



**THE
EDUCATION
FUND**

FOR EXCELLENCE IN MIAMI-DADE PUBLIC SCHOOLS

**2022
2023**

Ideas with

IMPACT

Elementary | Middle | Senior High Ideas

**IDEA EXPO
TEACHER
CONFERENCE**

**EARN UP TO
9 MASTER
PLAN POINTS**

**PROJECT-BASED
LEARNING
STRATEGIES
FOR EVERY
SUBJECT
AREA AND
GRADE
LEVEL!**

**45 NEW INSPIRING WAYS
TO COVER FLORIDA STANDARDS**

STEM/STEAM • CLASSROOM MANAGEMENT • HEALTH & WELLNESS
TECHNOLOGY • SOCIAL SCIENCES • ELA • FINANCIAL LITERACY • AND MORE!





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 makes a difference in the lives of 350,000+ students.



Use the QR code to safely donate online
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Here's a small taste of our accomplishments:

- ★ \$72+ million raised for public schools
- ★ 70% improvement in students' science achievement
- ★ 55% improvement in students' eating habits
- ★ 28 Food Forests installed with daily lessons engaging 23,570+ students in these outdoor eco-labs
- ★ 208,000+ students and teachers recognized for their artwork
- ★ 34% increase in students' college enrollment attained as part of a national demonstration project
- ★ \$19.9+ million in free supplies provided, benefitting 3.1+ million students
- ★ \$2.9+ million granted to teachers to foster student achievement in 5,000+ classrooms
- ★ 232,124+ Food Forest harvest bags provided to low-income students' families
- ★ 2,728 business professionals recruited to step into the shoes of a teacher for a day
- ★ 18,000 teachers encouraged to use and share best practices for student success

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Thank You to the School District Education Foundation Matching Grants Program and Education Fund License Plate for sponsoring Ideas with Impact!

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



For nearly four decades, The Education Fund has been a key partner of Miami-Dade County Public Schools (M-DCPS) by sponsoring initiatives that support teachers with networking, training opportunities, grant funding, and more. By empowering teachers to be catalysts for innovation in the classroom through programs such as Ideas with IMPACT, The Education Fund provides teachers the resources to bring their ideas to life and an avenue to share proven instructional strategies with others. In this way, The Education Fund supports the school district's efforts to promote and recognize teacher leadership.

The Education Fund's Idea EXPO elevates teacher leadership by providing a forum for some of Miami-Dade's most dedicated teachers to showcase their classroom innovations with their colleagues. I applaud The Education Fund for hosting this conference that will feature teachers' best practices in a multitude of subject areas, with lessons designed to engage students and accelerate their learning.

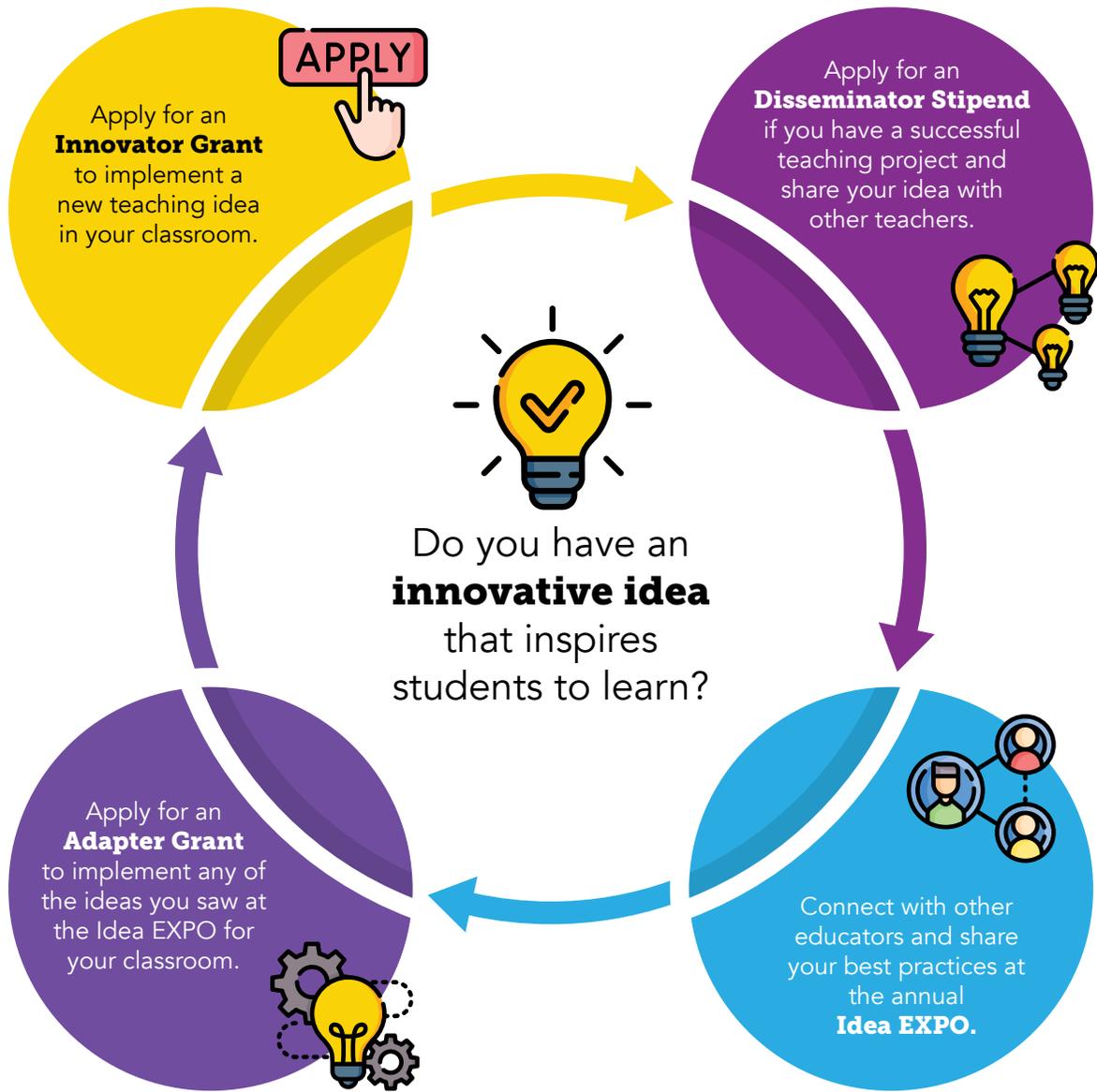
The Education Fund's Ideas with IMPACT program is designed to share innovative, cost-effective teaching ideas in a user-friendly network that includes the *Ideas with IMPACT* catalog; curriculum instructional Idea Packets; the Idea EXPO Teacher Conference; numerous grant opportunities; discussion series; and interactive training webinars led by M-DCPS teachers. I commend the dedicated educators who contribute their time and talents to the IMPACT network, and I encourage teachers to avail themselves of these opportunities to learn additional best practices to further enhance their craft. Thank you for all you do to make a difference for our students and our community.

Dr. Jose L. Dotres
Superintendent of Schools



Ideas with **IMPACT**

Building a Network of Support and Best Practices



Be featured with your winning project idea in the **Ideas with IMPACT** catalog, distributed to every school.



To apply for any of the grant/stipend opportunities or to register to attend the Idea EXPO, visit educationfund.org



THE LUCY PETREY ENDOWMENT FUND

Benefitting The Education Fund's Teacher Programs



The Education Fund is proud to recognize the endowment fund created in honor of longtime board member Lucy Petrey, who had supported the work of The Education Fund in so many ways. Lucy was the perfect board member, one who always lent a hand, and provided leadership without the title, and made people feel better about hard work. She always volunteered to help teachers. Whether it was 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 was always present.

Lucy also engaged others to support our work in public schools. Her friends were 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 past love of The Education Fund and supporting our public schools a family affair that continues today. Lucy's infectious good humor was combined with a deep intellect and a sharp focus, all of which she 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 touched the lives of countless teachers and students, and her indefatigable zest for life and tireless commitment to improving our world were a tremendous inspiration to all. The Education Fund board and staff are privileged to honor Lucy Petrey's memory with The Lucy Petrey Endowment Fund, which will support our public school teachers and their students for many years to come.





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Email info@educatorschoice.com for more information.





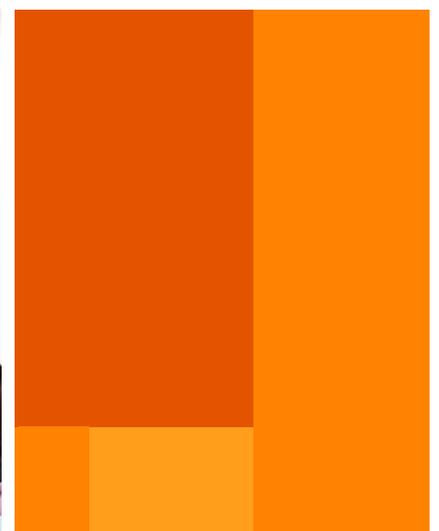
A LEGACY OF SERVING EDUCATORS.

Suncoast Credit Union prides ourselves on our ability to impact local families, schools, and organizations through educational and philanthropic efforts.

Youth Outreach & Financial Literacy - Suncoast's Youth Outreach team is equipped with delivering and organizing financial literacy workshops and presentations to meet students' and organizations' unique needs.

Suncoast Credit Union Foundation - Since its inception in 1990, the Suncoast Credit Union Foundation has raised and donated over \$36 million to help provide a better future for the children of our community.

Learn more about how Suncoast gives back at [suncoastcreditunion.com](https://www.suncoastcreditunion.com)





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“Positive attitudes and learning gains will transpire if the expectations are clear and the environment is conducive for learning.”

STANDARDS

LANGUAGE ARTS

LAFS.2.SL.1.1.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 about the topics and texts under discussion).

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners.

LAFS.K12.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

HEALTH

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

CLASSROOM MANAGEMENT

Best Practices for Co-Teaching in a Mainstreamed Setting



Six Co-Teaching Models maximize a safe and positive classroom environment

Co-teaching draws on the strengths of both teachers. The learning environment draws on the strengths of all those in it. The general educator tends to understand the structure, content, and pacing of the general education curriculum, while the educator with the exceptional certification specializes in identifying the unique learning needs of everyone. Learning how to collaborate and communicate together, along with applying Six Co-Teaching Models, is key in creating a successful, safe learning environment. Whether you are teaching alone, with a paraprofessional, or co-teacher, knowing how to differentiate instruction using various models can be extremely helpful in maximizing your learning environment and capacity. Implementing these six different models will allow for a more dynamic and overall positive experience, while ensuring that all the Social-Emotional needs are being addressed and will ultimately lead to an efficient teaching/learning journey.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The Six Co-Teaching Models (Who, What, Where, When, Why, and How)
- How to empower everyone in the classroom. (Teachers, Staff, Students)
- The Effectiveness of Co-Teaching when implemented correctly

STUDENTS

Adaptation: Can be adapted to all grades K-12 to better fit the needs and wants of the individuals who are applying them

Students who participated: 27 ESE students, grades 9-12

MATERIALS & RESOURCES

Materials: Materials will depend on the model chosen, possible materials are: desks, chairs, tables, dry erase boards (Easels), dry erase markers, rewards (tangible/nontangible) that may serve as positive or negative reinforcers.

Resources: The Internet, the packet provided during the presentation

ABOUT THE TEACHER

A 20-year veteran teacher, Vanessa Radice has played many roles from the most recent being an Algebra I teacher for at-risk students (Level 1 and 2) to working in the Modified Curriculum with students who have Autism and/or an Intellectual Disability. 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 implemented this project for over 10 years.

To register and download project info for this workshop, visit www.educationfund.org

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Choice**

Financial Guidance & Planning

Powered by Suncoast Credit Union

Schoology Plain and Simple for Daily Instruction



A new learning management system impacts the educational experience for all stakeholders

In 2021, M-DCPS adopted a new Learning Management System (LMS), *Schoology*. Statistical data provided from the district indicated that in school year 2021-2022, only a handful of schools were consistently utilizing the system. Beginning in 2022-2023, *Schoology* will be **promoted** for teachers to use for their daily instruction and gradebook. This project assists teachers who need clarification on how the system works. Comprehensive instruction, starting with simple tasks, demonstrates that *Schoology* does not require teachers to learn new subject area content. As misconceptions are erased, teachers learn how to use what they are already doing in their daily instruction within *Schoology*. It allows access to course materials anytime, anywhere, for teachers, students, and parents - and teachers can still use their favorite educational resources.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to communicate either individually or with the entire class within Schoology
- How to assign classwork with the new Annotations Assignments feature
- How to engage all K-12 students with meaningful discussions

STUDENTS

Adaptation: Schoology can be adapted to all grades K-12

Students who participated: 14 teachers from 3 different elementary schools along with their students (approximately 250), met once a week for 2 months - Schoology usage significantly increased along with their student usage and engagement

MATERIALS & RESOURCES

Materials: Computers, laptops, or smartphones to access the M-DCPS portal or Schoology Mobile App

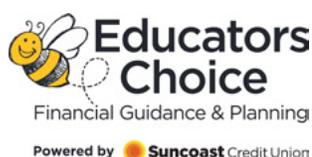
Resources: The Internet, the LMS web page created by M-DCPS and consistently updated with an assortment of Schoology information, YouTube Schoology Channel, M-DCPS Schoology How-to Guides

ABOUT THE TEACHER

Zeny Ulloa has over 17 years of experience in M-DCPS as an elementary school teacher. She currently serves as a Curriculum Support Specialist for the Instructional Technology Department. Zeny has written and been awarded numerous grants from The Education Fund and has been an Education Specialist for Nova Southeastern University, an MIE Trainer, Merge Ambassador, Student Voice Ambassador for Flipgrid, to name a few of her credits. Zeny has used this project for 8 months, first with Miami-Dade Virtual School.

To register and download project info for this workshop, visit www.educationfund.org

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“It really is the one-stop-shop for education.”

STANDARDS

SCIENCE

SC.35.CS-PC.2.1 Explain how computers and computing devices are used to communicate with others on a daily basis.

SC.68.CS-CS.4.2 Describe the main functions of an operating system and explain how an operating system provides user and system services.

SPECIAL SKILLS

SP.PK12.US.4.2 Use own communication system, such as alternative/augmentative communication, assistive device, or sign language, to communicate and acquire information.

LANGUAGE ARTS

ELA.612.F.2.4 Read grade-level texts, at the student’s ability level, with accuracy, automaticity, and prosody or expression using the student’s mode of communication.



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CLASSROOM MANAGEMENT

Thinking Outside the Box



Low-cost recycled materials enable students to thrive in project-based learning

Not all lessons need to be high-tech; going 'old school' still gets results. Using project-based learning, students use higher-order thinking skills to work together to solve problems all while utilizing low-cost recycled materials that allow them to think outside the box. They create elaborate projects such as rockets, houses, boats, in groups using large, recycled boxes and work together to solve problems such as how to make a sail stand or create a door that opens. They discuss as a group on how to solve these problems and must come up with solutions on how to create their designs. Students develop a sense of belonging and soon discover everyone has something to contribute whether it be academically or through the arts.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to incorporate low-cost materials in lessons.
- Ways to involve students in their own academic journey
- Ways to incorporate project-based lessons in the classroom

STUDENTS

Adaptation: Can be adapted to many other grade levels and implemented with small or large groups

Students who participated: 17 Pre-K students, met every day

MATERIALS & RESOURCES

Materials: Recycled boxes, rulers, scissors, crayons, paint sticks, paint, glitter, construction paper, individual white boards, expo markers, colored markers, pens, pencils, journals, construction hats, construction vests.

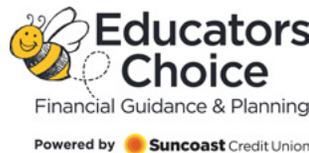
Resources: The Internet, classroom space, guest speakers, public library, parents

ABOUT THE TEACHER

Teaching for 6 years, Estee Gutierrez comes from a long line of educators. She was selected as Rookie Teacher of the Year at her school and has hosted many professional development sessions for the VPK department of M-DCPS. Estee has won many grants from DonorsChoose and an Innovator Grant from The Education Fund. She has used this project since the beginning of her career. Assistants are not necessary.

To register and download project info for this workshop, visit www.educationfund.org

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"It allows students to practice difficult learning concepts in a way that is fun and unintimidating."

STANDARDS

FELDS FOR PRE-K

V. MATHEMATICAL THINKING

VA2 Counts and identifies the number sequence 1 to 31

VF1 Measures object attributes using a variety of standard and nonstandard tools

SCIENTIFIC INQUIRY

VI.F.1.A Identifies problems and tries to solve them by designing or using tools

III. SOCIAL AND EMOTIONAL DEVELOPMENT

III.C.2.B. Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking

The Art of Positive Affirmations



Practicing positive affirmations helps students develop self-esteem and well-being

Students use the power of positive affirmations and powerful mindset shift techniques to overcome obstacles in school and their personal lives. Guided by the book *The Miracle Morning Art of Affirmations*, students learn to overcome negative or self-sabotaging thoughts. Numerous studies have shown that the way people talk to themselves impacts their health, happiness, success, and overall perception of themselves. Repeating positive affirmations such as “I am proud of myself,” and using a special coloring affirmation page, students’ emotions are involved in what they hear, see, and feel. By continually repeating the process, the experience becomes mindfulness. Journaling the affirmation allows students to draw attention to their thoughts, improve visualization skills, and move towards a healthier mindset of “I can.”

