dade delegation leaders, guest speakers, online and virtual resources, academic research databases such as HeinOnline, JSTOR, Lexis Nexis

ABOUT THE TEACHER

Natalia Allen has taught as a literacy interventionist and social studies teacher for the past 6 years. Prior to that, she taught in New York City Public Schools for one year and worked at St. Thomas University. Natalia has received numerous grants from The Education Fund. Implemented for the past two years, this project does not need assistants but additional assistance would be beneficial.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.1112.RH.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

SOCIAL STUDIES

SS.912.A.1.5 Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.

SS.912.C.2 Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.3 Demonstrate an understanding of the principles, functions, and organization of government.

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To register for this workshop, visit www.educationfund.org

The Social Justice Book Study Series

Students share their viewpoints on antiracism and social justice

With race at the forefront of current events, many students and teachers are seeking a deeper understanding of where we are, how we got here, and what we can do to create a more just society. The Social Justice Book Study Series provides a space for students' voices, amplifies stories of Black authors,



and guides students on how to create an antiracist world. Students read antiracist texts and participate in healthy and reflective dialogue, activities, and strategies. Students develop a plan to host a Community Forum to speak with peers, parents, and elected officials about their concerns about social justice. Students also write a legislative bill draft and follow the steps to see it come to fruition. This process is tracked and documented for future references and to help students improve the legislative bill writing process. Students also speak at a School Board, Town Hall, or community meeting.



CONTACT INFORMATION DR. PRECIOUS SYMONETTE

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PHONE: 305.653.1416

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

ENGLISH LANGUAGE ARTS

LA.8.3.2.3 Analyze language techniques of professional authors to develop a personal style, demonstrating a command of language with freshness of expression.

LA.8.3.3.1 Evaluating the draft for development of ideas and content, logical organization, voice, point of view, word choice, and sentence variation.

SOCIAL JUSTICE STANDARDS-TEACHING TOLERANCE

Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.

Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.



This project provides framework, strategies, and activities to help students to be antiracist and to create a culture of empathy, respect, and social responsibility. "

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Social and restorative justice
Metacognition and growth mindset
Culturally responsive teaching and learning

STUDENTS

Adaptation: Other ages and achievement levels, can be implemented with large or small groups, can also be facilitated face to face and virtually

Students who participated: 11th & 12th grade, 60 students, various levels of achievement, met once a week for 1-2 hours

MATERIALS & RESOURCES

Materials: Notebooks, pens, paper, colored pencils, crayons, markers (face to face); any or all the books listed ([see Idea Packet on website](#)), electronic device, Lesson Plan, Presentation, and a list of teaching resources.

Resources: The Internet, Field trips, media center, guest speakers

ABOUT THE TEACHERS

Teaching for 14 years, Dr. Precious Symonette has received numerous awards, including the 2016 NEA Superhero Educator of the Year, M-DCPS 2017 Teacher of the Year, and 2018 Miami Herald/LEGACY Black Educator Award. She has worked with The Education Fund in several capacities as a Teacher Champion, Disseminator/Presenter at the Idea EXPO, and board member. Precious has used this project for about 4 years. No assistance is needed.

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To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION DR. JACQUELINE TORRES-QUINONES

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PRINCIPAL: Juan Dearnas

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PHONE: 786 299-0943

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Inclusive Remembrance of the Holocaust Through Multimedia Awareness

Testimonies from Holocaust survivors and witnesses create deeper empathy and connection

This inclusive and interdisciplinary project leads students to acquire intimate knowledge and understanding of the Holocaust. Students find interactive ways to disseminate the historical timeline information explicitly, and to empathetically create ways to positively transform self-behaviors and surroundings. Through study of the Ten Stages of Genocide, students develop a profound understanding about how the Holocaust unfolded. Students gather information and reflect about genocide characteristics and the choices made, not only by German leaders, but also by individuals and government leaders from other countries where genocide has occurred. Carefully aligned audiovisual testimonies and personal stories from survivors, liberators, and other witnesses intrigue students to use digital learning explorative tools as primary and secondary sources that aid in deciphering complex textual reading items, and in analyzing visual history testimonies, pieces of artwork, and examples of reflective poetry. Interest motivates students to share their experiences digitally, verbally, and visually.

“This project enables, enhances, and empowers diverse and reluctant learners to gain long-term emotional growth and academic success.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Awareness of critical, ethical, and moral issues

How to develop pedagogical practices for teaching the Holocaust in all grade levels

Understanding the Holocaust and its implications for today via first-hand testimonies of Holocaust Survivors

STUDENTS

Adaptation: Mostly upper grade levels, can be implemented with large or small groups

Students who participated: 9th grade, 258 students, various achievement levels, met using high school block schedule

MATERIALS & RESOURCES

Materials: Holocaust audiobooks, chapter books, character education posters, reflection journals, poster boards, art supply kits, teacher-made materials for workshop session (see Idea Packet on website.)

Resources: The Internet, media center or library, electronic devices, videos, Virtual Oculus Go Headsets, guest speakers, (many other resources listed in Idea Packet)

ABOUT THE TEACHER

Since 2000, Dr. Jacqueline Torres-Quinones has implemented Holocaust Education projects for students, departmental teachers, paraprofessionals, department chairs, media specialists, parents, counselors, and community speakers. Her accomplishments include her school's 2019-2020 Teacher of the Year, 2018-2019 Impact Teacher Data Recognition Award, a doctorate degree in Organizational Leadership, and more. She has received multiple grants from UTD Federation Association of Teachers and The Education Fund.

