

2002

Curriculum Catalog

*Teacher-Developed Projects
and Grant Opportunities*

Grant Applications Inside...see pages 34-41

Care and Share Due October 28, 2002

Team Coaching..... Due November 20, 2002

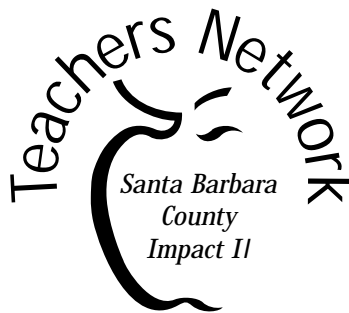
Adapter Due November 20, 2002

Disseminator Due March 5, 2003



What is the Teachers Network?

The Teachers Network is a non-profit education organization that has been working for more than 20 years to support and connect innovative school teachers through grants and networking opportunities in the areas of curriculum, leadership, policy, and new media. This community of educators is linked by 25 affiliates; Santa Barbara is one of five affiliates in California.



Santa Barbara County Teachers Network, a school-business partnership, awards grants to public school teachers for creative teaching ideas. Projects are then shared with educators throughout the county and worldwide via this catalog and local and national websites. This is the eighteenth year of the program in Santa Barbara County.

*Creative teachers . . .
building student success*

A message from the county superintendent of schools

"We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results."

— Herman Melville

For most of us, this past school year started like no other, with a national tragedy of unfathomable proportions. The nature of the terrorist attack was horrific and it drew our country together in ways that strengthened our resolve and bound us to our neighbors and fellow Americans both near and far away. We are a tolerant people but we learned many more details about societies that are not only intolerant, but celebrate hate. It was a hard year, but a proud year, to be an American, and those bedrock values resonated with our students in our classrooms.

Public education played a large role in our healing process and helped many young people through the trauma and confusion of what had occurred. As always, our public schools were the glue that helped bind all of us together and helped point the way to a better future. We learned to appreciate even more the role that is played when a country's education system is open and free to all, unrestricted by a particular religious constraint. We were hurting, but we were proud, and it was classroom teachers and those who support them that helped demonstrate our nation's strengths.

I salute you all for the role you played, in ways both large and small, through these challenging times. And I look forward to our continued work together on behalf of the county's students and districts.

We hope that this catalog can serve as a catalyst for helping this occur. We know the critical need for

balance for all children to succeed — academically, socially, and emotionally. We also know the power of partnerships and networking to help bring that about.

The Teachers Network plays an exceptionally powerful role in this regard. It takes meaningful and successful classroom projects and enables them to multiply and thrive countywide, spanning district lines and grade levels. The Teachers Network also uses local and national websites and web mentors as resources for teachers seeking to expand their knowledge and experience. In doing so, it helps reduce classroom isolation and provides support and assistance to all teachers.

Through the Teachers Network, the county's business community can find a focused way to support classroom efforts and expand what is excellent in our schools. We are grateful for their backing, and for their foresight in providing this foundation.

Mostly, I'd like to offer a special thanks to our inspiring teachers who make a difference every single day in the lives of the next generation of leaders and workers. Your work is immortal and your community is grateful.



Bill Cirone

Bill Cirone

The Teachers Network

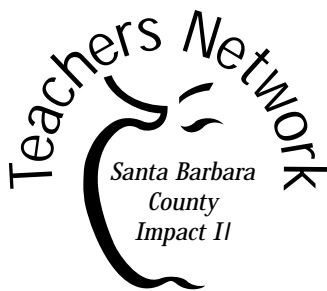
Calendar 2002-2003

- ★ **Wednesday, October 9** *Curriculum Fair and Dinner*
- ★ **Monday, October 28** Deadline: Care and Share Application
- ★ **Wednesday, November 20** Deadline: Team Coaching Application
- ★ **Wednesday, November 20** Deadline: Adapter Application
- ★ **Wednesday, February 5** *Grant Recognition Dinner*
- ★ **Friday, February 21** Deadline: Teacher of the Year Application
- ★ **Wednesday, March 5** Deadline: Disseminator Application
- ★ **Friday, March 14** Deadline: Crystal Apple Nomination
- ★ **Wednesday, May 7** *Education Celebration*



Need more information?

*Order curriculum packets, send applications, and
direct questions to:*



Carol Gregor, Director
Teacher Programs
Santa Barbara County Education Office
P.O. Box 6307
Santa Barbara, CA 93160-6307
Phone: (805) 964-4711 ext. 5281
FAX: (805) 964-2641
E-mail: cgregor@sbceo.org
www.sbceo.org/~impact2/

Teachers Network Policy Institute

The Teachers Network Policy Institute (TNPI) was established to improve student achievement by bringing the teacher's voice to education policymaking. MetLife Fellows from sites across the country conduct action research projects and prepare reports documenting their findings. They are now disseminating their work and taking action to implement their policy recommendations. They also read and discuss shared journal articles, research educational policy issues and prepare policy papers.