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Strategies to foster concentration, visualization, sensory clarity, and equanimity
- How to use positive affirmations to focus on students’ social-emotional well-being
- How to fuse reading and writing strategies with social-emotional learning

STUDENTS

Adaptation: Can be adapted to students from 4th grade to middle school levels, Elementary Spanish classes, flexible for both large and small groups, can also be adapted as school club/intermural

Students who participated: 30 8th grade ESOL students, levels 1-4, ranging from low to moderate academic performance, low-socioeconomic background, and learning disabilities, met twice per week

MATERIALS & RESOURCES

Materials: A class set of *The Miracle Morning Art of Affirmations* book by Hal Elrod and Brianna Greenspan, smartboard/projector, composition notebooks, art supplies such as pencils, pens, and markers

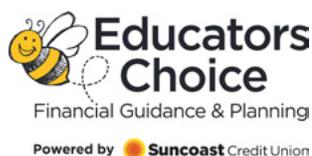
Resources: The Internet

ABOUT THE TEACHER

Tania Gordon has been teaching in M-DCPS for over ten years. She holds an Educational Specialist Degree in Curriculum and Instruction and is certified in Elementary K-6, Special Education, Reading Education, and Spanish. Throughout her career, Tania has received several grants from The Education Fund. She has presented innovative literacy instructional strategies at the 2020 American Reading Forum (ARF) Conference. She has implemented this project with her students throughout the 2021-22 school year. No assistance is needed; the project is more effective if students are involved.

To register and download project info for this workshop, visit www.educationfund.org

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“Implementing this initiative allows students to keep grounded and focus on what matters the most.”

STANDARDS

LANGUAGE ARTS

LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SPECIAL SKILLS

SP.PK12.US.19.3 Express a range of personal emotions and feelings in a socially acceptable manner.

SP.PK12.US.19.1A Identify personal emotions and feelings.



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CLASSROOM MANAGEMENT

De-Stress for the Test



Mindfulness activities help students relax and become more self-aware of anxiety

Academically, there is a critical need to equip students to enhance the nervous system and cultivate inner strength. “De-Stress for The Test” is a series of experiential activities to help students relax and become more self-aware by practicing proven methods of Mindfulness Based Stress Reduction (MBSR). Research shows that stress directly affects attention, memory, and learning. One of the most effective ways to reduce the body’s response to stress is with mindful, deep breathing. Students are taught to observe the physical warning signs of stress and practice deep breathing and relaxation of tense muscle groups. Continued practice of stress-relieving activities has been proven to produce positive outcomes such as more alertness, less reliance of sugary snacks to keep focused, intrinsic motivation, better attendance, and increased graduation rates.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The science and impact of stress
- How to integrate breath work and body awareness to reduce stress and anxiety
- How to integrate team-building activities and collaboration in the classroom and beyond

STUDENTS

Adaptation: Can be adapted for all ages, large or small groups, small circles (approximately 12 students) maximize the personal experience.

Students who participated: 50 students between the ages of 14 – 18 participated in MBSR school-wide via informal weekly “mindful moment” afternoon announcements featuring topics such as anger, anxiety, etc. or formal circle practices during Fall/Spring testing seasons demonstrating deep breathing, visualization, and affirmations for positive thinking.

MATERIALS & RESOURCES

Materials: Decorative student journals, chimes, affirmation cards, bubbles for blowing, soft music, stress relieving materials and instructions

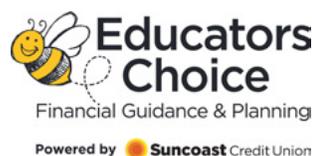
Resources: The Internet, quiet and tranquil space, contributions of friends and family, supportive community partnerships and the Wellness Committee, guest motivational speakers, list of recommended books and courses for deeper exploration

ABOUT THE TEACHER

Teresa Rodriguez has been a secondary ELA/Reading teacher with M-DCPS for 18 years. Currently, she serves on the SIP/PLST Leadership team, the EESAC Committee and is the Mental Wellness Club advisor and Mindful Champion Liaison. She spearheaded several mindfulness initiatives, which led to her receiving the district’s New Education Initiative’s Grant. Teresa has also received Innovator and Disseminator Grants from The Education Fund based on mindfulness projects.

To register and download project info for this workshop, visit www.educationfund.org

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“Teachers will want to adapt this project for their classes to create a positive, stress-free classroom climate and school culture.”

STANDARDS

SPECIAL SKILLS

SP.PK12.US.3.4 Apply skills that promote self-awareness and goal setting to meet educational and personal needs to increase self-determination, including use of accommodations and assistive tools, as appropriate.

SP.PK12.19.1B Identify personal emotions and feelings and their impact on physical and mental well-being.

SP.PK12.19.7B Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.

SP.PK12.US.20.3 Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers.



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"This lesson equips students with personal finance skills, while encouraging them to be stewards of our environment."

STANDARDS

SOCIAL STUDIES

SS.912.FL.3 - Saving

SS.912.FL.3.1 - Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

FINANCIAL LITERACY

Reduce, Reuse, Save Money!



Students become stewards of the environment while learning to save money

In an interesting interdisciplinary approach to learning about Financial Literacy, students consider the relationship between being good stewards of the environment and saving money by exploring the lifecycle of consumer goods and contemplating ways to extend the post-purchase life of products. Beginning their investigation, they identify pre- and post-purchase steps in the creation and use of consumer products and examine the environmental impacts associated. Ideas abound as students formulate ways to extend the post-purchase life of consumer products and how those ideas relate to saving money. They carefully calculate and determine the potential savings involved. Throughout the project, students show eagerness to learn about the environment, new financial literacy skills, and how both are applicable to them, which helped increase positive attitudes, academic achievement, improved grades, and attendance.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to implement interdisciplinary curriculum into the classroom, which will help to increase students' academic achievement as evidenced by assessment scores
- How to implement a financial literacy lesson plan with tools to adapt the lesson immediately

STUDENTS

Adaptation: Can be adapted to all achievement and grade levels but particularly with grades 9-12

Students who participated: 200 students, grades 6-8

MATERIALS & RESOURCES

Materials: Suncoast Credit Union Financial Literacy Workshops

Resources: Guest Speakers from Suncoast Credit Union:

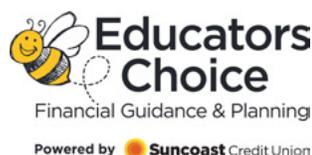
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ABOUT THE TEACHER

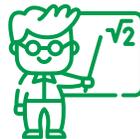
Natalia Allen has been teaching for almost a decade. She is certified in Social Science, English, ESOL, ESE, and is an Educational Media Specialist with an endorsement in Gifted and Reading. Natalia received numerous awards, such as Rookie Teacher of the Year on numerous occasions and several grants from The Education Fund, including Adapter, Innovator, Student Power, and Civics Podcast Grants.

To register and download project info for this workshop, visit www.educationfund.org

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Olympus Academy: Implementing Student-Led Courses



Students become the teachers, sharing their genius with their peers

Teachers, would you like to stir things up a bit to improve student engagement? Try implementing Olympus Academy, a program designed for students to become the teachers, sharing their genius with their peers through student-centered, inquiry-based learning with courses that interest the student body. It can be implemented at any time during a school year, ranging from a day to several weeks. Once student-teachers are recruited, they identify interest areas through surveys and interviews, develop content for their courses, and teach their courses. In this project, student-teachers delivered 3 courses: financial literacy, coding, and mental health through crafts. By instructing their peers, these student-teachers are now more engaged in the process of learning, they are more connected to the school community, and their self-esteem is bolstered..

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- What is Olympus Academy and why should it be implemented
- How to recruit Olympus Academy instructors
- How to use the Olympus Academy framework
- Financial Literacy instruction

STUDENTS

Adaptation: Can be adapted to grades 4-12, level of teacher involvement will vary depending on student age group, can happen in an individual classroom with few students or can be implemented school wide

Students who participated: Project implemented during Spring Break 2022 by 11th and 12th grade students – 8 students organized the courses over 2 weeks, 30 students attended as participants, students met after school and during school breaks

MATERIALS & RESOURCES

Materials: Materials vary but could include crafting items, plants and planters, notebooks, yoga mats, and food goods, teacher access to the student-developed framework for sample courses and implementation

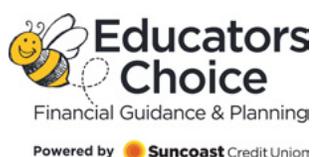
Resources: The Internet, classroom space, partnering with outside organizations for support in developing coursework

ABOUT THE TEACHER

Lisa Hauser has taught mathematics for the past 21 years in M-DCPS. She was the 2016 Francisco R. Walker Teacher of the Year Finalist (Central Region Teacher of the Year Winner) and in 2021, she won the Abie Award for Educational Innovation from Anitab.org for her work with Code/Art to inspire more girls to learn computer science. Lisa has received 2 Disseminator Grants and 2 Adapter Grants from The Education Fund.

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“Olympus Academy is about developing agency in students by putting them in the driver’s seat of their education.”

STANDARDS

GENERAL KNOWLEDGE

G.K12.4.2.3C Critical Thinking – Perform: Use inductive and deductive thinking processes to draw conclusions.

SCIENCE

SC.7.N.1.4 Identify test variables (independent variables) and outcome variables (dependent variables) in an experiment.

LANGUAGE ARTS

LAFS.910.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.9.10.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



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"This project exposes students to acquire alternative ways to solve problems, using Creative thinking, imagination, and mathematical concepts."

STANDARDS

MATHEMATICS

MAFS.1.G.1.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.

MAFS.1.G.1.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of.

MAFS.1.MD.1.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

SCIENCE

SC.1.N.1.1 Question, investigate, and explain

STEM

Structures Galore



Hands-on STEM activities promote reading comprehension for students

Hands-on STEM activities provide the freedom for students to learn concepts in a fun, engaging fashion. Through proper planning, acquisition of resources and implementation of standards, students can acquire the knowledge necessary to create three-dimensional structures based on a story that read in class. Structures can vary depending on materials used and students' choices. For instance, after a story like Rapunzel where the setting involves a tower, students work in teams to create towers from colored index cards and rulers. They discuss alternatives for the structure's foundation, how many index cards to use, and repair work if the tower falls. This type of STEM activity promotes collaboration, creative thinking, problem solving and is inclusive of students who have special needs and are non-verbal.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to organize, distribute, and plan the project
- How to acquire skills needed to create stations for each structure and modify for special needs students
- How to create their own structure in order to deliver the project to their students with confidence

STUDENTS

Adaptation: Can be adapted to students ages 4-10, can be used with large or small groups

Students who participated: 20 students ranging in ages 6-7, met on a daily basis

MATERIALS & RESOURCES

Materials: Jelly beans, toothpicks, gummy candy, frosting bottles, colored index cards, tape, jumbo craft sticks, plastic cups, copy paper, and more (full list in Idea Packet)

Resources: The Internet, You-Tube videos for students to formulate ideas on how to create their structures

ABOUT THE TEACHER

Jacqueline Gil-Abarzua has been an educator for M-DCPS for a total of 24 years, working with students in grades Pre-K through the 5th grade. She has worked with inclusion and ESOL students and was honored to be the Teacher of the Year for Biscayne Gardens Elementary in 2020. Jacqueline received several grants through The Education Fund and DonorsChoose and has utilized this project in her classroom for two years. No assistance was required.

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Science in Motion



Students 'catapult' their way towards the laws of force and motion

Many students relate to basketball in one way or another. Using the familiar action of a ball shot through a hoop, they can better retain the concepts of force and motion. To solidify their retention after a scrutiny on energy, forces, and Newton's laws of motion, students explore further by creating a catapult that launches a ping-pong ball into a specific target. Targets are purchased or made from a variety of craft materials. Alone or in groups, students hand draw and label their catapult designs for the teacher's approval. Once approved, catapults are built and tested to hit a target. If students do not hit their target, they must go back and redesign. Upon achieving successful launches, students can then compete to hit targets farther in distance.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to make a basic catapult
- How to create a basketball hoop
- How to identify types of energy/Newton's Laws

STUDENTS

Adaptation: Can be adapted to a variety of grades

Students who participated: 6th grade students with a focus on Force and Motion/Newton's Laws, 7th grade students with focus as a STEAM lesson, met every other day for 2 weeks

MATERIALS & RESOURCES

Materials: Computers, rubber bands, paper cups, pencils, heavy-duty spoons, tooth picks, pipe cleaners, materials to make a basic catapult (full list provided in Idea Packet)

Resources: The Internet, classroom or open space, videos, catapult pictures for inspiration

ABOUT THE TEACHER

This is Jessica Marc's 12th year teaching middle school science. She has been doing this activity for the past 5 years; however, every year is different based on the make-up and pacing of her class. Some years it is more elaborate while other years it is scaled back a bit. For more elaborate years, a parent volunteer comes in and assists. For scaled back activities, no extra help is needed.

To register and download project info for this workshop, visit www.educationfund.org

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"Teachers would want to adapt this project because it makes physic concepts more tangible for students."

STANDARDS

SCIENCE

SC.6.P.13.3 Investigate and describe that an unbalanced force acting on an object changes its speed, or direction of motion, or both.

SC.6.P.11.1 Explore the Law of Conservation of Energy by differentiating between potential and kinetic energy. Identify situations where kinetic energy is transformed into potential energy and vice versa.

SC.6.P.13.1 Investigate and describe types of forces including contact forces and forces acting at a distance, such as electrical, magnetic, and gravitational.



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STEM

Algebraethletics: Sports Math



Students get involved in creating their own "real world" sports-related math problems

To make Algebra relevant, meaningful, and understandable for students, it needs to appeal to their sense of real-world application – otherwise, they are not interested. Adapting challenging and abstract concepts and applying them to real-world sports analogies, students are able to visualize concrete examples. In one classroom exercise, they plot the path (using a linear equation) of a soccer ball for each kick from player to player as it makes its way down the field. For the final kick from a player at a specified coordinate, students calculate the slope (angle) of the kick required for the path of the ball to enter the goal at its middle point. By getting students involved in real-world sports-related math problems such as this, they take ownership of their learning and math development.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to take abstract math concepts and present them in concrete, tangible, and visually appealing ways using sports/gaming analogies
- How to capitalize on students' existing passion for sports in order to pull in math
- How to use their own creativity to develop ideas and expand on practices and concepts presented

STUDENTS

Adaptation: Can be adapted to various grade levels, achievement levels, and curriculum topics/units, with participation of different class sizes and contact time

Students who participated: 176 9th and 10th grade students taking Algebra 1, achievement level was the lowest 25% of the student body with approx. 2% classified as ESOL, met every other day in a 90 min block schedule

MATERIALS & RESOURCES

Materials: A 2 x 4ft 10-in-1 Combo Game Table, customized cricut stickers, a green pool table, a cardboard classroom "scoreboard", small Nurf balls representing various sports, small door mounted basketball backboard and rim, glow sticks, a portable white board

Resources: The Internet, guest speakers

ABOUT THE TEACHER

Dr. Walter Busse's background includes 30+ years teaching music, PreK-post graduate, mostly in exclusive private academies in Miami, accompanying/directing ensembles and as a professional musician and an arts administrator.

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"Once someone becomes engaged and is enjoying learning, they can take charge of their own educational development and future."

STANDARDS

MATHEMATICS

MAFS.912.C.1.1 Understand the concept of limit and estimate limits from graphs and tables of values.

MAFS.912.A-REI.3.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

MAFS.912.F-LE.1.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.

MAFS.912.F-IF.3.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.

Grading the Process, Not the Product



Confidence in math empowers students to blossom

The Process over The Product classroom builds students' confidence in mathematics by assessing the process, not solely the product of their assessments. In this environment, students learn that there can be many approaches to arrive at an acceptable conclusion. For instance in an Algebra I class, students are expected to carefully show the steps of how they would solve a three-step equation. The steps to this process are just as valuable as the product at the end of the process. They are in constant dialogue with the teacher and other students over the viability of their processes and conclusions. This serves as a mechanism to foster reflection, encourage doubt, and then build confidence. With the acquisition of confidence, math grades improve, test scores increase, and attitudes certainly change.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to carefully examine and assess a student's math process
- How to center the student in all classroom activities
- How to build math confidence in every student

STUDENTS

Adaptation: Can be adapted to larger and smaller groups and different grade levels.

Students who participated: 85 students in grades 8-12, met twice per week

MATERIALS & RESOURCES

Materials: Since this project is curriculum based and essentially conceptual, implementation of this idea requires no additional materials and supplies.

Resources: None

ABOUT THE TEACHER

Kelsey Major has been a Mathematics teacher for 5 years. He received the Highly Effective designation in each of those years and was awarded Rookie Teacher of the year two years in a row. Kelsey has received multiple awards and grants from The Education Fund: Innovator, Disseminator, Student Power, and Podcast Grants.

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“Teachers will feel an immediate sense of accomplishment when students begin to flourish.”