To register for this workshop, visit www.educationfund.org

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.910.RL.1.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

LAFS.910.W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

LAFS.910.SL.2.5 - Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

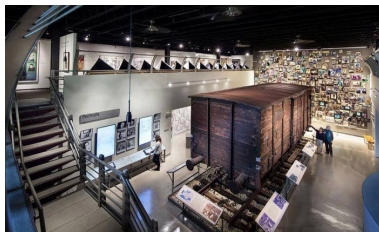


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Florida Holocaust Museum Virtual Tour

The FHM offers educators a variety of virtual learning opportunities and online curriculum. Virtual resources from The Florida Holocaust allow schools and districts outside the Tampa Bay Area to engage with the Museum's Permanent Exhibition, have access to our Speakers' Bureau, and work directly with Museum Educators just as they would during an in-person visit. This training will provide an overview of these virtual resources and how they can be accessed. This training is designed to address Holocaust Education standards and resources for Middle and High School students.



CONTACT INFORMATION KELSEY JAGNEAUX

ORGANIZATION: Florida Holocaust Museum

POSITION: Museum Outreach Educator

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PHONE: (727) 820-0100 ext. 278

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SOCIAL STUDIES

SS.6.W.1.1

Use timelines to identify chronological order of historical events.

SS.7.C.2.11

Analyze media and political communications (bias, symbolism, propaganda).

SS.8.A.1.3

Analyze current events relevant to American History topics through a variety of electronic and print media resources.

ENGLISH LANGUAGE ARTS

LAFS.68.RH.2.6

Identify aspects of a text that reveal an authors point of view or purpose



The Florida Holocaust Museum is dedicated to teaching the members of all races and cultures the inherent worth and dignity of human life in order to prevent future genocides"

WORKSHOP INTRUCTION – WHAT TEACHERS LEARN

The FHM's Virtual Tour - Docent led tours offered to schools

Online Curriculum - Free, downloadable curriculum on a range of subject matter

Zoom with a Survivor - Bring a Survivor or Second Generation Speaker into your classroom for a one-on-one conversation with your students

Virtual Classrooms - Invite an educator from the Museum to teach a virtual lesson and host virtual activities for your students

Online Collection - Explore our permanent collection and learn ways to incorporate primary sources from The FHM in your classroom

MATERIALS & RESOURCES

<https://www.flholocaustmuseum.org/>

<https://www.flholocaustmuseum.org/learn/>

ABOUT THE TEACHER

Kelsey Jagneaux is the Museum Outreach Educator at The Florida Holocaust Museum in St. Petersburg, FL. While completing her master's degree in Public History from the University of Louisiana at Lafayette, she focused her thesis research on Holocaust memorialization, commemoration, and education in New Orleans, Louisiana. She has worked in various museums in Louisiana and started as an educator at The FHM in 2018 where she primarily works to provide teachers and students in Florida with educational resources and training.

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CONTACT INFORMATION KELSEY JAGNEAUX

ORGANIZATION: Florida Holocaust Museum

POSITION: Museum Outreach Educator

EMAIL: kJagneaux@thefhm.org

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Teaching Trunks On the Holocaust

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

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

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



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

- *Different and the Same* for first and second grade;
- *Creating Community* for third and fourth grade;
- *Beginning Holocaust Studies* for fifth grade;

Further study is available through specialized trunks:

- *Arts Trunk* for elementary students;
- *Human Rights and Genocide Trunk* for middle and senior high students.
- *Investigating Human Behavior* for middle school;
- *Historical Perspectives of the Holocaust* for high school.

HOW TO RESERVE A TRUNK FREE OF CHARGE

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

**For more information, go to
flholocaustmuseum.org**



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

ABOUT THE TEACHER

Kelsey Jagneaux is the Museum Outreach Educator at The Florida Holocaust Museum in St. Petersburg, FL. While completing her master's degree in Public History from the University of Louisiana at Lafayette, she focused her thesis research on Holocaust memorialization, commemoration, and education in New Orleans, Louisiana. She has worked in various museums in Louisiana and started as an educator at The FHM in 2018 where she primarily works to provide teachers and students in Florida with educational resources and training.

ADDITIONAL RESOURCES

<https://www.flholocaustmuseum.org/learn/for-educators/resources/>
<https://www.flholocaustmuseum.org/learn/>

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Be My Neighbor

Like Mr. Rogers, students share kindness, compassion, and knowledge of what it means to be a good neighbor and citizen

Mister Rogers' Neighborhood provided children with the opportunity to learn about acceptance, tolerance, and kindness towards others. It taught them that their own feelings matter and the importance of "being a good neighbor". On the popular TV program, Mr. Rogers' interaction with various characters showcased real-life dilemmas and how to address them. Today, students still benefit from Mr. Rogers' wisdom as they experience projects designed to develop empathy, compassion, and altruistic values. In one project, students design and create a "survival kit" with essential items that will aid others during a natural disaster, such as Hurricane Dorian's devastation of the Bahamas. Deemed a "real-need project," it is a great reminder for students of what it means to be a good neighbor - someone who helps others for intrinsic reasons. A viewing of the Mr. Rogers documentary film solidifies the essential message and puts into practice an authentic, real-world method that allows students to develop a strong sense of community and self-worth.



