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Presenting:

Teaching Classroom to Global Collaboration on the Web

For Information concerning IMPACT II opportunities, Such as interschool visits, Adapter and Developer Grants

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Project Description

This project opens up windows of communication among teachers and students with other educational environments, so that through activities, a global community and classroom is formed that unites various parts of the world. This project will bring everyone a little closer to understanding one another and envisioning a world effort for peace, tolerance and understanding. Through the use of technology and research, student collaborate, communicate, and create projects with other students as well as with other environments to work on common objectives for a better sustainable understanding of the world .Students are introduced to various projects through websites and simulations as they learn how other people, animals and plants journey through life and the many cycles that touch the world. In addition, students will become foster parents as they study wildlife migration with other students throughout the United States and Canada and analyze and exchange their findings on the Internet. The unit incorporates writing, math, both application and computation, science and language arts.

Students

This project is designed for grades 1-12grades. This project can also be altered to accommodate ESL students as well as ESE students. The activities used in this project focuses on projects that students can collaborate with other students from the classroom all the way to other countries. The teacher acts as a facilitator, while students learn to team build and cooperate with other, as well as students from other cities, states and countries.

Staff

Mickey Santerre is in her 24th year of teaching , both in private school and public school in Dade County, Florida. She is nationally board certified. She hold's a master's degree in ESE, with an emphasis on varying exceptionalities. She hold's a specialist's degree in science education. She is currently working on her doctorate in science education. Mrs. Santerre has participated in Disseminator grants as well as Adapt- a-grant programs.

Goals and Objectives
Language Arts Grade 3-5

Language

The student understands the power of language.(LA.D.2.2)

A.. The student recognizes different techniques used in media messages and their purposes.
B. The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.
C. The student understands that a variety of messages can be conveyed through mass media.

Writing

The student writes to communicate ideas and information effectively. (LA.B.2.2)

A. Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.
B. Writes for a variety of occasions, audiences, and purposes.

Listening

The student uses listening strategies effectively.(LA.C.1.2)

A. Carries on an extended conversation with a group of friends.
B. Responds to speakers by asking questions, making contributions, and paraphrasing what is said.
C. Participates as a contributor and occasionally acts as a leader in a group discussion.
D. Understands that language formality varies according to situations and audiences.

Language Arts Grades 6-8

Reading

The student constructs meaning from a wide range of texts. (LA.A.2.3)

A. Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making,and performing a school or real-world task.
B. Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research topics.

Listening

The student uses listening strategies effectively. (LA.C.1.3)

A. Listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.
B. Acknowledges the feelings and messages sent in a conversation.
C.

Speaking

The student uses speaking strategies effectively. (LA.C.3.3)

A. asks questions and make**s** comments and observations that reflect understanding and application of content, processes and experiences.

Language Arts 9-12

Reading

Standard 2:
The student constructs meaning from a wide range of texts. (LA.A.2.4)

A. locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.

B. selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

Science Grades 3-5

The Nature of Science

The student understands that science, technology, and society are interwoven and interdependent.

A. understands that people, alone or in groups, invent new tools to solve problems and do work that affects aspects of life outside of science.

B. knows that data are collected and interpreted in order to explain an event or concept.

C. knows that before a group of people build something or try something new, they should determine how it may affect other people.

D. knows that through the use of science processes and knowledge, people can solve problems, make decisions, and form new ideas.

Science 6-8

The Nature of Science

The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

A. understands that contributions to the advancement of science, mathematics, and technology have been made by different kinds of people, in different cultures, at different times, and are an intrinsic part of the development of human culture.

B. knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone.

C. knows that computers speed up and extend people's ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others.

Science Grades 9-12

The Nature of Science

Standard 1:
The student uses the scientific processes and habits of mind to solve problems. (SC.H.1.4)

A. knows that from time to time, major shifts occur in the scientific view of how the world works, but that more often the changes that take place in the body of scientific knowledge are small modifications of prior knowledge.

B. understands that no matter how well one theory fits observations, a new theory might fit them as well or better, or might fit a wider range of observations, because in science, the testing, revising, and occasional discarding of theories, new and old, never ends and leads to an increasingly better understanding of how things work in the world, but not to absolute truth.

The student understands that science, technology, and society are interwoven and interdependent. (SC.H.3.4)

A. knows that scientists can bring information, insights, and analytical skills to matters of public concern and help people understand the possible

causes and effects of events.

B. knows that funds for science research come from federal government agencies, industry, and private foundations and that this funding often influences the areas of discovery.

C. knows that the value of a technology may differ for different people and at different times.

D. knows that scientific knowledge is used by those who engage in design and technology to solve practical problems, taking human values and limitations into account.

Units on the Web -(Time periods can be determined by the teacher)

Artifact Box Exchange
http://www.artifactbox.com/

The Artifact Box Exchange is a project to help students learn more about their city, state, and region in the context of a simulation that focuses on developing creativity and research skills.

Each participating classroom spends several weeks in the fall or spring working with their class to create a mystery box of artifacts representative of their city, state, and region based on 25 suggestions from the Artifact Box Teacher's Guide.