STANDARDS

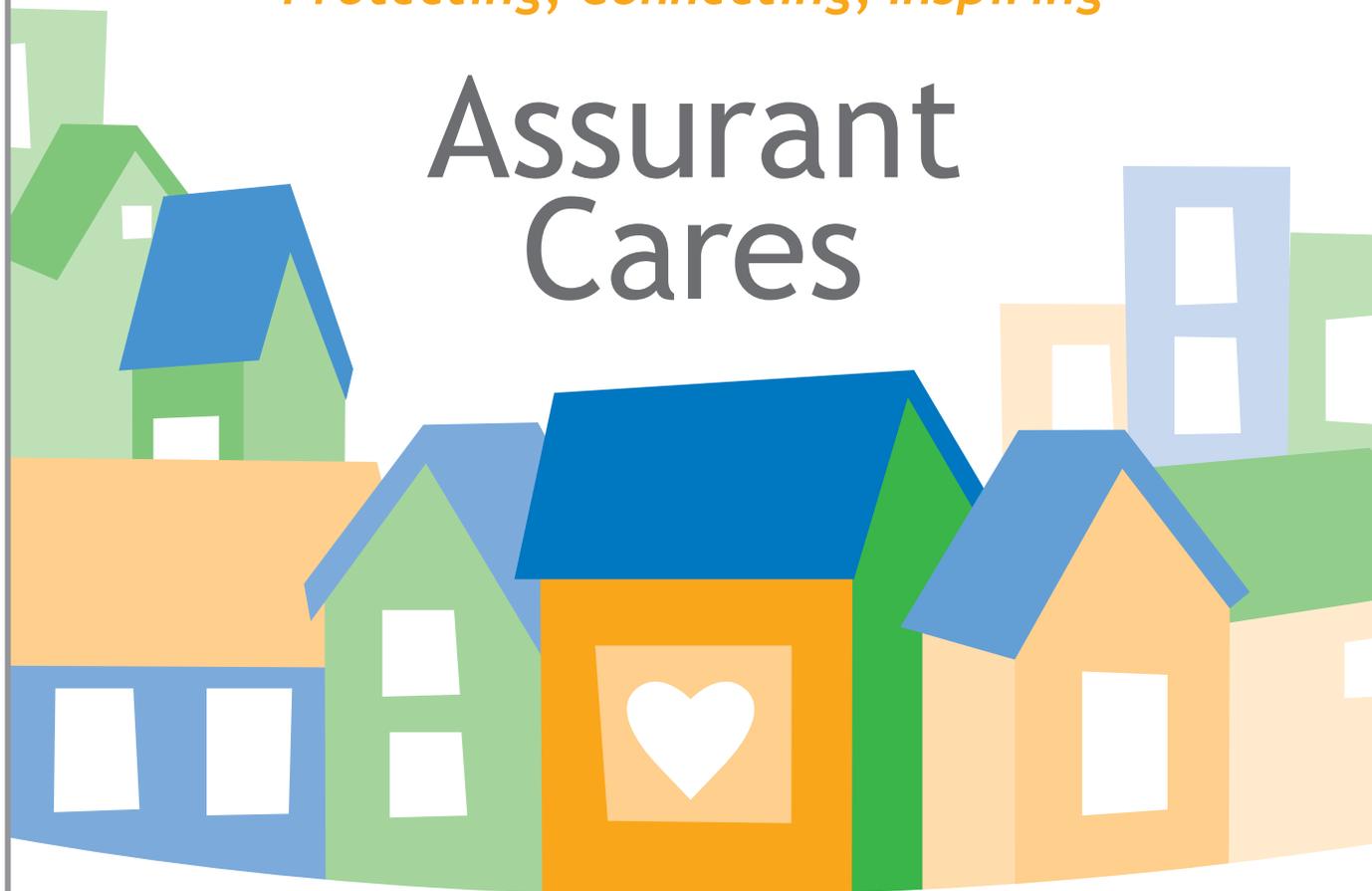
MATHEMATICS

MAFS.912.F-LE.1.4 For exponential models, express as a logarithm the solution to $a = b^c$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.

MAFS.912.F-BF.2.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

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“Over time students begin thinking like an artist scientist, connecting thought and imagination.”

STANDARDS

VISUAL ARTS

VA.5S.3.5, VA.68S.3.5, VA.912S.3.5 Create multiple works that demonstrate thorough exploration of subject matter and themes.

VA.50.2.4, VA.680.2.4, VA.9120.2.4 Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.

VA.5H.1.1, VA.68H.1.1, VA.912H.1.1 Analyze the impact of social, ecological, economic, religious, and/or political issues on the function

STEAM

ECO Inks: Botanical Colors



Students explore sustainable use of natural resources and botanical processes

This highly colorful lesson allows students to think like a scientist and practice like an artist as they discover nature’s palette, create botanical inks, and examine color processes that are natural, sustainable, and renewable. The first of two distinct features of the project are the color process of extracting pigment and the botanical ink, which prompts scientific inquiry and artistic practice to identify a variety of color producing plants and minerals. The second is to make plant-based color charts, document formulas for color palettes, explore marks making techniques, and produce a limited edition of drawings. The goal is to have students of all ages and skill levels think like an artist/scientist, connecting the lab and the studio as they become aware of the botanical colors around them.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to identify a variety of color producing plants and minerals
- How to experiment with ink making processes
- How to create a Botanical Color Chart and develop formulas to make Color Palettes

STUDENTS

Adaptation: Can be adapted to any grade level, works well with small groups and can be expanded to large groups

Students who participated: 100 students in grades 2-5, met one hour week for nine weeks

MATERIALS & RESOURCES

Materials: Tables covered with paper, colorful plants, leaves, flowers, berries, water, salt, white vinegar (complete list in Idea Packet)

Resources: The Internet, Education Fund Ocean Bank Center for Educational Materials, Jerry’s Artarama, Blick Art, Books and Books, Fairchild Tropical Botanic Garden, Vizcaya Museum and Gardens, Miami Beach Botanic Gardens

ABOUT THE TEACHER

Miami-based artist and educator, Susan Feliciano, has 24+ years of experience in art and museum education, specializing in designing and delivering dynamic art programs to diverse communities. Her artwork is presented in important exhibitions nationally and internationally, most recently at the Museum of Contemporary Art, Westport, CT, Centro Cultural Dominicano Americano de Santiago, Dominican Republic, and Arthill Gallery, London, England. Susan has received numerous grants from The Education Fund, The Ellies from Oolite Arts, and the Fulbright Memorial Fund Japan from the Institute of International Education.

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Tree of Senses

Environmental awareness and papermaking help students tune in to their five senses



An investigative and intriguing STEAM lesson, the Tree of Senses motivates students to explore the five senses through each stage of the project, via the sound of water, the texture of paper fibers, the smell of coffee, the taste of fruit, and the observation of different leaf shapes. Recycling papers that usually go to waste, they learn to make handmade paper in the form of tree leaves, adding natural materials like onion skin and cinnamon to talk about each part of the tree: seed, root, trunk, leaves, fruit, and flower. Collaboration among students is vital to construct a cardboard tree that stands upright for placement of the leaves. This project's sensory and interactive scaffolding strategies provide teachers with a great source to explore math, science, and environment education.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to make handmade paper by pouring the pulp and immersing the mold
- How to use different natural materials to add to the handmade paper
- How to build a STEAM project

STUDENTS

Adaptation: Can be adapted for other grade levels, simplifying, or increasing complexity, and it can be adapted to science classes to address sustainability and environmental awareness

Students who participated: 42 second grade students, met once a week for 5 sessions

MATERIALS & RESOURCES

Materials: Blender, frames, felt, plastic or metal containers, corrugated plastic panel, corrugated cardboard, natural dye craft kit

Resources: The Internet, Miami Paper Museum, PowerPoint and handouts, Guest Speaker: Artist Aurora Molina who works with natural dyes and papermaking among other techniques, Paper Museum (Japan)<https://papermuseum.jp/en/collection/>

ABOUT THE TEACHER

Silvana Soriano created this project when working for a non-profit organization, Arts for Learning, in 2016. She had teachers and paraprofessionals working with her for PreK and kindergarten. No assistants were needed with the 2nd grade class.

To register and download project info for this workshop, visit www.educationfund.org

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“Tree of Senses bridges the child with the natural world, favorable for healthy and conscious growth.”

STANDARDS

VISUAL ARTS

VA.2.C.1 Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

VA.2.C.2.2 Identify skillful techniques used in works by peers and others.

VA.2.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.



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"This project is so much fun that my students almost never realize the skills they are learning!"

STANDARDS

THEATRE

TH.912.C.2.1 Explore and describe possible solutions to production or acting challenges and select the solution most likely to produce desired results.

TH.912.F.3.3 Exhibit independence, discipline, and commitment to the theatre process when working on assigned projects and productions.

TH.912.F.3.4 Discuss how participation in theatre supports development of life skills useful in other content

LANGUAGE ARTS

LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

STEAM

En Garde! Sword Fighting



Students take their sword fighting positions in this full-on STEAM unit

This extremely enjoyable STEAM unit teaches students the basics of sword fighting for stage performance, sword design, and sword building. Both Theatre and Tech students research traditional sword forms and choose one form to present to the class. Theatre students then learn the basics of sword fighting for the stage, choreograph a stage sword fight with partners, and use that choreography in an onstage performance. Tech students create a scale drawing of their original sword design, choose materials, build a life-size version of their sword, and decorate it. Those swords are then tested for design durability by Theatre students as they use the swords in their lively staged sword fight.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Basic sword fighting positions
- Coordination of Theatre skills and Tech skills
- Effective use of research time

STUDENTS

Adaptation: Can be adapted for middle school and possibly for younger grades in a class of any size, unit can be adjusted for shorter or longer class periods

Students who participated: 175 students (grades 9-12) in 5 classes with each class period containing a Theatre 1 class and a Theatre Tech class, native English speakers and ESOL students, met every other day for 85 minutes

MATERIALS & RESOURCES

Materials: Projector, cell phones, pool noodles, graph paper, pencils, rulers, scissors, hot glue, glue sticks, aluminum foil, cardboard, foam board, decorative materials as desired (stick on gems, paints, colored tape, etc.).

Resources: The Internet with WiFi access, space for small performances, donations from parents and teachers

ABOUT THE TEACHER

Colleen Mahoney is in her 26th year of teaching. She is certified to teach English 6-12 in New York, California, and Florida. She is not certified or trained as a Theatre teacher; but Colleen has been teaching Theatre at HML for over 5 years successfully. She has won numerous grants over the years and raised more than \$25,000 in funding for her classes and others. This unit was completed two years in a row and expanded in the 2nd year to increase tech skills with a grant from The Education Fund. Colleen has no assistants in her classes; she teaches this unit by herself.

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"AMBROSIA": A Collection of Artful Delicacies



Art history and culinary delights are fused to create a unique recipe book

Art and food are powerful motivators for students in this lesson fusing art history and culinary cuisine to inspire them to create a published recipe book. Students form teams comprised of researchers, writers, illustrators, and editors to match a favorite recipe that has a specific tie-in or connection to an important artist in history. For example, "El Greco Cheesecake" teaches students that the cheesecake originated in ancient Greece and was served to athletes at the first Olympics. Throughout the development of this art recipe book, students establish an understanding of important artists, art movements, and historical connections while honing inter-personal and important life skills in a small group setting. This activity is a perfect fit for all students, including ESOL students and students with disabilities.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The step-by-step process, evidenced through visuals and a hardbound published book.
- Strategies to encourage students to be committed to their publication
- How to promote collaboration and communication among students and their teacher

STUDENTS

Adaptation: Can be adapted to grades 4-12, ideally 3-5 students per work group. Recipe books can also be created using historic figures, musicians, and more.

Students who participated: 600 6-8th grade art students who met once a week for 45-50 minutes, often students took turns in the art studio during lunch

MATERIALS & RESOURCES

Materials: Copy paper, pencils, colored pencils, markers

Resources: iPads or cell phones for research, school printer or copy machine, a field trip to the local library for inspiration

ABOUT THE TEACHER

Teaching for 30 years, Sara Gagliano has been awarded numerous Disseminator Grants from The Education Fund throughout her career. This was her first year publishing a recipe book; however, she published other types of books in the past. Volunteers and paraprofessionals are really not needed if behavior management is established in the classroom setting.

To register and download project info for this workshop, visit www.educationfund.org

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"It was amazing to see how serious and committed students were to their piece of this publication."

STANDARDS

VISUAL ARTS

VA.68.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

V.68.C.1.2 Use visual evidence and prior knowledge to reflect on multiple interpretations of works of art.

LANGUAGE ARTS

LAFS.68.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources.



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"I had parents report that this project created a way for their children to open up about their feelings."

STANDARDS

LANGUAGE ARTS

LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

VISUAL ARTS

VA.3.H.3 Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

VA3.S.1.2 Use diverse resources to inspire artistic expression and achieve varied results.

VA.3.C.1.1 Use the art-making process to develop ideas for self-expression

STEAM

Worry Dolls: Strengthening Emotional Wellness through the Arts



A traditional art form becomes a vehicle for self-discovery

Students' emotional well-being is an integral ingredient for overall success in school and home life. After learning about worry dolls, a Guatemalan tradition that encourages children to share their sorrows, worries, and fears with a small, palm-held doll, students explore creative expression and self-discovery by crafting a personalized version of a worry doll that holds special meaning to them. They try different art materials, learn about other cultures through their traditions, and develop confidence in the ability to create from upcycled materials retrieved from found objects at home. It is a powerful thing for children to be self-aware and able to handle big emotions. This project gives students a coping mechanism to manage their fears and worries through this trustworthy "listener".

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to introduce the project using children's literature and suggested discussion questions
- Community involvement to encourage collaboration in the gathering of supplies and cross-curricular connections
- How to create their own worry doll during the workshop

STUDENTS

Adaptation: Can be adapted to all achievement levels, and with larger or smaller groups in third through fifth grade

Students who participated: 120 third grade students with various achievement levels, met weekly for one hour for a total of four sessions

MATERIALS & RESOURCES

Materials: Tables, wood beads, pipe cleaners, fabric scraps, yarn, string, beads, buttons, masking tape, scissors, bottle caps, low-temperature glue gun, paper, small paintbrushes, permanent markers and/or acrylic paint

Resources: The Internet, public library, and lesson-specific media will be included in Idea Packet

ABOUT THE TEACHER

An elementary art teacher for the past 21 years, Erika Reboucas is passionate about upcycling and creating a holistic art experience grounded in our shared humanity. She was Teacher of the year 2001-2002 and 2018-2019 and a recipient of several awards from the Education Fund, including Disseminator and Adapter grants, and the Art of Found Objects Exhibition. Erika is also a grant recipient from the Dade Reading Council and Arts 4 Learning. The Worry Dolls project was featured on NBC 6's, "For Your Education" segment, during the 2010-2011 school year in support of Arts Education. No assistants are needed but are always welcome.

To register and download project info for this workshop, visit www.educationfund.org

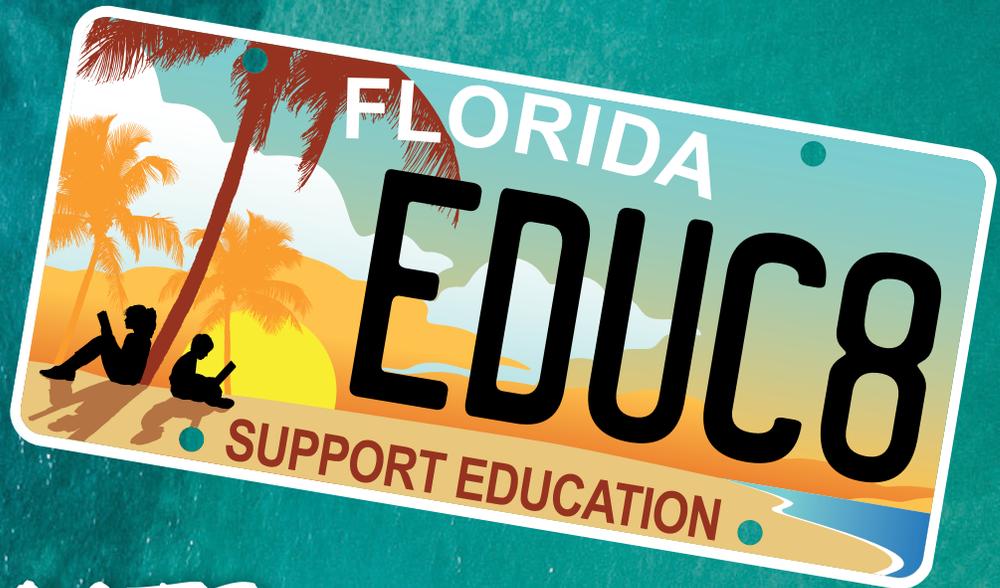
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ENGLISH LANGUAGE ARTS

We All Eat Noodles!