CONTACT INFORMATION NAVIA GOMEZ

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

STANDARDS

SOCIAL STUDIES

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

SCIENCE

SC.5.E.7.7 - Design a family preparedness plan for natural disasters and identify the reasons for having such a plan.

SC.5.N.1.1 - Define a problem, use appropriate reference materials to support scientific understanding, and plan and carry out scientific investigations.

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“My students truly know the meaning of helping others and ‘being a good neighbor.’”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Who Mr. Rogers was, his legacy, and the influence he still has on children and adults
How to turn a math/science/social studies lesson into a real-world learning experience
The project's real-life application, how to implement it school-wide, and its impact on students

STUDENTS

Adaptation: All grade and achievement levels, can be implemented with large or small groups

Students who participated: 5th grade, 20 students initially, then became a school-wide initiative with a "kindness camp" where members sent out positive postcards biweekly

MATERIALS & RESOURCES

Materials: A "red sweater" with "Be My Neighbor" logo, postcards, the Mr. Rogers documentary, for survival kits: book bags, small flashlights, small tissue packages, writing utensils, color markers/pencils, the Family Hurricane Preparedness Plan (see Idea Packet on website)

Resources: Contributions from parents and institutions such as The Education Fund Ocean Bank Center, local nursing homes, hospitals, and/or orphanages to deliver postcards

ABOUT THE TEACHER

A teacher for 22 years, Navia Gomez has received various awards, including the DCSTA Science Teacher of the Year, South Region Finalist of the Year, and grants from The Education Fund, Donorschoose, Toshiba Grant, and Dream in Green. Navia started this project this year and continued to use it throughout Distance Learning.

To register for this workshop, visit www.educationfund.org

Control Check: Controlling What You Think, Say, and Do

Students learn to recognize how their emotions and thoughts influence their behavior

For many SPED students, it is difficult for them to recognize how their emotions and thoughts influence their behavior. As a result, learning in the classroom is hindered, preventing achievement goals from being met. Social-emotional (SEL) strategies such as mindful breathing, identification of positive/negative emotions, and selected SEL stories prove essential to helping students meet their goals, even for children with significant behavioral problems or disabilities like ADHD, anxiety disorder, or Autism. Students learn how to express and articulate how they are feeling at the moment and socially interact with their peers and adults. Afterwards, they create their own Emotions Body Map independently. Teaching social-emotional skills to children requires both a good grasp of existing evidence-based strategies and a creative approach to modifying these strategies. Incorporating SEL strategies into every day classroom instruction helps both the classroom environment and student motivation to learn. Application of these skills also benefits teachers with classroom management and behavioral understanding.



CONTACT INFORMATION LUZABELLE LUCAS

SCHOOL: Gulfstream Elementary School

PRINCIPAL: Marybel Baldessari

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DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

“Applying SEL skills also benefits teachers with classroom management and behavioral understanding.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

The Five (5) core competencies for CASEL (Collaborative for Academic, Social, and Emotional Learning): Self-awareness, Self-management, Social Awareness, Relationship Skills, Decision-making

STUDENTS

Adaptation: Grades 2-5, any achievement level, can be implemented with large or small groups

Students who participated: 3rd grade, 12 students in a self-contained class, achievement level one grade below actual grade level

MATERIALS & RESOURCES

Materials: Class set of the “Emotions Body Map” worksheet, *My Many-Colored Days* by Dr. Seuss, Smartboard, pencils, crayons, colored pencils, chart paper

Resources: School media center/specialist, the Internet, donations and contributions from parents or other colleagues

ABOUT THE TEACHER

Currently working towards her doctorate degree in Special Education, Luzabelle Lucas has been an ESE teacher for 12 years. She has received many awards such as state speech and lesson plan competitions, but her greatest reward comes from teaching children who come from different walks of life. This is the first year Luzabelle has used this project, it has helped to transform her classroom into a more functioning and stress-free environment.

STANDARDS

ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.SL.2.1.A: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time).

SPECIAL SKILLS

SP.PK12.DH.4.3: Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.

SP.PK12.US.3.2a: Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.

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Showcase of Best Practices in a Mainstreamed Classroom

Best practices build students' motivation through positive reinforcement and proper support



CONTACT INFORMATION VANESSA RADICE

SCHOOL: Hialeah-Miami Lakes Senior

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PHONE: 786-344-4768

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG



The ultimate goal of teaching is to help build respectful, lifelong learners that coexist in a diverse society as independent citizens. Through various best practices, a safe and healthy classroom (virtual or schoolhouse) climate can be established to benefit students' social, emotional, and academic performance. Class Dojo provides academic and behavior updates among students, parents, and teachers. Strategies such as Four Corners Quote Activity help create thoughts that are positive, constructive, and encouraging, while Popsicle Sticks ensure students have a chance to participate and receive their daily/weekly Dojo points for participation. It also helps identify students who are following along, have misconceptions, or are struggling with the skills being taught. Additional best practices guide the teaching process from bell to bell instruction, while making sure that social-emotional needs of all students are being met. They also build a positive cultural climate within the classroom leading to a safe, healthy, and fun learning environment.

STANDARDS

LANGUAGE ARTS

LAFS.4.SL.2.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LAFS.K12.R.3.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

HEALTH

HE.5.C.1.2 Explain the physical, mental/ emotional, social, and intellectual dimensions of health.