In 2001-2002, seven MetLife Fellows from Santa Barbara County focused on issues affecting the teaching profession in our county and beyond in these areas:

- attracting and retaining quality teachers.
- finding time for professional learning through collaboration and collegial work.
- providing opportunities for high-quality professional development based on classroom practice.
- identifying effective teaching practices that contribute to increased student achievement.

The fellows serve on local and state committees, meet with legislators, and submit articles for publishing. They also work on professional development issues with a task force from the Center for the Future of Teaching and Learning. Their goal is to use their classroom-based action research and their teacher's voice to influence policy for improved student learning. For more information, visit www.teachersnetwork.org/TNPI/.

2001-2002 TNPI MetLife Fellows

Tory Babcock	Santa Ynez Valley High School	Santa Ynez Valley Union HS District
Sandra Bravo	Mary Buren School	Guadalupe Union School District
Leslie Gravitz	Main School	Carpinteria Unified School District
Harriet Levine	Foothill and Mountain View Schools	Goleta Union School District
Chris Mullin	Santa Ynez Valley High School	Santa Ynez Valley Union HS District
Linda Wiezorek	Lompoc Unified School District	Lompoc Unified School District
Jerry Swanitz*	Santa Ynez Valley High School	Santa Ynez Valley Union HS District

* *Advisory Fellow*

The TeachNet Project

The TeachNet Project aims to improve student learning and achievement by addressing the technical, practical, and pedagogical issues surrounding the integration of the web in classroom instruction. TeachNet provides training, grants, networking, and resource sharing to teachers at seven of the Teachers Network affiliate sites worldwide. The process uses the Internet and digital learning to honor teachers as each other's most trusted source of improvement. Technology-integrated curriculum projects are published on the local and national Teachers Network websites as online databases, and teachers are encouraged to use and adapt the projects. This is Santa Barbara County's second year of participation in this project.

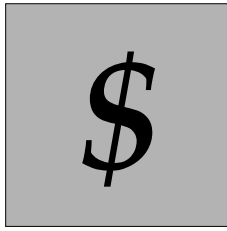
During 2001-2002, six teachers served as TeachNet Mentors for Santa Barbara County. Most are also county technology mentors, with high levels of expertise in educational technology. The project's co-directors are also county technology mentors, working through the Santa Barbara County Education Office Instructional Technology Program to support the TeachNet Project. To view these projects online, visit the National TeachNet Project website: <http://www.teachersnetwork.org/TeachNet>.

TeachNet Project Technology Mentors

Buzz Eyler, Co-Coordinator	Orcutt Union School District	Orcutt Union School District
Tracy Sturgell, Co-Coordinator	Santa Maria-Bonita District	Santa Maria-Bonita School District
Tino Aleman	Mary Buren School	Guadalupe Union School District
Jeff Foote	McKenzie Junior High School	Guadalupe Union School District
Martha McIntyre	Aliso School	Carpinteria Unified School District
Jessica Rivera	Ida Redmond Taylor School	Santa Maria-Bonita School District
Tracee Sudyka	Nightingale School	Orcutt Union School District
Kelly Van Allen	Pine Grove School	Orcutt Union School District



The New Teacher Project, having successfully published the New Teachers Handbook, also provides teacher support through New Teachers On-Line (NTOL), a project geared towards guiding teachers through their first challenging years of day-to-day teaching. It complements the work featured in the handbook and provides assistance for beginning teachers in the following categories: Talk With Teachers; Curriculum Connection; How-to; and Resources. To see the project in action, visit the national Teachers Network website: <http://www.teachersnetwork.org/ntol/>.



Grants for Teachers

Care and Share Up to \$1,000 per project.

Due: 10/28/02

Philanthropy *n.* 1. Love of mankind, shown by practical kindness and helpfulness to humanity. 2. A thing that benefits humanity: gifts of self, time, or money to others in need.

Care and Share was developed through a partnership between the Santa Barbara Foundation and The Teachers Network, which is under the auspices of the Santa Barbara County Education Office. The Foundation provides funding to launch up to fifteen grants with a maximum of \$1,000 each, to K-12 public school teachers and classrooms.

Projects must:

- develop an understanding and appreciation of philanthropy and community service;
- cultivate an ethic of giving;
- provide youth with philanthropic learning experiences that enable them to realize their own power to make a difference in the community through the simple act of giving.

Teachers who have received the award previously may reapply; new applicants may either adapt past projects for their own classroom or propose new projects. Awards are made in mid-December, and projects may begin thereafter.

Application on pages 34-35



Team Coaching \$750-\$1,500 per project.

Due: 11/20/02

These **development grants** are awarded to teacher teams to work collaboratively to implement an innovative, “best practice” instructional strategy to improve their students’ achievement. The team collects samples of student work and/or other data, at the classroom level, to validate the instructional strategy as a “best practice.” One teacher is designated as Coach, who leads and facilitates the work of a 1- to 4-member team. The Coach receives \$500, and each Team Member receives \$250, to be used to implement the project: for instructional materials, release time for planning and observation, etc.