Students develop cultural awareness when eating different foods

What's in a noodle? Apparently, a lot and it's all good! With a main focus on Asian culture, this project empowers students to become advocates for tolerance of cultural and ethnic differences. Through investigation, discussion, and sampling of food from different cultures, such as noodles, students learn tolerance of The Other. They read *How My Parents Eat* and learn how to use chopsticks to eat noodles from different Asian countries. Students recognize not all Asians are the same; they speak different languages and eat different kinds of food. Throughout this entire cultural introduction, students become keenly aware of their five senses as they enjoy the smell, look, and taste of the food all while developing dexterity to manipulate the chopsticks. This project can be adapted to teach tolerance of any minority group.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to teach diversity of people with food
- How to eat noodles with chopsticks
- How to cook noodles/food in the classroom

STUDENTS

Adaptation: Can be adapted easily to any age and achievement level with any size group

Students who participated: 24 kindergarten students, ages 5 and 6, including two ESOL students and two gifted students, met Monday through Friday

MATERIALS & RESOURCES

Materials: Cooking pot, electrical pot, slow cooker, portable electrical burner, instant pot, bowls, utensils, classroom sets of books *How My Parents Learned to Eat* by Ina Friedman, various Asian noodles, seasonings, and sauces

Resources: The Internet, Promethean board, classroom with desks and chairs, video photographer or someone who can take pictures (optional)

ABOUT THE TEACHER

Mayako Nakamura has been teaching for 19 years. In 2018, she was selected as Teacher of the Year in her school. She has won numerous awards and grants such as Agriculture in the Classroom, DonorsChoose, and Adapter and Innovator Grants from The Education Fund. Mayako has used this project for a year; an assistant is helpful.

 **To register and download project info for this workshop, visit www.educationfund.org**

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ASSURANT®

“My students learned that it is OK to be different and to respect other cultures.”

STANDARDS

SOCIAL SCIENCE

SS.912.S.2.6 Identify the factors that promote cultural diversity within the United States.

SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.

WORLD LANGUAGES

WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

STANDARD: CULTURE – The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.

Cracking the <Media Literacy> Code



Students strengthen their ability to read across multiple texts to gather information

Reading and synthesizing informational texts to understand how to consume media responsibly is vitally important for today's students. Using myOn.com in this project to help students nurture their understanding, students read four expository texts in the book series, *Cracking the Media Literacy Code*. They then take the myOn.com quiz for each book and/or the Accelerated Reader Quiz to demonstrate a basic or literal understanding of the texts' topics related to viewing and navigating social media, online advertisements, propaganda, and news. A journal feature allows them to identify and explain three important ways to consume media responsibly. Lastly, using Canva Education, students translate their paragraph explaining the three ways to use media responsibly into an infographic that visually represents the important ideas of their writing.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to use myON.com to teach complex ELA standards
- How to use myON.com to create literacy projects on engaging/critical topics, such as media literacy
- How to access Canva Education, an online design platform

STUDENTS

Adaptation: Can be adapted to grades 6-

Students who participated: 33 fifth grade students, individually and, met in small groups, met during three to five 60-minute sessions to complete from start to finish

MATERIALS & RESOURCES

Materials: Electronic devices

Resources: The Internet, Canva Education platform with Parental Consent Form, M-DCPS portal, myOn.com, YouTube videos for infographics

ABOUT THE TEACHER

Andrea Johnson has 17 years of teaching experience, including 5 years as a K-5 ESE resource room teacher, 6 years as an elementary ELA teacher (grades 3-5), five years as a sixth-grade ELA teacher, and one year as a full-time primary reading coach. She has served several years as a department chair, the professional development liaison, a Teacher For America summer mentor teacher, and a professional development facilitator. For 8 years, she has used myOn.com to create literacy-themed reading and writing projects on various topics and has specifically used the Becoming a Media Literate 5th Grader project for one school year.

To register and download project info for this workshop, visit www.educationfund.org

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"We must provide students with tools and strategies to understand how to strategically navigate the information age we currently live in."

STANDARDS

LANGUAGE ARTS

ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.

ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.



DR. NERRY LOUIS

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Senior



Ms. Maritza
Jimenez



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ENGLISH LANGUAGE ARTS

Social Media and the Rhetorical Triangle



Students' commercials reflect their knowledge of rhetoric

Students love social media, and is used to draw them in to this powerful lesson on the comprehension and use of rhetoric, which embodies nearly every aspect of life. In this assignment, students use social media platforms to create commercials that reflect the rhetorical triangle (ethos, logos, pathos), a method that allows them to better integrate the elements of argument in their writing and determine them when reading. After reading the assigned text, student groups review the text to find evidence of the rhetorical triangle and then research, plan, write, revise, and record their commercial. Use of the various social media activities generates a final video that students convert into a shareable link for them to post to Teams and other platforms.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Definition of The Rhetorical Triangle
- Class activities that promote comprehension of ethos, logos, and pathos
- How to use Instagram to create the entire project

STUDENTS

Adaptation: Can be adapted to other grade levels, using a variation of this assignment; since middle students will be introduced to argumentative writing in grade 9, this would be a good intro lesson.

Students who participated: 175 language arts students, met for their 90 minute block for a week

MATERIALS & RESOURCES

Materials: Photo video backdrop stand, 2 video backgrounds, props for commercials, handouts

Resources: The Internet, Instagram, smartphones, classroom space to set up photography backgrounds

ABOUT THE TEACHER

Nerry Louis has a master's in English Education and a doctorate in Child and Youth Studies. In 2010, she was the Runner UP for M-DCPS' Teacher of the Year.

 **To register and download project info for this workshop, visit www.educationfund.org**

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"I hook them in with the social media element and they don't realize that in creating a commercial, they have to incorporate elements of writing."

STANDARDS

LANGUAGE ARTS

LAFS.910.RH.1.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LAFS.910.WHST.1.1 Write arguments focused on discipline-specific content.

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.

LAFS.910.WHST.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



At **Florida Power & Light Company** we're **helping break down barriers to opportunity** by investing in STEM education programs and empowering the next generation of leaders, thinkers and innovators.

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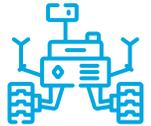
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ROBOTICS

Shapes, Angles, and Perimeter: Learning Math with VEX GO



Young students use code to practice math skills

VEX GO unlocks a student's imagination with possibilities. This construction system teaches STEM fundamentals through fun, hands-on activities that help young students code a virtual robot using a block-based coding environment. Through this system, as students think about ways to make their robot move and the task they want it to complete, they are also exploring many mathematic concepts and ideas. In this project, students program the codebase to turn at various angles, draw geometric patterns, and calculate the distance the robot travels and the perimeter of a shape. Coding with VEX GO allows students to see the connection between what they are learning in the classroom and the real world. This is a great opportunity to expose them to a fun way to learn math.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to construct the VEX GO Code Base
- Various math concepts that can be taught with Vex
- How VEX GO can be used to form teams and promote collaboration

STUDENTS

Adaptation: Can be adapted to grades 3-5 and all academic levels, using VEX IQ during the afterschool STEM Club; it can also be adapted for middle and high school levels using Text Code

Students who participated: 50 students in grades 1-3 during afterschool STEM Club, meeting twice each week, using Block Code

MATERIALS & RESOURCES

Materials: VEX GO kits, laptop computers

Resources: The Internet, virtual coding using VexCode VR to teach VEX GO

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 is also a National Board-Certified Teacher. Marcelle is a robotics leader with Miami-Dade County and co-facilitates robotics professional development. She has received numerous grants from The Education Fund throughout her career and has been disseminating since 2002. She has been coding with VEX products for over five years.

 **To register and download project info for this workshop, visit www.educationfund.org**

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“Our students greatly benefit from access to these types of engaging, multifaceted educational resources.”

STANDARDS

MATHEMATICS

MA.3.M.1.1 Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker, and temperature.

MA.3.M.1.2 Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures, or liquid volumes.

MA.3.GR.1.2 Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares, and trapezoids.

MA.3.GR.2.3 Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.

Cardboard Robotic Hand



Basic materials lend a 'hand' towards robotic building

Looking for a STEM/STEAM project that students can literally grasp right away? Then reach for this physics project that makes robotic hands appear and act like human hands. Constructed from basic materials such as cardboard, string, straw, and tape, they feature tendons and fingers that work together much like human hands do to open and close for the manipulation of objects.

Students learn basic physics applications of forces, springs, and pressure concepts while developing the proper use of tools and problem-solving skills. The result is a cardboard and string robotic hand that flexes like a real hand and is controlled by the students' own movements. Students beam with confidence and self-esteem when they see a finished product that functions from all their hard work and creativity.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to build a robotic hand model using cardboard, string, and tape
- The basic dynamics of how robotic hands work
- How to apply physics principles when building robotic hands

STUDENTS

Adaptation: Can be adapted to middle school and elementary school grades with groups of 2 or more in all classes of science

Students who participated: 200 physics students in grades 10-12

MATERIALS & RESOURCES

Materials: Cardboard or foam board, string, tape, straws, thread, yarn, glue guns, glue sticks, rubber bands, scissors

Resources: The Internet, Google, desk space

ABOUT THE TEACHER

Rebeca Hernandez is a science teacher who has implemented STEM-related lessons with her students for the past 24 years. In 2018 and 2021, she worked at the FIU Wall of Wind in the Research Experience for Teachers. Rebeca was the Teacher of the Year at her school 6 years ago and has been the science department chair for 8 years. This is the first year that she used this project and recommends assistance for project materials to be taken to the disseminating room.

To register and download project info for this workshop, visit www.educationfund.org

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"This project benefits test scores, class assessments, lab grades, and student attitudes toward STEM-based labs."

STANDARDS

SCIENCE

SC.912.P.12.1 Distinguish between scalar and vector quantities and assess which should be used to describe an event.

SC.912.P.12.2 Analyze the motion of an object in terms of its position and velocity as a function of time.

SC.912.P.12.3 Interpret and apply Newton's three Laws of Motion. Force and Pressure applications.

SC.912.P.10.1 Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.



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"Introducing a coding language project will enhance your students' skills by allowing their brain to expand in different ways never thought of before!"

STANDARDS

FLDOE (CODING FUNDAMENTALS) CURRICULUM

01.0 Demonstrate proficiency using specialized computer coding software.

02.0 Develop an awareness of programming languages.

03.0 Demonstrate proficiency using common software applications.

04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.

ROBOTICS

Finch! The Singing, Bird-Brained Bot!



Finch Bot engages students to be artistic, forward thinking, and computer-science ready

Finch Bot is a FUN, EXCITING, and ENERGETIC way to get students to code! It greatly improves students' participation and overall attendance, introduces them to rudimentary levels of coding using simple Python, and prepares them for more advanced coding projects (JS/HTML/C#/Java). An introduction to Finch Bot's simple online interface curriculum allows students to learn Python coding language by actually seeing the robot move in all directions dictated by the user's programs. Students learn trial and error debugging techniques as well as how to code larger programs. Activities include, but are not limited to, 'Shape Drawing with Code,' a physical marker draws algorithmic shapes on real paper and 'Light Show' where students code the Finch Bot to light up based on different parameters.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How meet and play with Finch Bot and learn many different 'avenues' the robot can move through
- Stress-free curriculum for students and teachers
- Different student levels and Python coding language as well as other languages

STUDENTS

Adaptation: Can be adapted to grades 5-12, all achievement levels from ESE to Gifted to regular, working individually or in groups of 4-5

Students who participated: 160 students, grades 9-12

MATERIALS & RESOURCES

Materials: Computer, classroom space, markers and large format paper or carpet tape, markers, and poster board

Resources: The Internet, guest speakers, virtual guests

ABOUT THE TEACHER

Michael Sakowicz is a 5th year educator coming from the computer science and graphic art industries. His expertise has afforded him multiple grants to educate students in many areas. He was proudly awarded the Rookie Teacher of the Year in 2019-2020 and has implemented multiple Education Fund grant projects consistently throughout 2017-2022.

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Coding the Future with Art



Students generate art through computer programming

There are abundant ways to create art, even by coding on a computer. In this STEAM project, students are inspired to generate a self-portrait on a computer using mathematical concepts and Java Script through Khan Academy. Before they start their own coding adventure, students follow the teacher in creating a generic portrait to get them started to think about coding and understanding what each code does. They take notes as they work and then draw self-portraits with the background on the grid paper provided as their guide in creating personal artwork with coding. The result is a fabulous self-portrait that students are proud of, and it was accomplished gradually at students' individual comfort levels in a fun atmosphere.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to create their own Khan Academy accounts
- How to create a practice portrait using Java Script while following on a video
- How to submit students' artwork to Code/Art Miami

STUDENTS

Adaptation: Can be adapted to students in grades K-12 and all achievement levels, small (preferred) or large groups

Students who participated: 20 students in grades 6-8 with achievement levels that included ELL students, regular students, gifted students, and ESE students, class met every other day for 85 minutes

MATERIALS & RESOURCES

Materials: Laptops with chargers, teacher packet that includes a Student Handout and a grid, pencils and color pencils

Resources: The Internet, the Teacher Guide by Code/Art that includes all information about the lesson [Click Here](#) [Click Here](#)

ABOUT THE TEACHER

Anna Weiss has been teaching for over 20 years, the past 14 being at the same school in Miami-Dade. She received an Art Educator award from DAEA and FAEA in 2019-2020 and was Teacher of the Year at her school for 2021-2022. In addition, Anna received several Disseminator, Adapter, and Innovator Grants over the past few years. This project was first used during the initial COVID outbreak when students didn't have art supplies and was used last year during hybrid teaching. This year, Anna's students worked with Java Script; it would be great to have a techy volunteer just in case of computer issues.

To register and download project info for this workshop, visit www.educationfund.org

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“My students realized that art can be created using mathematical concepts.”

STANDARDS

VISUAL ARTS

V.A.68.F.3.3: The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

V.A.68.F.1.4 Use technology skills to create an imaginative and unique work of art.

CAREER TECHNOLOGY

CTE-IT.68.PROG.02.09 Write a simple program.

MATHEMATICS

MAFS.6.G.1.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.

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 via 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 67% 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 232,124 Harvest Bags. Students are excited to see plants they have grown added to their cafeteria meals, since 2014 over 6,000 meals have been enhanced with nutritious school grown produce.

For Teachers

We invest in teachers and teacher training both on- and off-site. Our hands-on science modules are aligned with the district's Pacing Guides, which now include our curriculum lessons as recommended for all elementary sciences. 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.



What Are Plants Made Of?



Plant growth, photosynthesis, and the carbon cycle intrigue students

Plants are all around us, yet many people don't know anything about their internal structure or how they survive. This interactive project introduces students to the concept of how plants use photosynthesis, cell respiration, and plant transpiration in order to grow. It also informs them on how plants contribute to the mitigation of global warming through CO₂ absorption. After viewing a video on the topic, the activity expands into several questions addressed by student groups, one at a time, in a questions-carousel fashion. Responses are assessed throughout the process with each group revisiting the answers given by all groups. A writing portion at the end helps students formulate arguments and feedback based on prior knowledge, and evaluate and summarize the responses given by the other groups.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- A different way to learn photosynthesis
- Plants' physiological processes and how they interact
- How to incorporate art, cartoons, graphs, and other means of expressing what students understand and want to communicate

STUDENTS

Adaptation: Can be adapted to middle school students, classes can be doubled to larger groups

Students who participated: classes with 24 high school students (160 total)

MATERIALS & RESOURCES

Materials: Projector and viewing screen, poster board, tape, glue, markers, pencils, pens, music, timer

Resources: The Internet, YouTube videos: Where Do Trees Get Their Mass? What Are Plants Made Of?

ABOUT THE TEACHER

Cecilia Campbell has been a teacher for 8 years at BioTECH High School. She helped develop the curriculum for Botany, Botany Research and Experimental Science, and Horticultural Science at her school where she was elected Teacher of the Year in 2021-2022. She has received grants from DonorsChoose, Whole Kids Foundation, and the Entomological Society of America. Cecilia has used this project for the last 4 years. No assistants are needed.

To register and download project info for this workshop, visit www.educationfund.org

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"The project is easy to do, cheap, interactive, incorporates movement, and the students love it."

STANDARDS

SCIENCE

SC.912.L.18.9 Explain the interrelated nature of photosynthesis and cellular respiration.

SC.912.L.18.7 Identify the reactants, products, and basic functions of photosynthesis.

LANGUAGE ARTS

LAFS.1112.RH.1.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.



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HEALTH & WELLNESS

Indoor Sensory Garden



Succulent plants help to create a calm and stress-free environment for students

Outdoor gardens migrate into the classroom in this multisensory project that provides a stress-relieving outlet for students. Using hands-on activities with a variety of materials and aromatic scents, they incorporate science, language arts, and social-emotional awareness curriculum to design and create a calm and peaceful environment filled with mini planters containing an assortment of succulent plants. Through study about the care of succulents and videos demonstrating how to create a succulent garden, students apply their artistic side to prepare their planters. When the planters are complete, a video of students demonstrating their creations is posted on the school's website. Students find that their succulent gardens are very satisfying and relaxing, which increases their awareness of self-care in a safe and peaceful space they can control.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to create a stress free environment for themselves and students
- How plants can stimulate the children's minds and curiosities
- How to create a space with aromatherapy and plants

STUDENTS

Adaptation: Can be adapted to grades 2nd – 5th, meeting times can vary from one to twice a week for half an hour up to 45min with a class size of 25 students or whatever modification is needed

Students who participated: 23 third grade ESOL students, levels 1-5, ranging from low to moderate academic performance, low socio-economic background, and learning disabilities

MATERIALS & RESOURCES

Materials: Mini Succulent plants, planters, succulent potting mix, lava rocks, decorative stones, diffuser, essential oils, picture frames, pressed flowers and leaves, school glue, fine bristle paint brushes, craft sticks

Resources: The Internet

Video: Succulent Essential Oil Diffuser DIY: How to Make a Succulent Diffuser Using Lava Stones
<https://www.youtube.com/watch?v=9E6HFx1jacg>

ABOUT THE TEACHER

Alena Sheriff is an experienced Ideas with Impact Disseminator. Being a presenter with The Education Fund has given her credibility among her peers to keep bringing new ideas to share with colleagues. Alena is certified as a K-3rd grade teacher and has been working as an educator for 26 years. Twice she was chosen as Teacher of the year at her school and she has achieved the award for National Board Certification. Awards and honors include grants for Food Forests for Schools and Common Threads in 2020-21 and Mindfulness Champion Advocate in 2021-22. The school's ESE, art teacher, and librarian were recruited for assistance with this project.