SOCIAL STUDIES

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

“My project is the ultimate cheat sheet that any teacher can modify to their liking and apply it in their classroom.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Classroom structures and systems conducive for effective learning to promote a safe climate, create positive classroom management and coexisting in a diverse environment

Classroom Structures and Systems that empower students to be independent, life-long learners, and positive citizens of society

STUDENTS

Adaptation: All grade and achievement levels, can be implemented with large or small groups

Students who participated: High school, 66 students, various levels of achievement

MATERIALS & RESOURCES

Materials: Computer or other electronic device, printer with ink, other materials will be provided in curriculum packet

Resources: The Internet

ABOUT THE TEACHER

A 20-year veteran teacher, Vanessa Radice is an Algebra I teacher for at-risk students (Level 1 and 2). Vanessa holds a bachelor's degree in Special Education/ESOL, a master's in Mental Health Counseling, and is a specialist in Special Education with Autism Endorsement. She is a Board Certified Licensed Mental Health Counselor for the State of Florida and has used this project for 2 years.

SPONSORED BY



To register for this workshop, visit www.educationfund.org

Teaching in the Flow with Mindfulness 2.0

Mindfulness practices help students develop a growth mindset and build self-confidence

In these challenging times, many students (and teachers) are experiencing anxiety. In this workshop, learn how to utilize the Headspace Performance Mindset Program, a series of short digital mindfulness practices to help cultivate positive emotions, develop self-compassion, build self-esteem, and develop optimism and resilience. Learn what flow is and how to achieve it. In 5-minute mindfulness sessions, students observe, note, and “feel” how they can manifest creativity, achievement and prosperity in their lives by going inward, listening to their inner wisdom, and staying present and out of their negative headspace. Students are encouraged to visualize their strengths and create a digital vision board of their passions. To track progress of each student, a “flow profile” is created, based on a pre/post flow survey. Survey results show that students enjoy the “relaxed” and “peaceful” feelings they experience and that they want to achieve the emotional balance necessary to live with ease and flow.



CONTACT INFORMATION TERI RODRIGUEZ

SCHOOL: COPE Center North

PRINCIPAL: Dr. Ebony N. Dunn

EMAIL: terirod@dadeschools.net

PHONE: (305) 323-4065

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

“The most gratifying comments from students are that they practice the skills at home, and they wish the classroom sessions were longer.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

A “mindfulness in action” meditation session using the Headspace Performance Mindset program
A journaling activity
Navigating the Headspace digital platform

STUDENTS

Adaptation: All grade and achievement levels, can be implemented with large or small groups

Students who participated: Middle school, 12 teen mothers, different achievement levels, met for a 90 minute block schedule 2-3 times per week, could include student ambassadors from the school’s new Mental Wellness Club

MATERIALS & RESOURCES

Materials: Promethean Board, Safe Space or Peace Corner in the classroom, diffusers, bean bags, coloring and art supplies, stuffed animals, tea lights, flowing curtains, pillow, small rug, an inspirational poster

Resources: The Internet, informational videos (see Idea Packet on website)

ABOUT THE TEACHER

Teresa Rodriguez has been a mindfulness practitioner for over 12 years. She successfully completed the Mindfulness Based Stress Reduction teacher training and has participated in various MBSR programs, including Mindfulness Self-Compassion and an Intensive Mindfulness Immersion workshop. She is part of her school’s Mental Wellness Team and advisor of the new “Mental Wellness” Club.

To register for this workshop, visit www.educationfund.org

STANDARDS

ENGLISH LANGUAGE ARTS

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

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

SOCIAL-EMOTIONAL LEARNING

SP.PK.12.US.19.1b Identify personal emotions and feelings and their impact on physical and mental well-being.

SP.PK.12.US.19.7b Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring

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ARTivism: Advocating Activism through Transformative Art

Students find their voices in the inner quest of ARTivism

Many students, particularly the most marginalized and vulnerable, often lack self-confidence and trust in their own voices and powers of self-expression. Presenting course material in a culturally relevant context makes their learning and self-awareness come alive. Through exploration of a range of international artists, exposure to a variety of world cultures, and dialogue around historical and literary texts, students take this knowledge and create original works of art. They challenge themselves to explore, excavate, and extend their emerging sense of ARTivism – the intersection of art-making and activism. They show vulnerability in facing challenging emotional moments from both a personal and societal point of view.

By using this project as a vehicle to discuss relevant, local, and world-wide current events, students become more aware and concerned as citizens, potentially more informed to become the active change-makers of the next generation—the next ARTivists in Action. With this in mind, the ideas contained within this course of artful expression lend themselves to a changing educational paradigm. The activities are alterable and workable for a blended learning model of physical class instruction as well as for Distance Learning.



CONTACT INFORMATION JENNIFER PIKE-VASSELL

SCHOOL: The SEED School of Miami

PRINCIPAL: Kara Locke, ED.D.

EMAIL: Jvassell@miami.seedschool.org

PHONE: (646) 335-3636

DOWNLOAD PROJECT INFO:

STANDARDS

VISUAL ARTS

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

VA.68.F.1.2 Use creative risk-taking strategies learned from artists' works to incorporate artistic solutions in the creation of new personal artworks.