Instructional strategies focus on the *process and activities* teachers use to deliver curriculum to their students, **not** on the content of the lesson. Instructional strategies may be specific for a particular curricular program, published program, or more universal in their application. Examples: an effective strategy to teach vocabulary or math concepts; or a strategy encouraging all students to share information. The success of the strategy is based on improved student achievement on team-selected assessment measures or other data collected.

Application on pages 36-37



Grants, continued

Adapter \$300-\$1,200.

Due: 11/20/02

These are **development grants** for projects that modify existing Teachers Network Disseminator projects to meet your students' needs. \$300 per person (up to \$1,200 for team grants) is awarded to grant recipients. Curriculum packets from previously published projects (1985-2002) are available from the County Education Office, and may be requested by calling (805) 964-4711 x5281. A listing of these projects, by content area, is available online at www.sbceo.org/~impact2.

Applicants are requested to contact the Disseminator whose project they are adapting via mail, e-mail, phone, or in person at the fall Curriculum Fair on October 9, 2002. **If funded**, they must implement the proposal and write a brief evaluation.

Application on pages 38-39



Disseminator \$500-\$2,000.

Due: 3/5/03

These are awards for creative, personally-developed, **classroom-tested projects**. Best-practice units must be innovative for grade level, content area or specialization. \$500 per person (up to \$2,000 for team grants) is awarded to grant recipients.

If funded, grant recipients will be required to: 1) prepare a curriculum packet describing the project, including samples and other tips about using the unit; 2) prepare a display for the spring Education Celebration and the fall Curriculum Fair; and 3) assist teachers who want to adapt the project.

Application on pages 40-41



Adapter, Disseminator, and Team Coaching grants are funded by business and other community partners (see back cover of catalog for a complete list). One of these partners, an anonymous donor, funds the John Greenleaf Whittier Awards for Character Education. These projects must integrate into the curriculum three or more of the following American core values: honesty, respect, responsibility, justice, courage, politeness, tolerance, sportsmanship. After applications have been selected for funding by the Advisory Council, those that have completed the special section on Character Education are submitted to the funder for approval. **To apply, please complete Part D on the Adapter application (page 39) or Part F on the Disseminator application (page 41).**



Apply for a Grant

Who is eligible?

- Any **public** school teacher or other non-management certificated employee in grades K-12 in any subject or specialization may apply for Care and Share, Team Coaching, Adapter and Disseminator grants. Administrators may be involved in team grants, but not as funded members.

How do I apply?

- **All grant applications are printed on the colored pages at the back of this catalog.** Descriptions of each grant are listed on pages 8-9.
- Carefully read and follow all instructions on the application.
- Prepare your application, following the format shown on the application; obtain all required signatures, and send to the following address:



Carol Gregor, Director
Teacher Programs
Santa Barbara County Education Office
P.O. Box 6307
Santa Barbara, CA 93160-6307
Phone (805) 964-4711 x5281; FAX (805) 964-4712

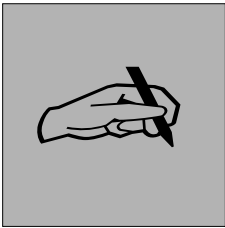
- **Please note: applications *must be in our office or postmarked* by the deadline!**
- **FAXes of your final application are not accepted. An original hard copy is required.**
- **Late applications or those not meeting the length/font/margins requirements will NOT be considered for funding.**

How are grants selected?

- The Teachers Network Advisory Council—made up of teachers, administrators, business partners, PTA and school board representatives—reads all applications, *which have been edited to delete identifying information*. Applicants are notified approximately two weeks after the deadline. A list of current Advisory Council members (as of 7/1/02) is shown on the last page of this catalog.

Curriculum Packets Available

- Expanded curriculum packets from each project published in this catalog, and all prior IMPACT II Curriculum Catalogs, are available by contacting us at the County Education Office; see  above.



Be Successful!

Tips for preparing a winning application

1. **Follow directions.** Carefully read and follow *all directions* on the application format. Include all of the requested information and signatures; follow all font/margin/spacing requirements.
2. **Use action verbs.** Use strong action verbs that enable the reader to visualize your project.
3. **Avoid jargon.** Do not use unnecessary jargon or “edu-speak.” Some members of the Advisory Council are not educators; they should be able to understand your project.
4. **Use a reasonably short, catchy title.**
5. **Proofread.** Don’t rely strictly on spell-check. Human eyes are much more discriminating when it comes to catching grammatical, spelling, and punctuation errors. Grant readers appreciate well-proofed applications that are easy to read and free of typos.
6. **Have others review your application.** It’s a good idea to have both an educator and a non-educator review your proposal for clarity and editing. Prior to the grant deadline, we encourage you to send us your drafts; fax or send us your draft application and we will comment on and return it ASAP.
7. **Make a copy of your application for your records before sending it!**
8. **Meet the deadline!** Be sure your final application arrives in our office or is postmarked *on or before the deadline*. Faxing your application on the deadline is not accepted. **LATE APPLICATIONS WILL NOT BE CONSIDERED FOR FUNDING!** (For a list of all deadlines, see page 12, or Calendar on inside back cover.)



Need a sample?