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“With the rise of mental health disruptions in our school culture, there is a need for social-emotional health care.”

STANDARDS

SCIENCE

SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

SC.3.L.14.2 Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

LANGUAGE ARTS

LACC.3.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

LACC.3.SL.1.1 Engage effectively in a range of collaborative discussions in groups, and teacher-led with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Don't miss these other exciting **Health & Wellness** workshops featured at the **2022 Idea EXPO!**

✂ To register for these workshop, visit www.educationfund.org



Plant Ecosystems

Presenter: Cara Rockwell

This workshop will focus on how to create plant biodiversity for a healthy garden. We will explore how to naturally purify the air and create healthy soil and root systems for abundant garden growth.

Teach your class how to observe and record when a plant is healthy or starting to show signs of sickness. Learn which vitamins and minerals will perk up your plants naturally for a healthy garden.



Presenters:
Becky Sponholtz,
Executive Director,
Florida Agriculture
in the Classroom



Jennifer Morgenthal,
Education Specialist,
Florida Agriculture
in the Classroom

Outdoor Creative STEAM Activities

Discover exciting hands-on musical, artistic and creative activities for your outdoor garden classroom. Create rock art and musical instruments, make "bug"noculars, and learn how to make a cloud spotter!

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The Batchelor Foundation



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“The overall success of this project was amazing – students read, journaled responses, and discussed the book with their peers in courageous conversations.”

STANDARDS

LANGUAGE ARTS

LA.8.3.3.3 Create precision and interest by elaborating ideas through supporting details (e.g., acts, statistics, expert opinions, anecdotes), a variety of sentence structures, and creative language.

LA.910.4.1.1 The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description.

SOCIAL STUDIES

SS.912.C.2.8 Analyze the impact of citizen participation as a means of achieving political and social change. 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.H.2.5 Describe how historical, social, cultural, and physical settings influence an audience’s aesthetic response. Respond critically and aesthetically to various works in the arts.

SOCIAL SCIENCES

Dear Freedom Writer



Students learn freedom of expression, vulnerability, and conflict resolution

The idea of teaching an epistolary narrative might be a little daunting for teachers and sound a bit boring to students. With the *Dear Freedom Writer* narrative, teachers foster a student-centered classroom and motivate students to become more engaged and active. This epistolary narrative project breaks down barriers and creates relationships in a culturally responsive learning environment. Teachers find that students are very receptive to the tasks, ask questions, and think critically about the contents that are included. Students are encouraged to bring their culture and full selves to the classroom and amplify their voices through discourse and journaling a “Letters on the Wall” exhibit as they learn about themselves and others representing different races and cultures.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- About one’s personal bias
- Strategies to foster a culturally responsive learning environment
- Practices to help cultivate an antiracist way of thinking, speaking, and behaving

STUDENTS

Adaptation: Can be adapted to other grade levels with large or small groups

Students who participated: Approximately 200 students in grades 9-12, met at least once a week

MATERIALS & RESOURCES

Materials: A class set of textbooks – *Dear Freedom Writer*, journals, Art supplies (construction paper, crayons, markers, pencils, pens)

Resources: The Internet, media center, computer lab, a field trip, open space, having guest speakers or participation from the Freedom Writers Foundation to help elevate the effectiveness of the project

ABOUT THE TEACHER

A teacher for 16 years with M-DCPS, 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, to name a few. 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 at least 10 years.

To register and download project info for this workshop, visit www.educationfund.org

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P.L. Dodge

Ancient Attractions Theme Park



A good dose of Greek Mythology leads students to design dynamic theme parks

Greek Mythology is a fascinating topic that stirs up imagination and creativity. It provides an opportunity for students to sharpen their reading and writing skills and be innovative. To begin, students prepare a proposal for a new theme park business based on a novel about Greek Mythology. They learn how to open the theme park, implementing key marketing strategies to promote their business in the United States and abroad. Using all stages of the writing process, they formulate an informative research paper on Target Marketing and Global Marketing Opportunities, with the idea that a second theme park could be opened in a different country. Critical thinking flows from beginning to end as students benefit from this entrepreneurial endeavor that promotes skill strengthening.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to differentiate this project to address all student learners
- How to use the variety of graphic organizers included
- Lesson plan creation on site and adaptation

STUDENTS

Adaptation: Can be adapted and modified for students in grades 3-12

Students who participated: 50 seventh grade students, representing a plethora of abilities from learning disabled to highly advanced readers

MATERIALS & RESOURCES

Materials: Smartboard, poster boards, PowerPoint presentation and lesson plans, lists of literary elements and Greek Mythological stories, graphic organizers, and many more project materials (see full list in Idea Packet)

Resources: The Internet, school library

ABOUT THE TEACHER

Katia Calejo Mora has successfully taught for over 28 years in middle and high school and won many awards such as Project Rise Grants, Teacher of the Year, Ideas with IMPACT Grants, and Inclusion Teacher of the Year. Currently, she is pursuing National Board Certification in Early English/ Language Arts. Katia has implemented this project for over 3 years.

To register and download project info for this workshop, visit www.educationfund.org

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KATIA CALEJO MORA

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“This project can easily and quickly be adapted and modified for any grade level as young as 3rd grade.”

STANDARDS

LANGUAGE ARTS

ELA.7.R.1.2 Compare two or more themes and their development throughout a literary text.

ELA.7.C.1.4 Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.

ELA.7.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.



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SOCIAL SCIENCES

"You Can Civics!" Game Show



Students retain and recall Civics content that is essential to know

Civics in classrooms today is vital, as it is all-important for students to comprehend and retain various content related to continued education, government, and everyday societal life. To engage students in the subject matter in a new and exciting way other than textbooks, teacher-led review sessions, coupled with website investigation and virtual games, pave the way to "You Can Civics!" Game Show. The game show (Jeopardy-style) is created from a bank of teacher-made questions based on Civics content covered throughout the school year for which students have to recall and provide answers. Excitement builds as interactive buzzers set the tone to immerse students in a competitive and lively atmosphere that incorporates classmate collaboration in order to achieve success – all students love it!

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Engaging Lesson Activities
- Infusion of Technology
- About an exciting game show-style review (Civics content)

STUDENTS

Adaptation: Can be adapted to other age groups, as young as 12 years old, with large (50) or small (4) groups of students

Students who participated: 6 U.S. History class periods, 11th grade (20-30 students per class period), met for 2 hour class blocks every other school day.

MATERIALS & RESOURCES

Materials: Projector or smartboard, class materials from various organization websites

Resources: The Internet, websites: iCivics, Bill of Rights Institute, Gilder Lehrman Institute of American History.

ABOUT THE TEACHER

Kenneth Fonseca has been teaching secondary Social Science for more than 12 years and was recently awarded a scholarship by the CATO Institute to attend the 2022 Sphere Summit during the month of July this year. For this project, no additional assistance was needed.

To register and download project info for this workshop, visit www.educationfund.org

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"Student attitudes toward Civics have improved and students are enjoying learning and reviewing through engaging activities and games."

STANDARDS

SOCIAL SCIENCE

SS.912.C.1.1 Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.

SS.912.C.3.15 Examine how power and responsibility are distributed, shared, and limited by the Constitution.

SS.912.C.2.6 Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.

African-American History Materialized



Black History Month is celebrated with “Wow Factor” projects

Black History Month is an opportune time for students to take ownership of their learning by showcasing unique African-American History projects in a museum-style fair that can be viewed by the entire school. Participating students are required to create teams, choose a topic, and propose their idea for approval. Proposals must have a feature that will “wow” their audience. Once approved, students are given time to make their projects come to life. A cross-curricular aspect includes artwork and a QR code next to the project that takes the viewing audience to an interactive video or song. Possible extras could include a “LIVE-museum” where students dress up as inspirational figures, act out mini scenes, and/or perform mini dances while the exhibits are being viewed.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Paperwork/Spreadsheets/Worksheets used to organize the project
- Suggested timeline of project
- Creative ideas to get them started

STUDENTS

Adaptation: Can be adapted to elementary and middle school classes, best in groups of 2-4 (no individual projects and no more than 4 students)

Students who participated: 175 students in African-American History classes, grades 9-12, working in groups of 2-4

MATERIALS & RESOURCES

Materials: Display boards, paper, scissors, glue, etc. (acquired for free at The Education Fund Ocean Bank Center [for teachers], or purchased in stores or online)

Resources: The Internet, classroom space or media center

ABOUT THE TEACHER

Renee O’Connor is a 2011 Teach for America corps member who is still teaching at her placement school (and Alma Mata – Miami Norland Senior High). This year, she had the distinction of being awarded the 2022-2023 North Region District Teacher of the Year for M-DCPS. This was the 5th year that she implemented the project at school. This project does not require any assistance from any other faculty member.

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“Students take pride and ownership of their project and work very hard to make it top notch.”

STANDARDS

SOCIAL STUDIES

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.

SS.912.A.1.3 Utilize timelines to identify the time sequence of historical data.

SS.912.A.1.4 Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret significance periods of time and events from the past.



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COLLEGE PREPARATION

Engineering for All



Students 'bridge' the science gap with the Engineering Design Process

Are you interested in teaching engineering to your students? Engineering Tomorrow can help you make the introduction by providing hands-on instruction with materials, virtual labs, and professional industry mentorship at no cost to students, teachers, or schools. Although there are many aspects to engineering, this project focuses on bridge building where students discover and learn about the Engineering Design Process, the sciences involved, and the real-world aspects of bridges. Over the course of 3 days, they interact with college students and industry professionals to plan, design, and build their bridges to hold a predetermined amount of weight. Students love the hands-on experience and the positive feedback they receive for this project and come away with an appreciation of engineering and the Engineering Design Process.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- About the Engineering Design Process and how to integrate it into their subject areas
- About engineering jobs and outlook for the next 10 years in the field
- How teachers can give their students access and exposure to STEM fields using the lessons in this project

STUDENTS

Adaptation: Can be adapted to grades 9-12 and used with large or small groups, middle school lessons can be based on student achievement levels

Students who participated: 30 students in grades 9-11 with ages ranging 15-17, ELA Levels 2 & 3, Math Levels 3 & 4

MATERIALS & RESOURCES

Materials: VEX GO kits, laptop computers

Resources: The Internet, virtual coding using VexCode VR to teach VEX GO

ABOUT THE TEACHER

Mark Godinez received the South Florida Educator of the Year for the National Center for Women and Information Technology in 2019, 2020, and 2021. He has been awarded numerous grants from The Education Fund and was the 2018 Teacher of the Year for South Dade SHS. Mark used this project for the 2021-2022 school year and it was very successful. No assistants are needed and teachers from all subject areas can run lessons successfully.

 **To register and download project info for this workshop, visit www.educationfund.org**

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"Students changed their perception of engineering by meeting students and industry professionals from diverse backgrounds."

STANDARDS

SCIENCE

SC.912.N.4.2 Weigh the merits of alternative strategies for solving a specific societal problem by comparing a number of different costs and benefits, such as human, economic, and environmental.

SC.912.P.12.3 Interpret and apply Newton's three laws of motion.

ISTE STANDARDS

5.4.A Design CT activities where data can be obtained, analyzed and represented to support problem-solving and learning in other content areas.

5.4.B Design authentic learning activities that ask students to leverage a design process to solve problems with awareness of technical and human constraints and defend their design choices.

SmartPath: Guide to College Clubs



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

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 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

This session will assist educators in developing a college and career mentality in their classroom for their students in grades K-12. Consequently, students in these classrooms will be knowledgeable of different professions, careers, and jobs available to them post-graduation. Students will also learn different statistics based on education level, selected major, and geographical location

MATERIALS & RESOURCES

In order to present the information to students, educators will have the option of utilizing a computer and a projector for whole group presentations. However, conversations about college and career perspectives can be had without technology

ABOUT THE TEACHER

Veritza Kostovski is the Director of the SmartPath Program at The Education Fund. The SmartPath Program supports five urban high schools in Miami Dade County to assist students with post-secondary and college planning, financial aid, major and career exploration, and student mentorship. Prior to leading the SmartPath program, she worked as a school counselor and CAP advisor in Miami-Dade County Public Schools for nearly a decade.

To register and download project info for this workshop, visit www.educationfund.org

SPONSORED BY



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

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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"This project fills the need of teaching the importance of colors, tones, and fonts."

STANDARDS

CTE STANDARDS

04.0 Demonstrate an understanding of the characteristics and scope of technology.

08.0 07.05 Describe the major technological developments that characterized the Information Age and their impact on society. Demonstrate an understanding of the design process.

11.0 10.07 Identify harmful effects/potential dangers of familiar hazardous substances/devices to people and the environment. Demonstrate technical knowledge and skills in the area of product design.

12.0 11.04 Develop specifications for a particular job. Perform layout, design, and measurement activities associated with desktop publishing.

COLLEGE PREPARATION

My Logo



A personal logo helps students with identity and branding of themselves

The omnipresent digital world continues to hurtle forward at lightning speed. Students need to have their own website when entering the competitive job market. A personal logo will help them with identity and self-branding. Logos communicate through color, shape, and other design elements. This project uses all of these elements plus the identity of each individual taking part. Each logo created will be a unique form of self-expression based on students' own initials. To prepare, they learn differences about fine art and design, the design process and objectives of logo design, and translating verbal ideas into visual images. Applying these concepts leads to a final logo creation that students are proud to produce in an artistic manner and use to represent themselves.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The fundamental differences between fine art and design
- The basic design process and objectives of logo design
- How to translate verbal ideas into visual images

STUDENTS

Adaptation: Can be adapted to grades 2 – 4

Students who participated: Students in grades 5 through 12, two class periods to design and complete their design in digital form

MATERIALS & RESOURCES

Materials: Computers

Resources: The Internet, computer lab, Microsoft Publisher software

ABOUT THE TEACHER

Andrew Toffoli has used this project for 20 of the years he has taught in M-DCPS. He was awarded an Innovator Grant from The Education Fund in the 2021-2022 school year.

 **To register and download project info for this workshop, visit www.educationfund.org**

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SmartPath: An Introduction to FAFSA



Participants will engage in discussions centered around the basics of the FAFSA form, frequently asked questions about the FAFSA, how to troubleshoot some technical questions, and how to assist students and parents with this very important senior year process.

This workshop will explore strategies and services that secondary school educators can use to break down the formidable barriers to higher education for their students, particularly those who are first-generation college students and students from disadvantaged backgrounds. This session will showcase the Free Application for Federal Student Aid (FAFSA) to teachers in the classroom, school counselors, as well as new and seasoned CAP advisors.

Participants will engage in discussions centered around the basics of the FAFSA form, frequently asked questions about the FAFSA, how to troubleshoot some technical questions, and how to assist students and parents with this very important senior year process.

STUDENTS

This session will assist educators in developing a college and career mentality in their classroom for their students in grades K-12. Consequently, students in these classrooms will be knowledgeable about the FAFSA form, why it is important to fill out the FAFSA form during senior year, and how it potentially affects their post-secondary plans.

MATERIALS & RESOURCES

In order to present the information to students, educators will have the option of utilizing a computer and a projector for whole group presentations. However, conversations about college and career perspectives can be had without technology.

ABOUT THE TEACHER

Veritza Kostovski is the Director of the SmartPath Program at The Education Fund. The SmartPath Program supports five urban high schools in Miami Dade County to assist students with post-secondary and college planning, financial aid, major and career exploration, and student mentorship. Prior to leading the SmartPath program, she worked as a school counselor and CAP advisor in Miami Dade County Public Schools for nearly a decade.

To register and download project info for this workshop, visit www.educationfund.org

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“FAFSA is a must for all graduating seniors to achieve post-secondary success.”

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.

The Education Fund's **Civics Podcast Grant**

Funded by the Lynn and
Louis Wolfson II Family Foundation

new image



”

Thank you so much for giving us the opportunity to do this podcast project. It really is amazing how much growth the students experienced during the process, and how much self-confidence they have gained. I saw young people find their voices while doing this project, and that is something that just can't be quantified in terms of value.

**–Jason Crespo,
Homestead Senior High School**

When The Education Fund launched our **Student Power** Grant program to promote **student civic engagement**, we saw a **45% increase** in the belief that citizens have a large responsibility to take part in the civic process and a 92% increase in the number of students who contacted an elected official for the first time. Students tackled issues of their own choosing, including mental health, bullying, the school-to-prison pipeline, and voter registration. Students learned that their voices can be heard, that their voices are loud, and that their voices are powerful.

To further this momentum, our **Civics Podcast** grant helps students broadcast their voices through podcasts. Our grant provides teachers with the funds necessary to purchase equipment for students to produce their podcast and the platform to share them with their peers, their community, and the world!