LANGUAGE ARTS

LAFS.8.W.1.3.d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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“One of the hopes in utilizing such an approach is for students to realize their potential as agents of transformation in society.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

How agency, choice, cultural relevancy, and access are essential to students' creation of personally meaningful art

How art/local/global history, social justice issues, and pop culture inspire ARTivism

How the arts are transformative and create ARTivists who develop their own unique voices

STUDENTS

Adaptation: A wide variety of ages, all achievement levels, can be implemented with large or small groups and students can work independently or in pairs

Students who participated: 6th-12th grade, 100 students, met 4 times a week or every other day depending on A/B schedule

MATERIALS & RESOURCES

Materials: A projector or Smartboard, electronic devices, various paints/brushes, papers/poster board, markers, oil pastels, printmaking supplies, detailed lesson plans, list of interdisciplinary ideas, PowerPoints

Resources: The Internet, public library or community center, guest speakers either in-person or webinar, museums, field trips, virtual tour websites

ABOUT THE TEACHER

Jennifer Pike-Vassell is in her 18th year as an educator. Her professional roles have been numerous and include visual arts instructor, her current position. Jennifer has earned awards and grants from Duquesne University, Columbia University, The SEED School of Miami, and The Education Fund.

To register for this workshop, visit www.educationfund.org



CONTACT INFORMATION SARA GAGLIANO-ALFARO

SCHOOL: True North Classical Academy

PRINCIPAL: Jeanine Finlay

EMAIL: salfaro@truenorthcharter.org

PHONE: (305) 609-9408

DOWNLOAD PROJECT INFO AT EDUCATIONFUND.ORG

Art & Culture Virtually!

Found objects inspire students to create great cultural works of art

Keep students creatively engaged while learning at home with this art project, using materials found around the house. In this five-week unit, students are exposed to works of art and customs of other cultures. Through their exploration, they develop an appreciation of all global citizens and analyze how found objects link cultures together.

Experimenting with various techniques and mediums, students create works of art with objects that are found within their home while Distance Learning, and develop an understanding of process through multiple steps within the lesson. Projects include Chinese blue willow plates, French impressionist landscapes, Mexican yarn wrapping, and American fashion. Finally, students display their work through an online art exhibition. This unit can be adapted for grades 1 through 5.



“It is important for my students to keep engaged and actively create at home.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

Unit is easily implemented, regardless of each teacher's experience or level in visual arts

Through artistic expression, students thrive because of the ability to reach all learning styles

To be entertained and feel a sense of empowerment in implementing this unit

STUDENTS

Adaptation: Any age, grade, or achievement level, appropriate research and classroom activities and clear rubrics makes this unit is perfect to adapt

Students who participated: 4th grade art students, implemented over a 5-week unit, also used with 32 after school students - many with 504 Plans and IEPs

MATERIALS & RESOURCES

Materials: Foam, paper plates, old magazines/newspapers/advertisements, yarn, plastic cups, Q-tips, paint, boxes, scrap paper and color materials

Resources: The Internet, virtual field trips to world museums, household items

ABOUT THE TEACHER

Sara Gagliano has been teaching art for over 15 years to students from K-12. She developed this project 15 years ago and has adapted and used it each year since. Sara has never needed volunteers or assistants; however, it is a wonderful way to invite parent volunteers in to see how the project has value and targets not only art but cultural/historical connections. functioning and stress-free environment.



STANDARDS

VISUAL ARTS

VA.2.C.1.2 Reflect on and discuss various possible meanings in works of art.

VA.1.H.1.1 Discuss how different works of art communicate information about a particular culture.

VA.1.O.1.2: Explore the placement of the structural elements of art in personal works of art.

VA.1.C.1.2 Create and discuss works of art that convey personal interests.

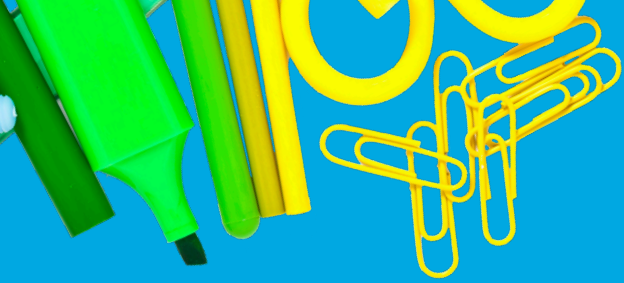
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DAY 1 SCHEDULE, SATURDAY, OCTOBER 24, 2020 • 9 A.M. - 1 P.M.

SESSION A

ENGLISH LANGUAGE ARTS

Zoom Book Café

Grades: 3-12
Disseminator: Ileen Martin

Make book reports virtually exciting with Distance Learning strategies to increase comprehension, application of literacy concepts, and emotional wellness. Students virtually meet friends at The Zoom Book Café to share their opinions about assigned texts and create an exhibit using props, costuming, and setting to represent the literary elements. Teachers learn ice-breaker strategy games for Zoom meetings and effective digital teaching platforms.

HEALTH AND WELLNESS

Plant Diagnosis 101

Grades K-5
Presenter: Cara Rockwell

Diagnosis of plant symptoms can be a fun and exciting activity for children, requiring them to rely on their observational skills and logic to uncover the perils of being a plant in South Florida. During this activity, discussion includes common health problems encountered by plants in our region, in addition to learning a few key steps for recognizing (and potentially solving!) plant health issues.