Contact us for a sample from a funded application!

Rebecca Fagan Coulter, Teacher Programs

Phone: (805) 964-4711 x5277; E-mail: impact2@sbceo.org

2001-2002

Award-winning Projects

The Teachers Network funds two types of grants:

- Development Projects:

2001-2002 **Care and Share**, **Team Coaching** and **Adapter** grants, featured on pages 13 to 16, were funded to try out new projects. They were awarded at the Grant Recognition Dinner last February, and implemented during the 2001-2002 school year.

- Classroom-tested Projects:

2002 **Disseminator** Grants were awarded at the Education Celebration last May. These projects, featured on pages 18 to 32, are classroom-tested and ready to be adapted! Detailed curriculum packets are available by contacting the County Education Office (see page 43).



Applications for 2002-2003 Teachers Network grants can be found on the following pages:

<u>Application</u>	<u>Page</u>	<u>Deadline</u>
Care and Share	34-35	October 28, 2002
Team Coaching	36-37	November 20, 2002
Adapter	38-39	November 20, 2002
Disseminator	40-41	March 5, 2003

Descriptions of each type of grant, as well as general application guidelines, are shown on pages 8-9. We are happy to read and comment on drafts of your application; please call us for more information: (805) 964-4711 ext. 5281.

2001-2002

Care and Share Grants

Please see page 8 for a description of this grant, and information about how to apply.

* Indicates second year of funding awarded to project.

Aliso Lions Club—Kids Helping Kids *

Laurie Bryant

Aliso, Carpinteria Unified

Aliso students create a handbook that includes playground games adapted for students with disabilities. It is then used daily at school and shared with other area schools, then posted on the World Wide Web for a larger audience.

A Bridge Toward the Future *

Roberta Hough

May Grisham, Orcutt Union

Fifth graders help develop the new preschool on their site; they become friends with the four-year-olds, help beautify the grounds, and create a photo essay to raise public awareness of the new preschool.

The Care Project *

Lori Hansford-Anderson

El Camino Middle, Lompoc Unified

Sixth, seventh and eighth graders connect to the elder community by visiting convalescent centers, holding a clothing sale and a canned-food drive. Students learn how they can make a difference in the world, regardless of their personal circumstances.

Caring for our Community *

Kristi Morris

Goleta Valley Junior High, Santa Barbara High

Eighth grade leadership students form a lunchtime community service club, introducing other students to service and assistance organizations. Students visit a retirement home, make cards for the Dream Foundation, fill holiday bags for Direct Relief International, and sponsor a penny drive.

Hands Across America

Diona Durham, Bonnie Nyenhuis, Heidi Schneider

Olga Reed, Los Alamos (and SBCEO)

Students design and create a quilt with their handprints for students in New York City schools. Students also write poems, letters, and essays to express thoughts and ideas about America.

Joining Our Senior Citizens *

Leslie Gravitz

Main, Carpinteria Unified

Third-graders and senior citizens explore ways to express their wishes for the world, through poetry and the visual arts. The poetry and accompanying artwork is then displayed in storefronts and businesses in downtown Carpinteria.

The Leadership Club

Jay Fortman and Mary Post

Foothill, Goleta Union

In this leadership club, at-risk students participate in three service learning projects: Character Counts training to primary students; assessing need and collecting food baskets for distribution to needy families; and holding a barbecue to collect donations for a chosen charity.

Sowing the Seeds of Kindness *

Liz Hillery and Susan Roth

Lompoc Valley Middle, Lompoc Unified

At-risk middle school students plant flower gardens throughout the school, then help a group of elementary special education students start their own flower garden. Using this theme, students learn that they can succeed academically as well as behaviorally.

Students Adopt-a-Street *

Andy Barton, Therese Brady, Sue Nolan

Ontiveros, Santa Maria-Bonita

Fourth, fifth and sixth-grade students work each Friday afternoon at school and on the surrounding streets to keep them free of litter. Through this project, students experience first-hand the joy of taking responsibility for making the community a better place.

Tiger Country

Jody Miles

Adams, Santa Barbara

Students visit outside garden resources (SBCC), design landscape, help install and maintain a garden and pathway in front of their school, giving of themselves for a safer, more beautiful school for all.

Team Coaching Grants

Please see page 8 for more information about applying for this grant.

Diversity Awareness Days

Goleta Valley Junior High, Santa Barbara High

Coach: Michele Britton

Team: Marie Andreasen, Kristi Morris, Carol Soltysik

Business Partner: Tenet Healthcare Corporation

After a rise in hate crimes and bias-motivated incidents on their campus, this cross-curricular team wanted to integrate tolerance, respect, and diversity awareness into regular classroom curriculum. Holocaust education is the theme, but it also includes other activities promoting respect, tolerance, and cooperation.

The Language Connection

El Camino Middle, Lompoc Unified

Coach: Kristin Lewis

Team: Chelsae Battles

Business Partner: Lockheed Martin Space Systems

This strategy brings vocabulary lessons into the math classroom, where this team found conventional strategies lacking. Students write definitions and examples of math vocabulary, culminating in a complete dictionary by year's end. Improving language skills across the curriculum strengthens student performance as well as confidence.