Student podcasts can cover a variety of pertinent topics such as pandemic management, vaping, gun laws, social media, bullying, and environmental issues – but ultimately the students select relevant issues of most concern to them.

Students naturally migrate toward integrating technology into their daily activities and for communicating their experiences. While everyone has a camera in their pocket, not everyone knows how to plan, produce, script, edit, and distribute their work. The Education Fund's Civic Podcast grant changes the dynamic.

Record, Edit, Podcast! Oh My!



Students create podcasts to communicate with kids their own age on topics important to them

Producing a podcast isn't just for adults - elementary school students can do it too, and they do it well. Giving students the autonomy to communicate their ideas and thoughts regarding relevant and meaningful topics that affect them and their community, they develop confidence and motivation to collaborate and encourage each other. They increase their independence, taking it upon themselves to delegate tasks, write questions, take notes, and share. All elements of podcasting are involved: equipment use, recording, editing, adding music, and interviewing guest speakers. Students also create a "vision board" with future topics for next year's podcast crew before they move on to middle school where they are now prepared to work independently on projects that incorporate technology, journalism, writing, and speaking skills.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to create a Podcast Logo
- How to create a free Anchor account to implement their Podcast with students
- How to record, edit and add music to their Podcast

STUDENTS

Adaptation: Can be adapted to include students of different ages and academic achievement levels - Example: for "Teacher Appreciation Week" students from all grade levels and abilities can be chosen from PreK - 5th grade, IND (developmental levels), ESOL and ESE classes to give them the opportunity to participate in recording their thoughts and feelings about teachers

Students who participated: Initially a group of 9-12 students of different learning abilities (Gifted, Regular Classroom, 5th grade), met 2-3 times per month and in some cases met during a special area, lunchtime, and/or after school.

MATERIALS & RESOURCES

Materials: Podcasting Recording Kit w/mics, stands & headphones, laptops or iPads, vision board, schedules, Podcast topics/ideas, pictures of previous filming, podcast recordings, examples of podcast room décor - (full list of materials in Idea Packet)

Resources: The Internet, space at school to set up a podcast room, media center and library, guest speakers, filed trips, Spotify Subscription, Anchor platform

ABOUT THE TEACHER

Navia Gomez has been teaching for 24 years. She has received several grants from The Education Fund, including Innovator, Disseminator, and last year a Civics Podcast Grant. Navia has also received several grants funded by DonorsChoose, Toshiba Exploration, Florida Association of Science Teachers, Dade County Science Teachers Association (DCSTA), and Dream in Green. She currently serves as the elementary liaison for DCSTA and is the STEM liaison and PD liaison at her school. Navia used this project last year.

To register and download project info for this workshop, visit www.educationfund.org

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NAVIA GOMEZ

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"It can be easily adaptable because our students are already using these same skills while playing video games and using other social media sites on the internet."

STANDARDS

LANGUAGE ARTS

ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, Clear pronunciations and appropriate pacing.

ELA.5.C.1.3 Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaborations, and an organizational structure with varied transitions.

ELA.5.C.4.1 Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

SCIENCE

SC.35.CS-PC.2.1 Explain how computers and computing devices are used to communicate with other on a daily basis.



ASIAH WOLFOLK-MANNING

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APPLY NOW TO RECEIVE FUNDS

First-time recipients will receive a \$500 Grant + \$250 Stipend. Previous recipients will receive a \$250 Grant + \$250 Stipend. Funds can be used to purchase podcast recording kits (less than \$300) and editing and script dictation software packages. The Education Fund will provide a podcast platform for you to upload your students' podcasts.

STANDARDS

ENGLISH LANGUAGE ARTS

LAFS.1112.RST.3.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

SOCIAL SCIENCES

SS.912.CG.2.2 Explain the importance of political and civic participation to the success of the United States' constitutional republic.

SS.912.CG.2.7 Analyze the impact of civic engagement as a means of preserving or reforming institutions.

PODCASTING

Podcasting for Civic Engagement



Podcasting empowers students to discover the power of their own voices

Podcasts are one of the most popular mediums today and offer an easy and inexpensive platform for sharing ideas, storytelling, advocating for a cause, promoting a small business, and teaching a lesson. In this informative workshop, you'll learn the basics of starting a podcast, for yourself or with your students. We'll cover equipment, recording techniques, editing, how to stream your podcast and more.

You'll also learn about the The Education Fund's Civics Podcast Grant, funded by the Lynn and Louis Wolfson II Family Foundation. This grant will provide teachers with the funds necessary for students to produce and broadcast their voices through podcasting. Guide your students in selecting current, relevant topics such as pandemic management, vaping, gun laws, social media, bullying, and environmental issues and how to identify and interview guests to add supporting and/or opposing viewpoints.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How to start a podcast
- How to use recording equipment
- How to apply for The Education Fund's Civics Podcast Grant

STUDENTS

Adaptation: Students from 6th to 12th grade

MATERIALS & RESOURCES

Materials: Laptops, microphones, recording/editing software

ABOUT THE TEACHER

Asiah Wolfolk-Manning has been teaching in Miami-Dade County since 2005, and she's been the Law Magnet Program Leader at Miami Carol City Senior High since 2013. Asiah is certified in Social Science and Language Arts. Two years in a row, she received the Student Power grant from The Education Fund.

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“Students were in awe, watching the time lapse of the lima beans over a few days.”

STANDARDS

SCIENCE

SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

VA. 5. S. Skills, Techniques and Processes

VA.5. H. Historical and Global Connection

TECHNOLOGY IN THE CLASSROOM

Growing into TikTok



Video platform helps students grasp the life cycle of a lima bean

Pairing up TikTok and lima beans is fabulous for teaching the life cycle of a bean. Teachers can use TikTok to set digital assignments either in school or remotely and group assignments with just basic information on how to get started. The best feature of this project comes after students have done all the preliminary work (illustrating and labeling bean plant parts, studying about the life cycle) and have planted their lima bean seeds. It is a filmed, time-lapse video of how students’ lima beans sprout and grow into adult plants. Students are truly astounded and the video really puts the life cycle into perspective as they realize that not all plants will grow and produce at the same rate, or perhaps even grow at all.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- How TikTok works
- How to create a TikTok account and use equipment
- How to record a video and upload it

STUDENTS

Adaptation: Can be adapted to any grade or achievement level

Students who participated: 22 second grade students who planted seeds and monitored growth on a daily basis

MATERIALS & RESOURCES

Materials: Lima beans, soil, potting containers, water

Resources: Indoor or outdoor space, Internet, smartphone or computer, camera, tripod, library or media center

ABOUT THE TEACHER

Latrice Ivey-Robinson has been teaching at the same school for 18 years - mostly in 2nd grade.

Assistance is minimal but could be needed at times for holding and angling the tripod and camera in certain positions.

 **To register and download project info for this workshop, visit www.educationfund.org**

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WE WANT EVERY CHILD TO HAVE ACCESS TO HIGH-QUALITY MUSIC EDUCATION.

Music Access Miami is a multi-year initiative at The Miami Foundation to bring the power of music to every child and family in Greater Miami. We're building trust and relationships among nonprofits, Miami-Dade County Public Schools, and teachers to collaborate for the benefit of all young people across three key areas:

- **Miami Gardens Music Alliance:** A pilot collaboration where all students in Miami Gardens will get access to free, high quality music programming, in and out of school, with an aim to positively impact students social-emotional development and academic performance.
- **Music Access Network:** Building a network of leaders working toward the common goal of music access for all children in Miami Dade through investments in the people and organizations at the forefront of this issue.
- **Music Access Ecosystem Map:** Building a regional asset map in partnership with MDCPS to identify where students in Miami-Dade have access to programming and where there might be gaps.

MIAMI GARDENS MUSIC ALLIANCE

We've brought together seven local and national organizations to Miami Gardens, where all students from Pre-K to High School will get access to free, high quality music programming, in and out of school.



Check out our
2021 Virtual Field Trip



ECOSYSTEM MAP PARTNERING WITH MDCPS

We are collaborating with Miami-Dade County Public Schools to grow and disseminate a map that will include all MDCPS schools (400+) and various program offerings across all arts areas.

MUSIC ACCESS NETWORK

In order to build a stronger network of leaders working toward the common goal of music access for all youth in Miami-Dade, we will make continual investments in the people and organizations at the forefront of this issue.



JOIN THE JOURNEY

Visit MusicAccess.Miami to learn more or email Krowley@miamifoundation.org to learn more about how you can get involved.



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“Pythagoras should be known more by his discovery and theories on acoustics and simple ratios to build scales, then simply by his famous theorem.”

STANDARDS

MUSIC

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.

MATHEMATICS

MAFS.912.G-GPE.2.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

MA.7.AR.3.2 Apply previous understanding of ratios to solve real-world problems involving proportions.

MUSIC

Hooray for Ratios! (in Music, Math, Physics & The Universe)



Students inter-relate music, math, and science in new and profound ways

Students who manufacture their own homemade instruments are much more engaged and more likely to continue formal music instruction on “real” instruments. Studying basic physics, they discover that the acoustic phenomena of the “overtone series” contains all of the information for the scale hidden in a single note! After exploring how sound is created via blown pipes (aerophones), struck glass bottles (ideophones) and plucked strings (chordophones), participants utilize the concept of simple ratios to build their own pan flute, bottle xylophone, and fretted single string guitar. Through this construction of three types of musical instrument models and incorporation of simple ratios to create various notes of the scale, concepts are demonstrated tangibly, resulting in the marked increase in positive attitude, comprehension, and observable achievement.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Physics, acoustics, and how simple ratios are seen in the naturally occurring harmonic series
- Pythagoras’ observations and ideas utilizing simple ratios in music
- How to create homemade wind, string, and pitched percussion instruments

STUDENTS

Adaptation: Can be adapted to various grade levels, achievement levels, and curriculum topics/units, with participation of different class sizes and contact time

Students who participated: 30 high school students, met every other day in a 90 min block schedule for one semester of the school year.

MATERIALS & RESOURCES

Materials: Laptop computers, cell phones

For demonstration purposes – ukulele, violin, guitar, various other assorted string instruments, panpipe, trumpet, flute, recorder, and glockenspiel

For homemade instruments – assorted materials to make panpipes, xylophone, fretted single string guitar (see list in Idea Packet)

Resources: The Internet, chromatic tuning app on phone, YouTube videos of homemade instruments, guest speakers such as student musicians from school band/orchestra, or professional musicians from New World Symphony to come visit and demonstrate “real” AND homemade instruments

ABOUT THE TEACHER

Dr. Walter Busse’s background includes 30+ years teaching music, PreK-post graduate, mostly in exclusive private academies in Miami, accompanying/directing ensembles and as a professional musician and an arts administrator.

To register and download project info for this workshop, visit www.educationfund.org

SPONSORED BY



Makey Makey Music



Makey Makey technology offers students the opportunity to create music

Makey Makey devices allow experimentation and exploration in electronic circuits. Incorporating these devices in the music classroom, students learn about circuits and conductivity through the Makey Makey piano by individually holding onto an alligator clip while another student “plays” notes on the piano by gently tapping the hands of others. Students can extend their exploration to discover what other objects are conductive, such as marshmallows and aluminum foil, and then advance to using recording software and the Makey Makey sampler to improvise music. Students use their vocal recordings for cross-curricular projects that incorporate students’ own creativity and emotional expression. Several projects can be created throughout the year, encouraging students to develop a positive outlook on music class that uses technology in a new way.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Why creativity is important in music class and how to include technology
- Four lessons with lesson plans and resources
- Suggestions for funding and how to purchase materials

STUDENTS

Adaptation: Can be adapted for younger grades with more guidance, or adapted for older grades as a precursor to coding or using digital audio workstations (DAW) in music technology classes.

Students who participated: 45 fifth grade students over the course of the 2021-2022 school year with each lesson drawing upon knowledge and experience from earlier projects. Students were supported through peer mentorship and scaffolding from the music teacher.

MATERIALS & RESOURCES

Materials: Chairs, 4 tables for stations, Makey Makey devices, laptops, a digital package including lesson plans, resources and suggestions for funding

Resources: Teachers can look to Makey Makey online resources and teacher Facebook groups, the Digital Innovation leader of the school’s leadership team, the PTSA, and parent volunteers for additional funding and support.

ABOUT THE TEACHER

Nerissa Manela has taught elementary general music, chorus, strings, and modern band instruments to students of all abilities in the public school setting for six years. She has included Makey Makey technology in her classroom for two years. Nerissa was granted The Education Fund’s Innovator Grant in 2021, a mini grant from Music Access Miami at the Miami Foundation in 2021, and a grant from Awesome Foundation MIAMI in 2018. Volunteers would be helpful for this session but are not required.

To register and download project info for this workshop, visit www.educationfund.org

SPONSORED BY



NERISSA MANELA

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Academy
SCHOOL

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PHONE

“Music is a class in which all students achieve success and a sense of accomplishment.”

STANDARDS

MUSIC

MU.5.C.2.2 Describe changes, using correct music vocabulary, in one’s own and/or others performance over time.

MU.5.S.1.2 Compose short vocal or instrumental pieces using a variety of sound sources.

LANGUAGE ARTS

ELA.5.C.5.1 Arrange multimedia elements to create emphasis in oral or written tasks.

SCIENCE

SC.5.P.11.1 Investigate and illustrate the fact that the flow of electricity requires a closed circuit (a complete loop).



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“Music is a class in which all students achieve success and a sense of accomplishment.”

STANDARDS

MUSIC

MU.2.C.2.1 Identify strengths and needs in classroom performances of familiar songs.

MU.2.S.1.1 Improvise short phrases in response to a given musical question.

MU.2.S.1.2 Create simple ostinati to accompany songs or poems.

MU.2.S.3.2 Play simple melodies and/or accompaniments on classroom instruments.

MU.3.S.1.1 Improvise rhythms or melodies over ostinati.

MU.4.S.3.5 Notate simple rhythmic phrases and extended pentatonic melodies using traditional notation.

MU.5.S.3.2 Play melodies and accompaniments, using proper instrumental technique, on pitched and unpitched instruments.

MUSIC

Bucket Drum and Unusual Percussion Fun!



Unusual percussion instruments allow students to experience teamwork, rhythm, and music-making with cost-effective objects and instruments

All students deserve the opportunity to explore, learn, and make music in success-oriented settings. Despite small budgets and limited resources, it is still possible to facilitate high-quality experiences for students. This session will provide an overview of how to acquire donated or inexpensive instruments, free or inexpensive teaching materials, and sample lessons for use in the general music curriculum.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- Several music-making experiences using buckets and unusual percussion
- Resources on how to find and acquire high-quality resources
- Suggestions for funding and how to purchase materials

STUDENTS

Adaptation: Can be adapted for any age and ability by providing simple or advanced rhythmic techniques.

Students who participated: 250 students in grades 2-5 used bucket drums and boomwhackers over the course of the 2021-2022 school year.

MATERIALS & RESOURCES

Materials: Chairs, buckets, drumsticks, Boomwhackers, computer, projector, a digital package including lesson plans, resources and suggestions for funding

Resources: Teachers can look to online resources and teacher Facebook groups, the PTSA, and parent volunteers for additional funding and support

ABOUT THE TEACHER

Nerissa Manela has taught elementary general music, chorus, strings, and modern band instruments to students of all abilities in the public school setting for six years. She is currently pursuing her PhD in Music Education at the University of Miami.

To register and download project info for this workshop, visit www.educationfund.org

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The Education Fund

Ocean Bank Center for Educational Materials

FREE SCHOOL SUPPLIES:

Paper	Scrapbooking Items
Markers	Fabric
Binders	Rulers
Pencils	Scissors
Paint	Incentive Items
Ceramic Tiles	AND MUCH MORE!

Generously sponsored by Ocean Bank for 26+ years, the Center is an 11,000 square foot warehouse where teachers go to fill their shopping carts, and their car trunks, with basic supplies and other materials.

Every K-12 teacher working in a public school in Miami-Dade County is entitled to one shopping visit every six months. **Earn extra visits by attending the 2022 Idea EXPO or by volunteering!**

SHOPPING HOURS: WEDNESDAYS 2 P.M. - 6 P.M. SATURDAYS 9 A.M. - 12 P.M.

(Last teacher admitted 30 minutes before closing time.)

Sign up for a visit — It's easy!

- Visit educationfund.org/OBCEMPASS or scan the QR CODE below
- Click the "Book Your Shopping Visit"
- Book an appointment on an available date!

You'll receive email and text message reminders.