HOLOCAUST EDUCATION

Teaching Trunks on the Holocaust

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



ROBOTICS

Sphero Robots Used to Bring Coding to Life

Grades 9-12
Disseminator: Gina Ruiz-Houston

Coding clubs for girls are proven vehicles for narrowing the gender gap in AP and upper-level science courses, and essential for providing students the opportunity to learn coding skills. Utilizing Sphero robot materials, students create, fail, revisit, and apply their coding using tangible, hands-on reinforcement. These robots attract other students - especially underrepresented groups - to participate in these STEM-based learning activities and creative challenges.

SOCIAL SCIENCES

COVID-19 from a Teen's Eye View

Grades 6-12
Disseminator: Kelsey Major

Through scientific and fact-based research, students learn how to assess the efficacy of official responses to COVID-19. Identifying elected and appointed officials, students draft proposals to advocate for policy changes to mitigate suffering. Humanizing victims builds empathy and student engagement increases by immersing them in the most important topic of our lifetime.

STEM

Using Virtual Reality to Teach Climate Change

Grades 6-12
Disseminator: Mark Godinez

Students examine the impact of climate change using Oculus Quest virtual reality headsets and vivid 360° videos, forcing a critical look at human behavior. Learning about global and local climate challenges, they formulate ideas to help reverse negative climate issues and how to become advocates within their local community.

STEAM

Edible Mandalas to the Rescue!

Grades K-12
Disseminator: Anna Weiss

Students design and create a nutritious, edible mandala in this perfect STEAM lesson combining art, design, nutrition, color, geometry, and critical thinking skills. Adaptable for all grade levels, this project provides students with a real-life experience and opportunity to use art and mathematical concepts in a practical (and delicious!) manner.



SESSION B

COLLEGE PREPARATION

SmartPath: Guide to College Clubs

Grades 9-12
Presenter: Mickael Charles

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

ENGLISH LANGUAGE ARTS

Brushing and Brunching with the Bard

Grades 6-12
Disseminator: Jennifer Chapman

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

FINANCIAL LITERACY

Bank on It!

Grades 9-12
Disseminator: LaShanda West

Financial literacy among students is a critical step to increasing banking participation. Teach your students how bank accounts help them save for school activities, college, or a car by managing their money responsibly. Students role-play to understand how predatory lending increases debt. Help your students (and parents!) develop skills to manage saving, spending, and building of their credit.

SOCIAL SCIENCES

Remake the Past, Relive the Past

Grades 6-12

Disseminator: Stephany Cuellar

Constructing artifacts connects students to ancient cultures and establishes a deep connection with everyday people and artisans from past eras. This activity can be accommodated to any culture, time period, or subject and artifacts can be made from any supplies available.

Student Power: Effective Citizenship

Grades 6-12

Disseminator: Natalia Allen

Student Power is an Education Fund grant program for secondary teachers to engage their students in project-based learning as they explore creating policy change on a local, state, or federal level. Students select and research a local public policy issue of their choosing, identify key stakeholders and learn to connect with elected officials. In this workshop, learn how to qualify to receive a Student Power grant and guide your students to becoming informed and effective citizens.

SOCIAL EMOTIONAL LEARNING

Be My Neighbor

Grades K-6

Disseminator: Navia Gomez

Students learn what it means to be a good neighbor and exercise kindness and compassion through a study of Mr. Rogers' legacy. Students put into practice an authentic, real-world method that allows them to develop a strong sense of community and self-worth. Learn how to turn a math/science/social studies lesson into a real-world learning experience.



Control Check: Controlling What You Think, Say, and Do

Grades K-8

Disseminator: Luzabelle Lucas

Strategies such as mindful breathing, identifying positive/negative emotions, and selected SEL stories prove essential to helping students meet their goals, even for children with significant behavioral challenges including ADHD, anxiety disorder, or Autism. Students learn to recognize how their emotions and thoughts influence their behavior.



STEM

Geometry 3-D Shapes

Grades 2-5

Disseminator: Ailyn Garcia

Geometrical 3-D shapes become tangible for young learners as they tap into their drawing and construction skills to make 3-D shapes that are formulated with square tiles that are then used to measure and represent area. Teach geometry depth with higher order thinking questions, scaffolded instruction, and collaboration during peer discussion reviews of geometry.

STEAM

STEAM & Beyond: Applied Scientific Expression through the Arts

Grades K-5

Disseminator: Dr. Ekaterina Belyakova

Use Performing Arts to anchor a STEAM module that demonstrates how science, technology, art, and culture work in tandem to improve interest and motivation to learn. Students use musical instruments and costumes they created to present a culturally authentic performance for their peers.

SESSION C

ENGLISH LANGUAGE ARTS

Synthesize to Empathize

Grades 6-12

Disseminator: Carmen Marroquin

Students genuinely engage with a text and make connections to the real world, synthesize information from multiple sources, and create a multimedia presentation of their interpretation of a novel. Students practice journalism and career research skills to find a current event from a credible source that relates to an incident in the novel. They share their thoughts, feelings, and empathy as they analyze how the events in the novel mirror what happens in the real world.

FINANCIAL LITERACY

The Power of Good Credit

Grades 9-12

Disseminator: Theresa Borges

Students grasp the importance of good credit as they learn about the 3 major credit bureaus and how to create and maintain a healthy credit score, as well as harmful aspects of bad credit. Students are prepared for a lifetime of fiscal responsibility, and parents benefit as well.