Music, Movement, and More

Taylor, Santa Maria-Bonita

Coach: Kristin Burke

Team: Priscilla Alquist, Jaimie Paramore, Jessica Rivera, Sally Woelper

Business Partners: Santa Barbara Teachers Federal Credit Union; Kendall & Lloyd Mills; Indigo Systems

Taylor School students are bused from six other sites; this project helps create a sense of community by integrating the arts into early childhood curriculum. Weekly singing and movement events, use of rhythmic, artistic, and musical strategies increase interest in lessons, and cross-age groupings encourage fine arts development. The year ends with a school-wide student performance.

Using Thinking Maps to Improve Reading and Writing

El Camino Middle, Lompoc Unified

Coach: Jane DeWees

Team: Gail Meehan, Carol Norrander, Leah Olsson
Business Partners: Air Force Association, Goddard Chapter; Lompoc Federation of Teachers; Raytheon

These middle school teachers wanted to improve their students' reading, comprehension, and writing skills in order to improve API scores. This strategy uses maps in activities across the curriculum. Thinking Maps are taught throughout the district, but these teachers use it daily as a way to reach students in all subject areas.

Using Writing Workshop to Improve Communication, Leadership, and Social Responsibility

El Camino Middle, Lompoc Unified

Coach: Gail Meehan

Team: Dan Turner

Business Partner: Vandenberg Federal Credit Union

Middle school students practice communication, leadership, and social responsibility skills in a multi-grade structured environment. Twice weekly, process writing, community building, oral communication, and positive feedback are explored in workshop, then brought back to classrooms. The Writers' Workshop model has been used extensively; this strategy is modeled on the Challenger Program.

Adapter Grants

Please see page 9 for more information about applying for this grant.

Clamor About Grammar

Vera Lyons and Janis Smith

Aliso, Carpinteria Unified

Disseminator: Diana Van Winkle

Business Partner: Sawaske Landscape; All-Around Irrigation

This adaptation teaches English learners to create individual binders of poetry and artwork about parts of speech. Students take ownership of the work, and are more likely to remember visual and creative clues. Students keep the binders, to be used as a reference for years to come.

The Everchanging Planet Earth

Felicia Roggero

Hollister, Goleta Union

Disseminator: Joanne Thompson

Business Partner: GTE California

This student-driven research project builds on Joanne Thompson's *The Power to Choose*. Fourth grade GATE students create Powerpoint presentations on previously-covered geology topics, then conduct research, create written and PowerPoint presentations, and present them to the class. By self-selecting topics, students take ownership and gain motivation to create interesting presentations.

This Land is Your Land

Kim Nodal

Mary Buren, Guadalupe Union

Disseminator: Carol Gregor

Business Partner: Bonita Packing Company

Fifth grade students are involved in visioning, planning, and implementation of a wetland preservation project near school. They brainstorm ideas, make sketches, and draw a map to scale of the area. By working with the preserve's designer, they learn that their ideas have merit, and that community input is an important part of civic planning.

Picture Perfect Words

Kim Nodal

Mary Buren, Guadalupe Union

Disseminator: Emily Abello

Business Partner: Los Padres Bank

Fifth graders increase their understanding of English vocabulary, creating mental pictures to represent vocabulary words. They write the word and sketch a mental picture in vocabulary journals, making a direct connection to the word and increasing the likelihood of remembering it.

Our World

Cathy DeLaurentis, Diona Durham, Jan

Hermann, Ann LeMay

Olga Reed, Los Alamos (SBCEO)

Disseminator: Ann Carlyle, Colleen Million, Barbara Schindler

Business Partner: Exxon; Martin and Barbara Hallum

To understand the world beyond their small town, students explore the seven continents' geography, culture and people, comparing their own lives with the work, lifestyles and beliefs of others. They learn that our nation is culturally diverse, and that recent world events have affected us all.

RAH! Reading At Home

Jacque Volpi

Goleta Valley Junior High, Santa Barbara High

Disseminator: Emily Abello

Business Partner: ABC-CLIO

Junior high Reading for Success students avoid the embarrassment of checking out low-level books at the library by taking home book bags containing high-interest, low-level books in a variety of genres. Parents also share these books, developing the importance of reading and its impact on education.

(Continued on next page)

2002

Adapter Grants (continued)

Please see page 9 for more information about how to apply for this grant.

Wonderful World of Primary Poets

Donna Beal

Joe Nightingale, Orcutt Union

Disseminator: Anita Cruse

Business Partner: Mid-State Bank

This project builds students' appreciation of language by introducing them to poems written by other students, which then leads to writing their own. As they generate ideas, students develop their reading, writing, speaking and listening skills. They compose a shared-writing poem with the entire class, then advance to composing their own work orally, and finally writing it on large paper, embellished with illustrations. A class poetry reading is the culminating activity celebrating each child's creation.

2002





Disseminator Grants

The Disseminator projects described on the following pages will be featured at the **Curriculum Fair** on October 9, 2002 (see below). All teachers are invited to attend this event free of charge—look for the invitation in your school mailbox!