DEBORAH MAR

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SCHOOL

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PHONE

Songs of Silence: Memoirs of the Holocaust



Musical connections bring awareness of the Holocaust to chorus students

Music is a portal that connects history and our past to our emotions. The phrase “Never Forget” the horrors of the Holocaust requires that young people understand the roots of Anti-Semitism. This project brings awareness of the Holocaust and other global atrocities to students through musical connections. Through interdisciplinary study, choral students read *Children of Willesden Lane*, learning about a young girl’s journey after separating from her parents during wartime. The book evokes emotions from students, allowing them to empathize with others as they honor and remember innocent lives lost. They plant a memorial garden at school with yellow flowers, reminiscent of the Jewish star, and sing three different songs, all based on the Holocaust. Hearing a survivor’s tragic story (if possible), will compel each student to seek kindness and empathy.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- What is age-appropriate to teach about the Holocaust
- How to make historical connections through the use of choral music
- How to engage students hands-on to remember those lost in the Holocaust and current world-wide conflicts

STUDENTS

Adaptation: Can be adapted to grade 5 or for grades 9-12, groups could be of any size and any achievement level

Students who participated: 120 Music Appreciation and Chorus students in grades 6-8 with class sizes ranging 25-50 students

MATERIALS & RESOURCES

Materials: Flowers, mulch, soil, books (*Children of Willesden Lane* by Mona Golabek, *What the Night Sings* by Vesper Stamper), and music (“Inscription of Hope” by Z. Randall Stroope, “Now Is the Time of Peace” by Ken Johnston, “Ani Ma’Amin” arranged by Paul Caldwell and Sean Ivory)

Resources: Filed trip to the Miami Beach Holocaust Memorial – no admission cost to visit but reservations are required for school groups. Inquire about speaking with a Holocaust survivor.

ABOUT THE TEACHER

Deborah Mar is a veteran M-DCPS teacher with over forty years of teaching experience in both middle and high school. She was selected twice as Teacher of the Year, and is a Florida Vocal Association Hall of Fame member. Over the last few years, Deborah has earned Innovator and Adapter Grants from The Education Fund. She is a frequent clinician and guest conductor at district and state conferences.

To register and download project info for this workshop, visit www.educationfund.org

SPONSORED BY

Robert Russell
Memorial Foundation

“Holocaust studies are more important than ever to be a part of a curriculum.”

STANDARDS

MUSIC

MU.68.H.1 Through study in the arts, we learn about and honor others and the worlds in which they live(d).

MU.68.H.2 The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

SOCIAL STUDIES

SS.912.HE.2 Explain the significant events, public policies and experiences of the Holocaust.

SS.912.HE.3 Discuss the impact and aftermath of the Holocaust.

Teaching Trunks on the Holocaust



The Florida Holocaust Museum in St. Petersburg provides free teaching trunks across the state

The Florida Holocaust Museum provides free teaching trunks to help teachers meet the Florida Mandate on Holocaust Education. The FHM's 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 are appropriate for students at each grade 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, 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.

ADDITIONAL RESOURCES

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

ABOUT THE TEACHER

Andrew Slifkin is the Manager of Outreach Programs at The Florida Holocaust Museum in Saint Petersburg, Florida. His goal is to work closely with schools across the state of Florida to help educators teach their students about the Holocaust. Prior to working at the museum, Andrew spent seven years as a middle school social studies teacher in Pinellas County, Florida. He understands the importance of Holocaust education and wants to support teachers in any way possible.

For more information, go to www.thefhm.org

SPONSORED BY

Jack Chester
Foundation



ANDREW SLIFKIN

FL Holocaust
Museum

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

HOW TO RESERVE A TRUNK FREE OF CHARGE

Contact The Florida Holocaust Museum in St. Petersburg directly to reserve a trunk for your classroom at www.flholocaustmuseum.org/learn/teaching-trunks/

To access The FHM's Virtual Trunk go to www.thefhm.overdrive.com/



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HOLOCAUST/TOLERANCE EDUCATION

The Florida Holocaust Museum Free Educational Resources



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 genocide

The Florida Holocaust Museum offers teachers a wide variety of both virtual and in-person educational resources. The vast majority of resources covered in this training are completely free for Florida educators (with the exception of some in-person tours). They have been specifically developed to help educators teach about the Holocaust concisely and in accordance with Florida Holocaust standards. This training will provide an overview of these resources, as well as how they can be accessed and implemented into K-12 classrooms.

WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

- The FHM's Group Tours – Docent led tours offered to schools both virtually and in-person.
- Speakers' Bureau – Bring a Survivor, 2nd, or 3rd Generation Speaker into your classroom for a one-on-one conversation with your students.
- Teaching Trunks – Keep a trunk filled with curriculum, literature, reference materials, posters, and videos that are age and grade appropriate in your classroom.
- Virtual Teaching Trunks – eBooks and Audiobooks of the literature included in our teaching trunks available for students in Elementary through High School.
- Speak Up, Speak Now!® Learn more about our Middle School Outreach program.
- Online Collection – Explore our permanent collection and learn ways to incorporate primary sources from The FHM into your classroom.
- Webcasts -Live and On-Demand Webcasts of The FHM's special events and teacher programs through ON24.

STUDENTS

The FHM has resources that encompass grade levels K-12. Obviously, there is content matter not suitable for younger students, but we are very careful to provide the proper age appropriate materials. The majority of our resources are currently utilized by educators who teach grades 5-12

MATERIALS & RESOURCES

<https://www.thefhm.org/for-educators/>

ABOUT THE TEACHER

Andrew Slifkin is the Manager of Outreach Programs at The Florida Holocaust Museum in Saint Petersburg, Florida. His goal is to work closely with schools across the state of Florida to help educators teach their students about the Holocaust. Prior to working at the museum, Andrew spent seven years as a middle school social studies teacher in Pinellas County, Florida. He understands the importance of Holocaust education and wants to support teachers in any way possible.

To register and download project info for this workshop, visit www.educationfund.org

SPONSORED BY

Robert Russell Memorial Foundation

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

STANDARDS

SS.5.HE.1.1 Define antisemitism as prejudice against or hatred of the Jewish people.

SS.68.HE.1.1 Define the Holocaust as the planned and systematic, state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.

SS.HE.912.1. Analyze the origins of antisemitism and its use by the National Socialist German Workers' Party (Nazi) regime.

SS.HE.912.2 Explain the significant events, public policies, and experiences of the Holocaust.

SS.HE.912.3. Discuss the impact and aftermath of the Holocaust.

DO YOU HAVE AN IDEA YOU WANT TO TRY IN YOUR CLASSROOM?

Apply for an Education Fund **INNOVATOR GRANT** to receive up to **\$1,000** to fund your innovative ideas for the 2023 school year! The deadline is February 28, 2023.

For more information, visit us at:

www.educationfund.org/innovatorgrantapplication

There's a YouTube Video to help you with your application process!



Would you like to present and share ideas at the 2023 Idea Expo?

Apply to become an Education Fund **DISSEMINATOR!**

Visit us online at educationfund.org
Applications are due February 28, 2023.



OCTOBER 22, 2022

Session A 10:30 AM - 11:25 AM

CLASSROOM MANAGEMENT

Best Practices for Co-Teaching in a Mainstreamed Setting **NEW**

- Grades K-12
- Disseminator: Vanessa Radice
- Learn the six co-teaching models to empower fellow teachers, staff, and students. Create a successful, safe learning environment whether teaching alone, with a paraprofessional, or co-teacher.

Schoology Plain & Simple **NEW**

- Grades K-12
- Disseminator: Zeny Ulloa
- Learn everything you need to know about new mandatory M-DCPS LMS, including how to communicate individually and with your whole class, how to assign classwork with the new Annotations Assignments feature and more.

Cricut Maker Makes the Class!

- Grades K-6
- Presenter: Daniella Parra
- Learn to make your own manipulatives using a Cricut maker, and help students catch up on learning math concepts.

FINANCIAL LITERACY

Reduce, Reuse, Save Money! **NEW**

- Grades 6-12
- Disseminator: Natalia Allen
- Students become stewards of the environment while learning to save money and formulate ways to extend the post-purchase life of consumer products.

STEM

Algebraletics: Sports Math **NEW**

- Grades 9-12
- Disseminator: Dr. Walter Busse
- Real-world sports-related math problems make Algebra relevant, meaningful, and understandable for students. Teachers learn to present abstract concepts in concrete and visually appealing ways using sports/gaming analogies.

Butterfly Bonanza

- Grades Pre-K - 5
- Presenter: Nancy Sale
- An easy-to-create butterfly garden provides hands-on opportunities to study science, horticulture, and language arts.

STEAM

ECO Inks: Botanical Colors **NEW**

- Grades 2-5
- Disseminator: Susan Feliciano
- Experiment with ink making processes while learning how to identify a variety of color producing plants and minerals, create a Botanical color chart and develop formulas to make color palettes.

Edible Mandalas to the Rescue

- Grades K-12
- Presenter: 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.

ELA

Cracking the <Media Literacy> Code **NEW**

- Grades 3-6
- Disseminator: Andrea Johnson
- Students strengthen their ability to read across multiple texts to gather information and learn how to responsibly consume social media, online advertisements, propaganda, and news.

Literacy in a Pot!

- Grades 2-5
- Presenter: Jennifer Smith
- Learn to incorporate food into reading instruction! Students read texts then prepare snacks or meals they create in class, such as penguin-shaped pancakes from Mr. Poppers Penguins.

ROBOTICS

Finch! The Singing, Bird-Brained Bot! **NEW**

- Grades 5-12
- Disseminator: Michael Sakowicz
- The Finch Bot robot teaches students Python and other coding languages. Learn trial & error debugging techniques as you prepare students for more advance coding projects.

Meet KIBO: Digital Literacy in the Primary Grades

- Grades 1-5
- Presenter: Marcelle Farley
- Learn how to use KIBO to teach math and science concepts and to promote creativity through art and drama. The benefits of teaching computational thinking to young children are endless!

OCTOBER 22, 2022

Session A 10:30 AM - 11:25 AM

HEALTH & WELLNESS

Outdoor Creative STEAM

Activities **NEW**

- Presenters: Becky Sponholtz & Jennifer Morgenthal
- Discover exciting hands-on musical, artistic and creative activities for your outdoor garden classroom. Create rock art and musical instruments, make "bug"oculars, and learn how to make a cloud spotter!

Essential Oils

- Grades K-12
- Presenter: Alena Sheriff
- Learn to introduce essential oils into your classroom projects to reduce stress and anxiety. Teachers benefit too!

SOCIAL SCIENCES

Ancient Attractions **NEW**

- Grades 3-12
- Disseminator: Katia Calejo Mora
- Students design a theme park based on Greek mythology, learning entrepreneurship, marketing skills and critical thinking. Easily adaptable with other literary themes.

COLLEGE PREPARATION

Engineering for All **NEW**

- Grades 9-12
- Disseminator: Mark Godinez
- Discover new ways to teach Engineering Design Process through Engineering Today, which provides free materials, virtual labs and professional industry mentorship. Learn about engineering career outlook for the next 10 years.

PODCASTING

Podcasting for Civic Engagement **NEW**

- Grades 6-12
- Disseminator: Asiah Wolfolk-Manning
- The Education Fund Civics Podcast Grant provides teachers with the funds necessary for students to produce podcasts that cover relevant topics of their choice. Learn podcast production basics, interviewing tips, and how to apply for the grant.

TECHNOLOGY

Growing into Tik Tok **NEW**

- Grades 2-8
- Disseminator: Latrice Ivey-Robinson
- Learn to use the popular Tik Tok platform - creating, shooting, editing, and uploading short videos to engage students in any subject area. Meet students where they are!

MUSIC EDUCATION

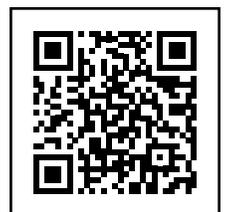
Lyrik Tok

- Grades: 3-12
- Presenter: Odalys Cordero
- Students compose new lyrics to a classic Latin Jazz song by studying the history of the genre, analysis of musical elements and lyrics, and composition of lyrics. This project can be adapted using any musical genre.

HOLOCAUST EDUCATION

The Florida Holocaust Museum Free Educational Resources **NEW**

- Grades K-12
- Disseminator: Andrew Slifkin
- Take Holocaust Education to the next level with free resources from the FHM, including virtual tours, speakers, webcasts and more.



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OCTOBER 22, 2022

Session B 11:30 AM - 12:25 PM

CLASSROOM MANAGEMENT

De-Stress for the Test **NEW**

- Grades K-12
- Disseminator: Teresa Rodriguez
- Learn the science and impact of stress and techniques to reduce stress and anxiety. Integrate team-building activities and collaboration in the classroom and beyond.

Express Yourself: Personalizing Your Classroom

- Grades K-12
- Disseminator: Gussie Sakowicz
- Learn to turn your classroom into a giant inspiration board, with inspirational slogans and goals that guide students towards academic and personal success at any grade level.

FINANCIAL LITERACY

Olympus Academy: Implementing Student-Led Courses **NEW**

- Grades 4-12
- Disseminator: Lisa Hauser
- Students become teachers at Olympus Academy, which gives students agency by putting them in the driver's seat of their education. For this workshop, Financial Lit and Coding are demonstrated as examples on how to implement Olympus Academy.

STEM

Grading the Process, Not the Product **NEW**

- Grades 6-12
- Disseminator: Kelsey Major
- Build student confidence by assessing their thought processes in solving math equation, not just the students' answers. Learn to center your students in all classroom activities.

Copy That, Mission Control!

- Grades 3-12
- Presenter: Dr. Rossanna Chiarella
- Math, science and technology converge in this fun team-building aeronautics project. Student communication, collaboration, and observation skills skyrocket!

Merge Cube: The Future of Education is Now!

- Grades K-8
- Disseminator: Zeny Ulloa
- Students see and hold the human brain as a holographic 3D augmented reality image with the Merge Cube, a handheld holographic learning experience that takes learning to new dimensions.

STEAM

Tree of Senses **NEW**

- Grades K-8
- Disseminator: Silvana Soriano
- Teach the five senses, math, science, environmental education, and visual art in this STEAM lesson with sensory and interactive scaffolding strategies.

ELA

We All Eat Noodles! **NEW**

- Grades 2-7
- Disseminator: Miyako Nakamura
- Students learn cultural awareness and tolerance through reading, discussion, and eating noodles! Teach tolerance through selected texts and recipes.

Writing About Miami

- Grades 9-12
- Presenter: Precious Symonette
- Students create service-learning projects related to Miami historical sites to foster volunteering, community building and self-worth.

Life on Mars from a Kid's Perspective

- Grades 3-7
- Presenter: 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.

OCTOBER 22, 2022

Session B 11:30 AM - 12:25 PM

ROBOTICS

Learning Math with VEX GO **NEW**

- Grades 1-5
- Disseminator: Marcelle Farley
- Discover how to construct the VEX GO Code Base and various math concepts that can be taught with Vex, which helps young learners use coding to practice math skills.

Come Code with Me

- Grades K-5
- Presenter: Nancy Sale
- Student self-confidence increases as they problem-solve. With self-guided and self-paced tutorials, students explore and practice algorithmic thinking by playing games.

HEALTH & WELLNESS

Indoor Sensory Garden **NEW**

- Grades 2-5
- Disseminator: Alena Sheriff
- Indoor gardening provides multisensory stress relief. Learn how to create a stress free environment with aromatherapy and plants.

SOCIAL SCIENCES

You Can Civics! Game Show **NEW**

- Grades 6-12
- Disseminator: Kenneth Fonseca
- Students learn, retain and recall Civics content in this exciting Jeopardy-style game show format. Interactive buzzers help create a vibrant, competitive learning atmosphere.

COLLEGE PREPARATION

My Logo **NEW**

- Grades 2-12
- Disseminator: Andrew Toffoli
- Students learn design elements to create a unique logo as a form of self-expression based on their own initials. Learn the objectives of logo design and how to translate verbal ideas into visual images.

SmartPath: An Introduction to FAFSA **NEW**

- Grades 9-12
- Presenter: Veritza Kostovski
- In-depth understanding of the Free Application for Federal Student Aid (FAFSA) for teachers in the classroom, school counselors, and CAP advisors. Participants learn the basics of the FAFSA form, frequently asked questions, troubleshooting, and how to assist students and parents.

MUSIC EDUCATION

Makey Makey Music **NEW**

- Grades K-12
- Disseminator: Nerissa Manela
- Technology offers students the opportunity to create music while exploring electronic Circuits and incorporating Makey Makey and other devices into the music classroom.

HOLOCAUST EDUCATION

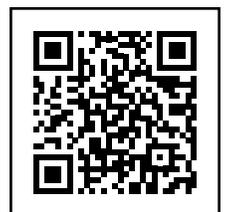
Teaching Trunks on the Holocaust **NEW**

- Grades 5-12
- Disseminator: Andrew Slifkin
- Learn to utilize free Teaching Trunks from the Florida Holocaust Museum, full of visual materials and lesson plans for every grade level. Discover powerful tips for teaching Holocaust and tolerance education.

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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OCTOBER 22, 2022

Session C 1:55 PM - 2:50 PM

CLASSROOM MANAGEMENT

The Art of Positive Affirmations **NEW**

- Grades 4-8
- Disseminator: Tania Gordon
- Learn strategies to foster concentration, visualization, sensory clarity, and equanimity with positive affirmations. Fuse reading and writing strategies with social-emotional learning.

Thinking Outside the Box **NEW**

- Grades 3-5
- Disseminator: Estee Gutierrez
- Students use higher-order thinking skills to work together to solve problems while utilizing low-cost recycled materials. Teachers learn to incorporate project-based learning in the classroom.

Schoology Plain & Simple **NEW**

- Grades K-12
- Disseminator: Zeny Ulloa
- Learn everything you need to know about new mandatory M-DCPS LMS, including how to communicate individually and with your whole class, how to assign classwork with the new Annotations Assignments feature and more.

FINANCIAL LITERACY

Credit Card or Cash: What's the Actual Cost?