HOLOCAUST EDUCATION

Holocaust Museum Virtual Tour

Grades 1-12

Presenter: Kelsey Jagneaux

Virtually tour the Florida Holocaust Museum to learn how to make Holocaust Education come alive for all grade levels with free resources, speakers, and online curriculum aligned with FL standards.

SOCIAL SCIENCES

Doodly Drawings for Deeper Understanding

Grades K-12

Disseminator: Nelson Borrega

Creativity, organization, and critical thinking are key elements for this innovative project that showcases Doodly drawings based on learned civics content. Students present a project using drawn characters, a video, voice-overs, text, and music background. Learn to teach your students video planning, production and editing, voice-overs, and the dissemination of videos via multiple platforms.



STEM

The Parabolic Math Classroom

Grades 6-12

Disseminator: Kelsey Major

Changing workstations allows students to flourish academically as they rotate in cohorts to each of four parabolic stations where they are exposed to content from four unique modalities. This project addresses the needs of multiple learners (visual, auditory, kinesthetic, and mixed learners) and allows the teacher to effectively address the needs of the lowest 25% of students. Learn how to integrate technology into your curriculum using the SAMR model and how to plan and effectively teach a 20-minute lesson.

STEAM

Ode to Nature

Grades 2-6

Disseminator: Erika Reboucas

Science and art seamlessly unite in the world of Oshibana, a traditional Japanese art form using flower petals, leaves, stems, and other botanical materials to create an artistic masterpiece. Students learn plant anatomy and collect organic material, press them until dry and flat, and arrange them into a finished composition in this STEAM lesson.



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DAY 2 SCHEDULE, SATURDAY, NOVEMBER 7, 2020 • 9 A.M. - 1 P.M.

SESSION A

ENGLISH LANGUAGE ARTS

Instagram Word Wall

Grades 9-12

Disseminator: Lissette Trelles

Students collaborate via social media to demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Using Pic Collage, Microsoft Word, Power Point, or other sources directs them to complete the Instagram Word Wall, an exciting tool that leads to students' attitude changes with vocabulary and an increase in test scores for any subject.

Current Events for the Current Times

Grades: 6-12

Disseminator: Stephanie Woolley-Larrea

Expand students' world views and increase research, critical thinking, listening, speaking, and reading skills while keeping them up to date with current events. Students learn how to determine credible news sources, use proper citations, and give class presentations that give them a voice and opportunity to express opinions.

HEALTH AND WELLNESS

Clean Hands, Essential Oils, and Bubbles ... Oh My!

Grades 2-6

Disseminator: Alena Sherriff

Students design and create their own personal, foaming hand soap as they take ownership of their health and wellness. They learn how hands are the catalyst for germs entering the body and why soap is the best defense in eliminating germs. They blend and create their own fragrance. The result is a personal, scented, foaming soap that students can enjoy using, all while stimulating their interest in science and math concepts.



HOLOCAUST EDUCATION

Inclusive Remembrance of the Holocaust

Grades 6-12

Disseminator: Dr. Jaqueline Torres-Quinones

Testimonies from Holocaust survivors, bystanders, and participants create empathy and connection. Through study of the Ten Stages of Genocide, students develop a profound understanding about how the Holocaust unfolded amidst critical, ethical, and moral issues. Learn how to develop pedagogical practices for teaching the Holocaust in all grade levels.

SOCIAL EMOTIONAL LEARNING

Showcase of Best Practices in a Mainstreamed Classroom

Grades 6-12

Disseminator: Vanessa Radice

Learn classroom structures and systems that empower students to be independent, life-long learners, and positive citizens of society. Build student motivation and respectful learners through positive reinforcement and support. Establish a safe and healthy classroom climate (virtual or schoolhouse) with Class Dojo, Four Corners Quote Activity, Popsicle Sticks, and other platforms to guide the teaching process from bell to bell instruction, while making sure that social-emotional needs of all students are being met.

SOCIAL SCIENCES

The Fundamental Importance of Teaching Civil Rights in 2020

Grades 6-12

Presenter: Sari Beth Rosenberg

In the face of a global pandemic as well as an increasing awareness of systemic racism, it is crucial for K-12 educators to address these important issues in the classroom. Based on Sari Beth Rosenberg's series, "Teaching in the Age of Coronavirus," for PBS NewsHour Extra, she will discuss how to teach about the civil rights movement within the current day context.

STEM

Classroom of the Future with Augmented and Virtual Reality

Grades K-6

Disseminator: Zeny Ulloa

Using various digital learning applications for augmented and virtual reality, this project is designed to impact students' interests and curiosities and engage them in learning about the world around them. Economical applications such as JigSpace, Quiver, and Merge Cube help students discover concepts of tectonic plates, how a battery works, the solar system, and structures of the human brain and body.

STEAM

Reduce, Reuse, and Recycle with Music

Grades 3-12

Disseminator: David Cruz

Students create musical instruments and compose original songs to promote environmental initiatives to address climate change. This STEAM lesson combines the science of sound with creativity and sustainability practices, and uses the teacher platform to promote positive change.

VISUAL ARTS

Art & Culture Virtually!

Grades 1-5

Disseminator: Sara Gagliano-Alfaro

Students examine art of world cultures and analyze how found objects link societies together. Experimenting with various techniques and mediums and using objects found around the home, students create works of thematic art such as Chinese blue willow plates, French impressionist landscapes, Mexican yarn wrapping, and American fashion. Students display their work through an online art exhibition.