Looking for new ideas?

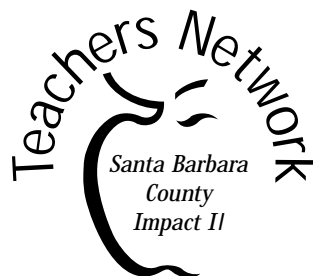
Come to the Teachers Network

Curriculum Fair and Dinner!

-  See project displays from last year's award-winning Disseminator and Care and Share grants.
-  Order Disseminator curriculum packets so you can adapt the projects for *your* classroom.
-  Fire up your imagination! Learn more about how to apply for Teachers Network grants: Care and Share, Adapter, Team Coaching, and Disseminator.
-  Network with other teachers and have dinner courtesy of our business partners—it's FREE for all teachers and student teachers!

Wednesday, October 9

Watch your school mailbox or see your Teachers Network liaison for details!



Ancient Civilizations Farmers' Market

Tina McEnroe and Bruce Robertson

Grades 5-6: English/Language Arts, Mathematics, Social Science, Visual/Performing Arts

Business Partners: El Rancho Market; and Dale and Vicki Schumacher

How It Works

In this interdisciplinary project, students understand the effect of ancient civilizations on the world as they research the history of foods indigenous to ancient Mesopotamia, Egypt, Kush, Persia, China, Greece, Rome, and Mayan Yucatan. Students choose one food from an Internet-prepared list to research. Each student begins researching their food product during language arts class, which includes a prescriptive writing journal. Students then search for a recipe on the Internet. In math class, they learn how fractions are used in recipes, which they later cook at home for the Market. With their parents' help, students create an interesting bottle and label summarizing the history of their food. They draw large murals of pyramids, Greek columns, obelisks, a coliseum, warriors and chariots for the school auditorium. They also design and send invitations to their parents and community for the Ancient Civilizations Farmers' Market. On Market day, students give oral presentations using their prepared bottles, and proudly showcase their reports, bottles, and cooked recipes in taster cups for all to sample at colorful booths at the Farmers' Market.



Why It Works

This project addresses California Content Standards in English/Language Arts, Social Studies, Math and Visual Arts. Research papers and journals are assessed using a grading rubric; in math, students are tested on their ability to convert a recipe to feed a specified number of guests. Student evaluations show the true success of this project: "The best part of this project was that we had to cook the food we researched. The Farmers' Market

was a very good idea and it gave us the motivation to learn."

The Students

2001-2002: nineteen fifth and sixth graders, including English language learners and resource students, participated in this project.

What You Need

Internet and library access, a word processing program, a venue to hold the Farmers' Market,

parental support, journals, glass bottles, and art supplies are needed to implement this project. A field trip to local farmers' markets would be an added bonus.

Adaptation Tips

This project could be adapted to a specific Social Studies curriculum for any grade level. Research could be done entirely in a library, and papers written by hand if computers were not available; foods could

be presented and sampled in a classroom setting versus an elaborate community farmers' market.

The Staff

Tina has been a reading specialist since 1989 and a special education teacher for the past five years. She is the director/teacher of Vista's summer school and community outreach programs. Bruce has taught grades K-8 for the past six years, including Spanish, Math, English/Language Arts and Social Science. He serves as the school's Latino community advocate and interpreter.

More Information: Tina McEnroe and Bruce Robertson • Vista De Las Cruces School • Vista del Mar School District • 9467 San Julian Road, Gaviota, CA 93117 • (805) 686-1880 • mcenroe@silcom.com; brucer@sbceo.org

Feathered Giant of the Sky

Therese Brady and Linda Lopez Corley

Grades 4-12: English/Language Arts, Mathematics, Science, Technology

Business Partner: Lockheed Martin Space Systems

How It Works

Feathered Giant of the Sky: California Condor is an integrated unit in which fifth graders become experts about their school's mascot, then share their knowledge by holding a Condor Fair.

To begin, students are told they will become "condor experts." The class makes a K-W-L chart to find out what they already know and what they want to learn. Then, a State Park ranger comes to show a slide presentation and teach about condors and turkey vultures. Students do a "science-as-inquiry" activity: they think of a research question about the condor, then write and illustrate an expository paragraph to show their findings. Also, the students read *Condor's Egg* by Jonathan London and James Chaffee to all classes in the school. Next, students design a curriculum packet for teachers to use with their students, which includes crossword puzzles, mazes, coloring sheets, wordsearch and a fact-filled paragraph about condors. Last is the Condor Fair to educate other students about condors. The idea for this project was inspired by a desire to create a science-based unit to motivate students and include California Content Standards-based activities.

Why It Works

This project works because it addresses the following California Content Standards: Science: science as inquiry; Language Arts: expository writing, reading comprehension; Social Science: multicultural perspectives; Math: statistics and data analysis; Visual Arts: drawing and painting; Technology: using the Internet for information.