The receiving classroom must solve the mystery box and identify the location of the sending classroom using research and reference skills.

CIESE- The center for innovation in Science and Engineering Education
http://www.ciese.org/

CIESE collaborates with K-12 and university educators, researchers, policymakers and educational organizations to develop curriculum materials, conduct professional development programs, and research new methodologies to strengthen STEM education

ENO –Environmental Online
http://eno.joensuu.fi/basics/briefly.htm

ENO-Environment Online is a global virtual school and network for sustainable development and environmental awareness. Four environmental themes are studied within a school year on a weekly basis. About 400 schools from 104 countries take part.

The main idea is to lay emphasis on the local environment and to see it in a global aspect: act locally - think globally. Information is gathered from local communities and shared globally on the ENO website. Learning is student-centred with both online and offline activities. At the end of each theme there is a campaign week during which the results of learning are raised in local communities and on the website. Students eventually become ambassadors for the environmen of their respective local communities and regions.

Flat Stanley Project
http://www.socialstudiesforkids.com/articles/cultures/flat_stanley_project.htm

The Flat Stanley Project

The Flat Stanley Project is a wonderful way to teach students all sorts of things, including the following:

- geography
- writing skills
- communication skills
- culture
- art
- creativity

Also On This Site

- Flat Stanley in Carmel, California
- The Flat Stanley Books
- Flat Stanley Makes Political Rounds

Elsewhere on the Web

- "Official" Flat Stanley Project Site

The namesake of the project is the title character of a 1964 book by Jeff Brown. Stanley Lambchop is a normal boy who finds himself flattened by a bulletin board, but that doesn't stop his adventures. He is sent through the mail to places all around the world, where friends and family take him on trips, see sights, and increase the knowledge of the world of not only Stanley but also anyone reading the book.

Teachers across America and in Canada have taken this idea to heart, starting their own Flat Stanley Projects, in which students make their own Flat Stanleys (or Flat Jessicas or other female names) and then mail them to friends and family. The adults who receive these new flat friends take the little guys or girls on all sorts of adventures—to work, to the zoo, on plane and boat trips. The range of destinations for Stanley is limited only by the creativity of the people he visits.

Students make their own Stanleys, coloring them and adapting them to their own preferences. Some look like the Stanley in the book. Others look like the students who made them. Still others have an identity all their own. Students practice their art skills in creating the flat friends that they will send off into the world.

Students also keep journals outlining the travels of their flat friends. (In some cases, the journals are filled out by the people whom Stanley visits.) In this way, they have fun while practicing their writing skills. They will have also used those skills to write letters or emails to family and friends introducing Stanley in the first place. And, they have to get their idea across in a straightforward manner, letting people know just what they should be doing with the flat friend who arrives in the mail. This is communication skills practice at its finest.

Most classes have a large map of the United States or, in some cases, the world on which are labeled the locations that the Stanleys have visited. In this way, students learn geography. It is very likely that the Stanleys have traveled to many places across the country or around the world, and so students can plot those points on a map and find out not only where those places are but also how far Stanley has traveled and how far it is between those points.

Students also learn about cultures of other places by what Stanley's new friends do with him while he is visiting. For instance, a Stanley that visited New Orleans in the spring might visit preparations for Mardi Gras. Or a Stanley that visited New York might go on a ferry to

the Statue of Liberty. On a smaller scale, a Stanley in any city might attend a flea market or a stage production or go ice skating, all the while learning how things are done in other places.

Lastly, students learn creativity by absorbing the ideas of the people who take Stanley places. The adults who receive Stanley say that it takes them back to their childhood. They are motivated to put Stanley in all kinds of unique situations, and students can track Stanley's movements and adventures and learn new ways of thinking.

The Flat Stanley Project is not limited to students, however. It has been adapted for senior citizens and for hospital residents. For people who can't get out readily and see the world, this project is a wonderful to see new things and learn new ideas.

Global Classroom

Global School Net Foundation
http://www.globalschoolnet.org/index.html

Global SchoolNet Foundation (GSN), founded in 1984 by teachers who believed that in a connected world students need a global perspective, brings together youth online from 194 countries to explore community, cultural and scientific issues that prepare them for the workforce and help them to become responsible and literate global citizens. **Global SchoolNet's** free membership program provides project-based learning support materials, resources, activities, lessons and special offers from **Global SchoolNet** partners.

Science And math:

Journey North : http://www.learner.org/jnorth/

engages students in a global study of wildlife migration and seasonal change. K-12 students share their own field observations with classmates across North America. They track the coming of spring through the migration patterns of monarch butterflies, robins, hummingbirds, whooping cranes, gray whales, bald eagles— and other birds and mammals; the budding of plants; changing sunlight; and other natural events. Find migration maps, pictures, standards-based lesson plans, activities and information to help students make local observations and fit them into a global context. Widely considered a best-practices model for education, Journey North is the nation's premiere "citizen science" project for children. The general public is welcome to participate. (Excerpt from Website)

3-5th Grades- The Whooping Crane Migration, the Monarch Butterfly are excellent for the fall seasons. After completion of these projects, it is recommended follow The Gray Whale Migration and the Bald Eagle migration.