SESSION B

COLLEGE PREPARATION

Create and Code a Career

Grades 6-12

Disseminator: Michael Sakowicz

Students work with easily manipulated parts to make a real, working PC. This project increases attendance, aids culturally responsive and respectful pedagogy, and encourages students in all grade, achievement, and exceptionality levels to learn a variety of career possibilities, all while learning basic coding skills and the parts needed to complete simple PC construction.

ENGLISH LANGUAGE ARTS

Life on Mars from a Kid's Perspective

Grades 3-7

Disseminator: Leilani Echezabal

Implement science, technology, and ELA standards in this exciting, in-depth study of Mars. Using Google Earth, the NASA website, virtual fieldtrips and texts, students analyze the potential of life on Mars. Teachers learn how to navigate virtual field trips.

HEALTH AND WELLNESS

Food Forest Pizza by Plant Philosophy

Grades K-12

Presenter: Jorge Palacios

The Food Forest Pizza workshop is a highly interactive experience for both teachers and students to get involved in. The pizza itself contains various of specialized green perennials and herbs that grow all year around throughout the Education Fund Food forest. This gives the children an opportunity to interact with all the food being grown in our community in a very unique, fun and delicious way.

ROBOTICS

Lego Coding Fun

Grades 4-8

Disseminator: Duysevi Miyar

Coding helps students develop abstract and critical thinking skills they need to solve complex problems. Combining colorful LEGO building elements, easy-to-use hardware, and an intuitive drag-and-drop coding language based on Scratch, the LEGO® Education SPIKE™ Prime Set continuously engages students regardless of their learning level.



SOCIAL SCIENCES

The Social Justice Book Study Series

Grades 6-12

Disseminator: Dr. Precious Symonette

Students read antiracist texts and participate in healthy dialogue, activities, and strategies, which include hosting a Community Forum to speak with peers, parents, and elected officials about their concerns about social justice. Students also write a legislative bill draft and follow the steps to see it come to fruition. They speak at a School Board, Town Hall, or community meeting.



SESSION C

ENGLISH LANGUAGE ARTS

Presenting Research in Distance Learning

Grades: 6-12

Disseminator: Dr. Michele Mar

Students learn to give digital presentations while learning advanced research skills in this hands-on project for ELA and Social Sciences. Students conduct in-depth research on a chosen topic, create and deliver a virtual or face-to-face presentation, and learn to use proper citations and how to format them. Students present their projects, virtually, to classmates, other teachers, and even to other schools.

HEALTH AND WELLNESS

Bueno Pesto

Grades K-12

Presenter: Chef Paula Kendrick

Join Chef Paula in learning how to make this tasty and nutritious dish that's sure to be a family favorite from now on. This cooking lesson is sure to be as fun as it is educational.

STEM

Making Virtual Reality Your Own

Grades 5-8

Disseminator: Dr. Suzanne Banas

Students use Google Expeditions to "travel" to various points on the globe (and around the universe) to study history, science, literature, or art. Students assemble their own set of VR glasses from a cardboard box and special inexpensive insert, then download the Google cardboard application into their smartphones, allowing them to explore Google Expeditions or any other VR application.



SOCIAL EMOTIONAL LEARNING

Teaching in Flow with Mindfulness 2.0

Grades K-12

Disseminator: Teresa Rodriguez

Learn how to use the Headspace Performance Mindset Program, a series of short, digital mindfulness practices to help cultivate positive emotions, develop self-compassion, build self-esteem, and develop optimism and resilience. Learn what flow is and how to achieve it. In 5-minute mindfulness sessions, students observe, note, and "feel" how they can manifest creativity, achievement, and prosperity in their lives by going inward, listening to their inner wisdom, and staying present and out of their negative headspace.

STEM

Diversity and Evolution of Living Organisms

Grades 3-12

Disseminator: Bertha Vazquez

The Teacher Institute for Evolutionary Science (TIES) helps educators teach evolution with confidence. Participants receive materials, including a presentation and exam. Students collect data and draw conclusions about natural selection. Join free monthly webinars for teachers and students and learn hands-on, active learning ideas.

VISUAL ARTS

ARTivism: Advocating Activism through Transformative Art

Grades 6-12

Disseminator: Jennifer Pike-Vassell

Through exploration of a range of international artists, exposure to a variety of world cultures, and dialogue around historical and literary texts, students take this knowledge and create original works of art. Learn how history, social justice issues, and pop culture collide in creating meaningful class discussions that inspire a spirit of ARTivism.

ROBOTICS

KIBO: Digital Literacy for Primary Grades

Grades 2-6

Disseminator: Marcelle Farley

With KIBO, young students learn programming ideas directly related to foundational concepts in math, literacy, science, and humanities. Students learn sequential thought, cause and effect, and more, allowing them to discover new achievements on their own.

Teachers learn how to use KIBO to teach science and math concepts.



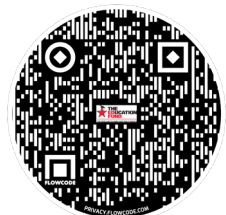
OTHER

National Board Certified Teachers

Information Session

Presenter: Judith Grey

Receive tips and advice on the process of certification from the NBCT of Miami group.



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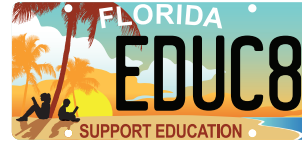


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