Students are assessed using a four-point rubric for their posters based on the science-as-inquiry project, and on their level

of project participation. The K-W-L chart is used to compare what they knew before and after the unit. A quiz is given at the end of the unit to assess what they have learned about the condor. One hundred percent of the students increased their knowledge about condor habitats, why they are endangered, their role in the ecosystem, and why it is important to protect them. One hundred percent were highly motivated to participate in every activity of this project.

The Students

Sixty-two fifth graders, including English learners, GATE, special and regular education students participated.

What You Need

Materials needed are computers with Internet access, books and videos about condors, and art supplies. State Parks or Audubon Society volunteers should also be invited to speak to the class.

Adaptation Tips

Any class can adapt this project using their school mascot or an endangered species. Also, students might research different endangered animals then hold a schoolwide fair to showcase them all.

The Staff

Therese has taught grades 2-4 for eight years. She is a SCWriP fellow, and was the 2002 Santa Barbara County Teacher of the Year. Linda has taught grades 3-5 for 15 years. She has been a district fine arts mentor, and last year she completed her CTAP technology certification.



More Information: Therese Brady and Linda Lopez Corley • Ontiveros School • Santa Maria-Bonita School District • 930 West Rancho Verde Road, Santa Maria, CA 93458 • (805) 361-7680 • tbrady@smbds.k12.ca.us; lcorley@smbds.k12.ca.us .

Fun With Faces

Vera Lyons and Janis Smith

Grades 3-6: English/Language Arts, Technology, Visual/Performing Arts

Business Partner: Raytheon

How It Works

Fun with Faces integrates visual arts, language arts, and technology as students research, compare, and contrast great works of art. Then, using technology graphics and writing tools, they create their own masterpiece portfolios emulating the works of three great artists.

Students first learn to copy/paste on the computer, use e-mail and a Paint program. They also access Internet sites to obtain examples of portraits by the three featured artists. They learn specific art vocabulary and practice using it when comparing and contrasting works of art.

Students observe three examples of portraits:

“Washington” by Gilbert Stuart, “Mona Lisa” by Leonardo da Vinci, and “Portrait De Femme” by Pablo Picasso. They compare and contrast these portraits, and collect other portraits by these artists. Students create masterpieces of their own to represent each of the artists: for Stuart, they draw a portrait on a dollar bill template; for DaVinci, they use a Paint program to complete an outline of the Mona Lisa; and for Picasso, students alter digital photos of themselves using the Goo program. The culminating portfolio is both fun and stimulating!

Why It Works

Several state standards for Visual Arts and English/Language Arts are addressed in this project, as well as National Educational Technology Standards. Students become familiar with great works of art, are able to discuss them using appropriate art terms, and improve their drawing techniques as a result of this project. Students are assessed using a rubric created for this unit. Our

students and their parents have been amazed at the skills, knowledge, and understanding that have developed as a result of this project.

The Students

2001-2002: forty third graders participated in this project, including Resource, English Language Learners, educationally disadvantaged and Gifted students.

What You Need

Internet access, a Paint program, Goo or similar morphing software, and specific artworks listed (available on the Internet) are needed. Information about the artists and templates for student projects are included in the curriculum packet.

Adaptation Tips

This project could also be adapted for use with other artists and genres. Without Internet access, information could be provided by the teacher with computer printouts, or “web-whacked” sites on the class computers.



The Staff

Janis has been a teacher (grades 2-5) at Aliso School for 27 years. She is a Carpinteria Teacher of the Year, and she is coordinator for Computers for Families at Aliso. Vera has taught at Aliso (grades 2-4) for 35 years. She has been the district Grade 3 chairperson for 4 years, and is actively involved with music and drama at Aliso.

More Information: Vera Lyons and Janis Smith • Aliso School • Carpinteria Unified School District • 4545 Carpinteria Avenue, Carpinteria, CA 93013 • (805) 684-4539 • veralyons@aol.com; smithlite2@yahoo.com

The Grand Mini-Museum

Linda Lopez Corley

Grades 4-8: Mathematics, Social Science, Technology, Fine Arts

Business Partner: James and Carol Herbert

How It Works

The Grand Mini Museum is an integrated unit based on the series of books *Getting to Know the World's Greatest Artists* by Mike Venezia. The life stories and work of artists inspire students to create three dimensional mini-museums and visitors' brochures. Students use technology in two ways: Internet research for artist biographies, and by using publishing software Print Shop for their brochures.

Throughout the year we read about famous artists using Venezia's books. Students learn chronology and produce art imitating a particular style. They choose their favorite artist for a 3-D mini-museum and visitor's brochure. They begin by taking an Internet fieldtrip through an art museum. Afterward, students create their own! They conduct research on their artist from two websites, then compare them for accuracy, and look for and print thumbnail size art for their mini-museum. Students note interesting facts, chronology of the artist's life, and key words. Finally, they evaluate each website. Students use worksheets to collect information, then make a museum brochure using Print Shop. For the final phase of the project they design a floor plan of the museum and create it to scale given a box and rulers. As a finale, each student gives an oral presentation at Open House.