You can venture on your own and have students explore the different types of Penguins in the world and show Happy Feet as a culminating activity. What is also recommended is having the children create a big book about their findings.

6-8th grades -

Tulips – Fall 2007

Track the sweep of spring in the Northern Hemisphere by keeping an eye on plants (Red Emperor tulips) as they burst forth and bloom! This exciting seasonal event begins underground each fall.

In this international science experiment, students in hundreds of classrooms plant tulip bulbs in schoolyard gardens this fall. Each group will use the same bulb variety (Red Emperor Tulips) and planting guidelines. When the tulips finally emerge and bloom, the young scientists will announce to classmates throughout the hemisphere that spring has arrived in their part of the world.

As students make observations in their own schoolyards, and observe the wave of spring on our interactive maps, they begin to see how seasonal climatic factors influence plant growth. The relationship between geography, temperature, and the arrival of spring is revealed, one garden at a time.

Mystery Class-As the spring season sweeps across the Northern Hemisphere, day length changes everywhere on Earth. We challenge you to find 10 Mystery Class sites using sunrise and sunset clues! The challenge starts in late January but you can get ready for Mystery Class any time. Try these lessons to build students' skills and understanding of Earth's daily and seasonal cycles.

Teachers without Borders

http://www.teacherswithoutborders.org/index.html

Teachers Without Borders is a non-profit (501c3), non-denominational, international NGO founded in 2000, devoted to closing the education divide through teacher professional development and community education. **Our organization focuses on the building of teacher leaders.** The work is primarily, but not exclusively, in developing countries, in order to build self-reliance, health, and capacity. We base much of the spirit and focus of our work on the inspiration provided by Jacques Delors' report: Learning: The Treasure Within.

In short, the purpose of Teachers Without Borders is to invite, gather, distill, synthesize, and disseminate the best collective wisdom from teacher leaders from every culture to make all teachers even more effective in contributing to the creation of a world that works for all.

Global SchoolNet Foundation

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KIDPROJ

http://www.kidlink.org/KIDPROJ/

Welcome to KIDPROJ, a part of KIDLINK, where students through secondary school join global projects. Teachers and youth group leaders from around the world plan activities and projects for their students in KIDPROJ-COORD, the adult discussion area of KIDPROJ. Student work is posted on the web in Kidlink's

Right in Class

http://www.rightinclass.com/connections/global_projects.htm

Citizens of the world… Building a generation of students who are aware, concerned and involved global citizens is a challenging task. The future is in the hands of the students sitting in our classrooms - tomorrow's leaders. Teachers who bring the world into their classrooms develop a global perspective for themselves and help their students become more aware of the world around them. Communicating online with other learners around the world is one small step that can help bring about positive global change.

The Globe Program

http://www.globe.gov/fsl/html/templ.cgi?about&lang=en&nav=1

GLOBE (Global Learning and Observations to Benefit the Environment) is a worldwide hands-on, primary and secondary school-based science and education program. GLOBE's vision promotes and supports students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth system working in close partnership with NASA and NSF Earth System Science Projects (ESSPs) in study and research about the dynamics of Earth's environment.

iEARN

http://www.iearn.org/

I EARN is the world's largest non-profit global network that enables teachers and young people to use the Internet and other new technologies to collaborate on projects that both enhance learning and make a difference in the world.

Epals where children connect

http://www.epals.com/

Epals is the leading provider of school-safe collaborative learning products for K-12 across 200 countries and territories

This is Our Time

http://www.timeproject.org/Content/Utils/CmsENInformationsPage.asp?id=275

Time is an annual global telecommunications project for secondary schools initiated for and developed in cooperation with the UNESCO ASPnet.

Time seeks effective and innovative ways to enable young people from many different cultures and countries to communicate and co-operate with each other on current world issues. This is expressed is a wide range of educational activities

Global Grocery List Project

http://landmark-project.com/ggl/

Global Grocery List is a long standing project that generates real, peer collected data for student computation, analysis, and conclusion-building within the context of social studies, science, mathematics and other disciplines.
This project was designed by The Landmark Project, and continues to be supported by the Global SchoolNet Foundation

Wide Angle

http://www.pbs.org/wnet/wideangle/classroom/index.html

WIDE ANGLE's documentaries and Web episodes are valuable resources for teachers and students. The WIDE ANGLE Global Classroom offers lesson plans and activities for middle school and high school teachers. Most WIDE ANGLE episodes may be purchased for educational and non-theatric use, and occasionally for home video use from Films Media Group.

North American Association for Environmental Education

http://www.naaee.org/

This is a network of people who believe in teaching people how to think about the environment, not what to think. Learn how to use high-quality teaching methods to show people how to make a difference in the world through a positive, nonconfrontational approach.

Celebrate Urban Birds

http://www.birds.cornell.edu/programs/urbanbirds/celebration/

Learn about city birds, watch birds for science, get involved in projects to “green” up your community, and increase conservation awareness.