- Grades K-8
- Presenter: Natalia Allen
- Learn key concepts of credit: borrowing money, credit ratings, evaluating credit card companies, and how to obtain and retain good credit. Calculate true costs of purchases and interest.

STEM

Structures Galore **NEW**

- Grades K-5
- Disseminator: Jacqueline Gil-Abarzua
- Hands-on STEM project promotes reading comprehension, problem solving, creative thinking, imagination, and mathematical concepts. Young learners acquire problem solving and critical thinking skills.

Geometry 3-D Shapes

- Grades 2-5
- Disseminator: Ailyn Garciga
- Geometrical 3-D shapes become tangible for young learners as they tap into their drawing and construction skills to make 3-D shapes. Teach geometry depth with higher order thinking questions, scaffolded instruction, and collaboration.

STEAM

AMBROSIA: A Collection of Artful Delicacies **NEW**

- Grades 4-12
- Disseminator: Sara Alfaro
- Students create a unique cookbook matching recipes inspired by important artists in History. Teams of student researchers, writers, illustrators, and editors collaborate.

Worry Dolls **NEW**

- Grades 3-5
- Disseminator: Erika Reboucas
- A Guatemalan traditional art form becomes a vehicle for self-discovery and stress relief. Students read literary texts for inspiration to create dolls with found objects.

ELA

Social Media and the Rhetorical Triangle **NEW**

- Grades 9-12
- Disseminator: Dr. Nerry Louis
- Students use social media platforms to create commercials that reflect the rhetorical triangle (ethos, logos, pathos).

Tissue Box Poetry

- Grades 2-8
- Presenter: Ileen Martin
- This hands-on project results in better comprehension and creative expression by composing original poems as a book report, then decorate tissue boxes to express their interpretations.

A Way with Words

- Grades 7-12
- Presenter: John Adams
- Students practice paraphrasing in this competitive game that builds confidence and proves to students that they are capable of learning sophisticated words. Paraphrasing is an essential upper-level cognitive skill.

OCTOBER 22, 2022

Session C 1:55 PM - 2:50 PM

ROBOTICS

Coding the Future with Art **NEW**

- Grades K-12
- Disseminator: Anna Weiss
- Students generate a self-portrait by coding, using mathematical concepts and Java Script through Khan Academy. Learn how to create a practice portrait using Java Script and submit students' artwork to Code/Art Miami.

Code and Go First!

- Grades K-5
- Presenter: Daniella Parra
- Students learn to program as they build critical thinking, problem solving, sequencing, and programming fundamentals. Students learn the value of rethinking and calculating of multiple solutions.

HEALTH & WELLNESS

What Are Plants Made Of? **NEW**

- Grades 6-12
- Disseminator: Cecilia Campbell
- Learn the physiological processes and interactions of plants. Incorporate art, cartoons, graphs, and other means of student expression around photosynthesis and the carbon cycle.

Longevity Spinach Learning

- Grades PreK - 8
- Presenter: Nancy Sale
- Students discover how plants grow and what parts we eat. Using math to count and measure, students monitor the growing process. Activities are documented by student journals and drawings.

SOCIAL SCIENCES

Dear Freedom Writer **NEW**

- Grades 6-12
- Disseminator: Dr. Precious Symonette
- Teachers learn to foster a student-centered and culturally responsive learning environment and motivate students to become more engaged through use of journaling and epistolary narratives.

COLLEGE PREPARATION

Virtual Reality + Art for Game Design

- Grades 9-12
- Presenter: Mark Godinez
- In this service-learning project, high school students teach elementary students game design concepts using art and virtual reality (VR).

PODCASTING

Record, Edit, Podcast! Oh My! **NEW**

- Grades PreK-5
- Disseminator: Navia Gomez
- Teach elementary learners to produce, record and edit their own podcasts! Students choose topics, conduct interviews, add music and other elements to their podcasts.

MUSIC EDUCATION

Hooray for Ratios! (In Music & the Universe) **NEW**

- Grades 9-12
- Disseminator: Dr. Walter Busse
- Learn to incorporate physics and ratios into the harmonic series. Students create three types of homemade musical instruments: wind, string and percussion.

HOLOCAUST EDUCATION

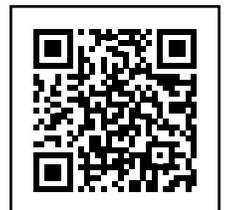
Songs of Silence: Memoirs of the Holocaust **NEW**

- Grades 5-12
- Disseminator: Deborah Mar
- This project bring awareness of the Holocaust and other global atrocities to students through musical connections. Learn how to select age-appropriate materials for Holocaust education.

OTHER

Putting the "T" in PTA: Parent Teacher Association Partnerships

- Grades K-12
- Presenter: Sandra West
- Tap into the power of your PTA/PTSA, a viable partner for school projects by providing support and volunteers as well as funding opportunities.



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OCTOBER 22, 2022

Session D 2:55 PM - 4:00 PM

CLASSROOM MANAGEMENT

Best Practices in a Mainstreamed Classroom

- Grades 6-12
- Presenter: 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.

FINANCIAL LITERACY

Money Matters: Financial Planning 101

- Grades 9-12
- Presenter: LaShanda West
- Teach financial planning and life skills to prepare students to live a financially literate adult life. Using attitude surveys on students' interests, guest speakers, and financial planning strategies, students gain real-world readiness.

STEM

Science in Motion **NEW**

- Grades 6-8
- Disseminator: Jessica Marc
- Students 'catapult' their way towards understanding the laws of force and motion, as physic concepts become tangible. Learn to teach Newton's laws with fun and creative projects.

The Parabolic Math Classroom

- Grades 6-12
- Presenter: Kelsey Major
- Changing workstations allows students to flourish 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).

STEAM

En Garde! Sword Fighting **NEW**

- Grades 6-12
- Disseminator: Colleen Mahoney
- This STEAM unit teaches both theater and engineering/technology students the basics of sword fighting for stage performance, sword design, and sword building

ELA

Research Papers for Gen Z

- Grades 6-12
- Presenter: Stephanie Woolley-Larrea
- Prepare your students for college with a research process that includes identifying credible sources, formulating outlines, developing a draft, and constructing a thesis.

Kindness in Wonderful - Sprinkle That Stuff Everywhere!

- Grades K-5
- Presenter: Leilani Echezabal
- This project introduces and implements character education to teach students that positive acts can help decrease bullying. Reading the novel Wonder, students learn empathy for the characters being bullied and learn to handle bullying through personal, reflective writing and group collaboration.

OCTOBER 22, 2022

Session D 2:55 PM - 4:00 PM

ROBOTICS

Cardboard Robotic Hand **NEW**

- Grades 3-12
- Disseminator: Rebeca Hernandez
- Learn basic dynamics of how robotic hands work and how to build a robotic hand model using cardboard, string, and tape. Advanced grade levels apply physics principles.

Create and Code a Career

- Grades 6-12
- Presenter: Michael Sakowicz
- Students construct working PCs while learning basic coding skills. This project increases attendance, aids culturally responsive and respectful pedagogy, and encourages students to learn a variety of career possibilities.

Sphero Robots Used to Bring Coding to Life

- Grades 9-12
- Presenter: 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. Sphero robots allow students to create, fail, revisit, and apply their coding skills.

HEALTH & WELLNESS

Plant Ecosystems

- Grades K-5
- Presenter: Cara Rockwell
- This workshop will focus on how to create plant biodiversity for a healthy garden. Teach your class how to observe and record when a plant is healthy or starting to show signs of sickness.

SOCIAL SCIENCES

African-American History Materialized **NEW**

- Grades 3-12
- Disseminator: Renee O'Connor
- Black History Month is celebrated with a student-centered museum-style fair. This interdisciplinary project can also be adapted for other subject areas.

COLLEGE PREPARATION

SmartPath: Guide to College Clubs Grades 9-12

- Presenter: Veritza Kostovski
- 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 careers.

TECHNOLOGY

Terrific Teaching through Technology

- Grades K-5
- Presenter: Nancy Sale
- Using digital storytelling and iBooksAuthor, students collaborate to write and infuse their books with iPad photos, embedded videos, live websites, music, and sound effects and more.

MUSIC EDUCATION

Bucket Drum and Unusual Percussion Fun! **NEW**

- Grades K-12
- Disseminator: Nerissa Manela
- Unusual percussion instruments allow students to experience teamwork, rhythm, and music-making with cost-effective objects and instruments. Suggestions for funding, sourcing and purchasing materials. Raffle of instruments following workshop!



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- Early Childhood Education and Early Childhood Special Education
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- Educational Leadership
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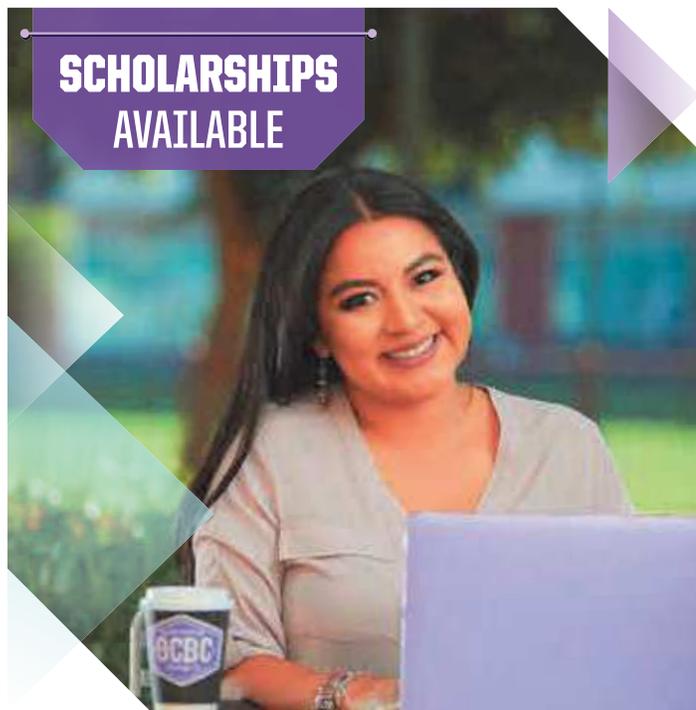
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¹These degrees are designed to provide adequate subject content from their respective colleges coupled with teacher preparation from the College of Education.

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³COE Master of Ed Scholarship Jul2022, Aug2022 and Sep2022: This scholarship is only valid for those applicants who are participating in a GCU College of Education or Secondary Education Emphasis master's degree program, offered online, and who submit a completed application to start their program during the month of July, August and September 2022. Grand Canyon University will offer you 18% off per course for your program. Scholarship amount varies based on number of credits in your program. This offer only applies to online and evening programs.

Grand Canyon University is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education. Please note, not all GCU programs are available in all states and in all learning modalities. Program availability is contingent on student enrollment. Important policy information is available in the University Policy Handbook at <https://www.gcu.edu/academics/academic-policies.php>. The information printed in this material is accurate as of JUNE 2022. For the most up-to-date information and admission requirements, tuition, scholarships and more, visit www.gcu.edu ©2022 Grand Canyon University 22COEE0199

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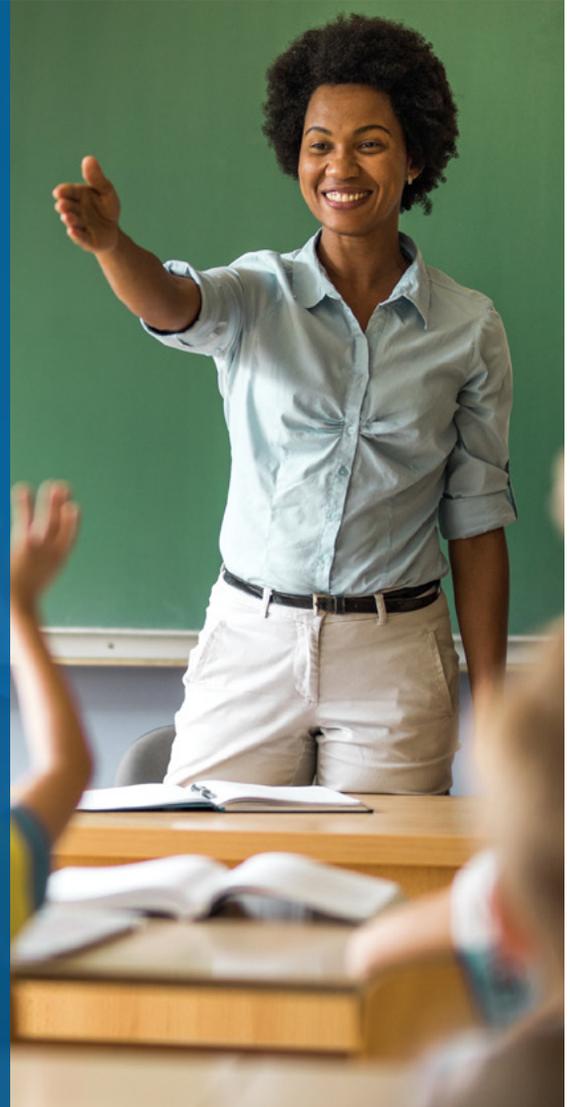
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KEYNOTE SPEAKER!

Michael Bonner

The Ron Clark Academy

**Back by
Popular Demand!**

Michael Bonner will be **LIVE ON STAGE** at Hialeah-Miami Lakes Senior High at the 2022 Idea Expo Teacher Conference!

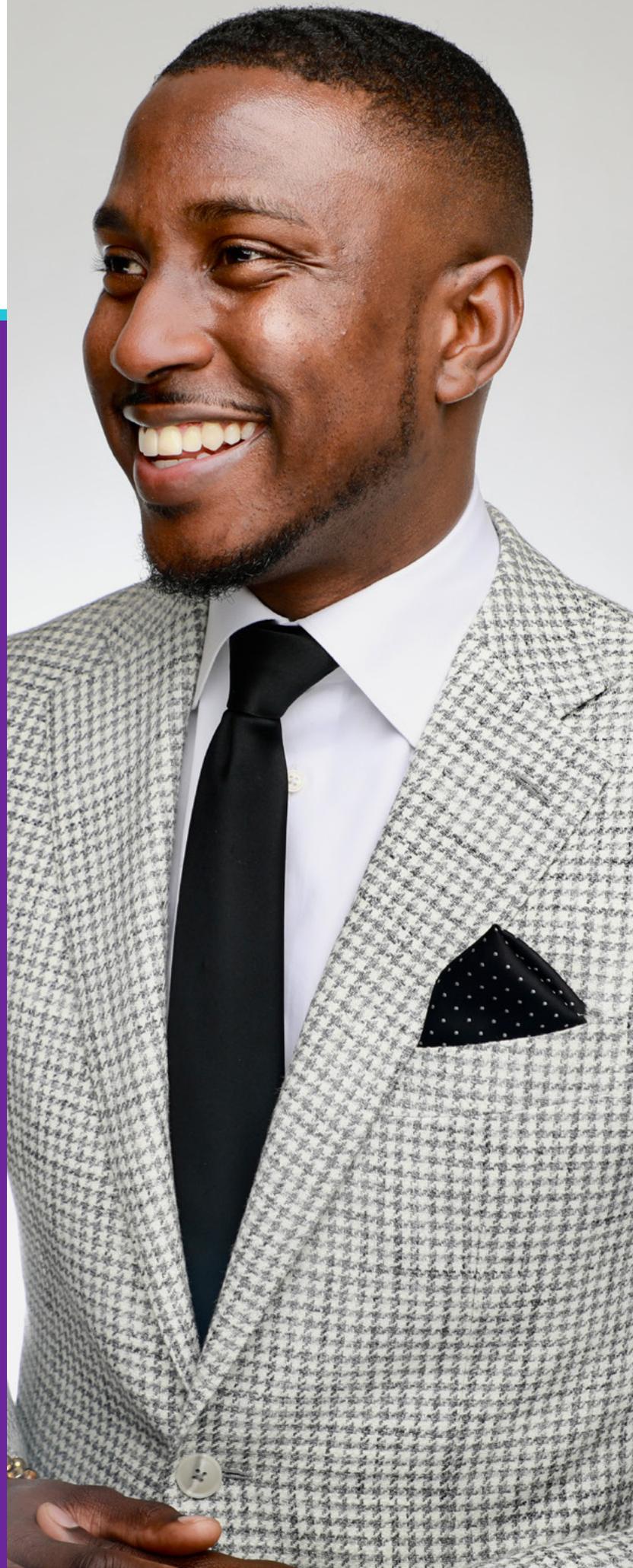
Mr. Bonner ignited M-DCPS teachers at the 2020 and 2021 Virtual Idea Expos with his energizing messages that motivated and inspired us through the challenges of a global pandemic. This year, the electrifying Michael Bonner will join us in-person to share his reflections on how to make lasting impacts on students by embracing new models of education, including communal learning. You do not want to miss this!

Ellen DeGeneres. NBC Nightly News. The Ashton Kutcher Foundation. Time for Kids. SoulPancake. People Magazine. 3M. Lego Education. Discovery Channel for Education. These are just a few of the audiences that have been drawn to the masterful teaching methods of educator, speaker, and author Michael Bonner. An educator at the famed Ron Clark Academy, Michael continues to challenge the normal perception of a classroom for his students as well as his colleagues. His Michael Bonner Foundation has partnered with Lego Education, 3M, Discovery Education, and Powerschool to provide experiences that empower teachers all across the world.

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