Why It Works

This project works because it uses several California State Standards: Language Arts —Reading Comprehension, Writing (research and technology), Writing Applications, Listening and Speaking. Also addressed are Math Standards for Geometry, Measurement and Mathematical Reasoning.

Because this project features real-life scenarios, students make strong improvements in technology, writing and math skills. Evaluations include



standard percentage grading for worksheets, and a four-point rubric for grading the brochure, mini-museum and oral presentation. All the students who participate in this project increase their understanding of desktop publishing software and gain in-depth knowledge of an artist.

The Students

2001-2002: thirty-one students, including GATE, Resource, English learners and regular education students, participated in this project.

What You Need

Needed for this unit are Internet access, boxes, and general art supplies. Books that add to the development of this unit include *Getting to Know the World's Greatest Artists Series* by Mike Venezia, and *Internet Projects* published by McGraw-Hill. Web sites that enhance the unit are www.artchive.com, www.artpostcard.com, www.icom.org/vlmp, <http://artsafari.moma.org/> and www.museumca.org.

Adaptation Tips

3-D museums and brochures on any topic (animals, explorers, early America etc.) could be made. The possibilities are endless for students and teachers with an enthusiasm for hands-on and in-depth learning.

The Staff

Linda has taught grades 3-5 for 15 years. She has been a district mentor teacher in the area of Fine Arts. Last year she completed CTAP certification and enjoys incorporating her love of art with the use of technology.

More Information: Linda Lopez Corley • Ontiveros School • Santa Maria-Bonita School District • 930 West Rancho Verde Road, Santa Maria, CA 93458 • (805) 361-7680 • llcorley@smbd.k12.ca.us

Improvement Week

Leon Lewandowski

Grades K-6: English/Language Arts, Mathematics, Social Science, Science

Business Partner: Hendry Telephone Products

How It Works

Improvement Week encourages students to recognize where they are academically, and take responsibility for their education by improving. For just one week, they no longer focus on grades, or compare themselves to one another. It's wonderfully simple.

Improvement Week was born five years ago when I saw students making significant academic progress with nothing to show for it: although they raised scores from 20% to 50%, the results were both F's on the report card. So, I decided to forget about grades—for just one week—and instead focus on growth and improvement.

Five areas were examined that first year: absences, homework, math, spelling, and tardiness. Each student was given a contract that showed where the student performed the week before. The goal: to improve performance—just do a little better than the week before. Grades were stripped away, replaced by the students' personal goals and their effort. Students were assessed daily and at the program's end, they had a copy of their Improvement Week goals, as I did. This allowed students to become active participants in the process.

At the end of the week, we had a celebration with music and awards. But more importantly, the students learned that improvement was attainable for everyone. Students continued to improve because their experience showed them a light at the end of the tunnel. Some tunnels were very short; others were frighteningly long. But knowing that the light was not out of reach made it less frightening.

The following year I got the community involved. Once again, students focused their efforts on improving for the sake of higher achievement. But they were surprised and proud when, at the end of the week, local merchants awarded them prizes and gift

certificates for their efforts.

Why It Works

Teacher and students decide on improvement areas. Last year, Improvement Week addressed eleven State Standards in mathematics, reading and writing.

This project works because academic *improvement* leads to academic *achievement*. Once a student sees that he or she can improve, that knowledge can never be taken away. Self-esteem improves, and more effort is put forth as students feel a sense of pride in the achievement.

The Students

2001-2002: 400 students, K-5, including English language learners, Migrant, GATE, Resource, and Special Education students, participated in this project.

What You Need

Goal sheets and motivation are all that is needed. However, decorations, treats, and achievement certificates are welcome at the wrap-up celebration. If community support is enlisted, you'll also need materials for thank-you notes.

Adaptation Tips

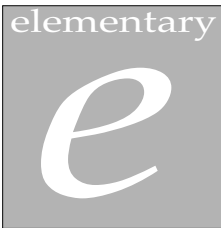
This program can be used at any grade level by any teacher; only the areas of focus need change. Even with no local support or prizes, this project works beautifully; all that's needed is a goal and a teacher willing to acknowledge when it's met.

The Staff

Leon has taught grades 3-4 for five years. He is president of the non-profit Student Improvement Scholarship Fund. He is a Ben & Jerry's "Citizen Cool," and a contributor to the book *Chicken Soup for the Teacher's Soul*.



More Information: Leon Lewandowski • Cleveland School • Santa Barbara School District • 123 Alameda Padre Serra, Santa Barbara, CA 93103 • (805) 963-8873 • lewski711@aol.com



The Kinder Garden Store

Barbara Cronin Hershberg and Trisa White-Ranson

Kindergarten: English/Language Arts, Mathematics, Science, Social Science, Visual Art

Business Partners: United Teaching Profession, Goleta; Willebrand Family Trust

How It Works

Students plant and maintain a garden throughout the school year, which serves to focus a variety of science, math, writing, and art activities. At year-end, students create garden-related merchandise to sell to their parents in a student-run store.

Throughout the year, students use the scientific method as they investigate questions that arise from their experience in the garden. They record observations in science journals and interactive writing. In the spring, a variety of craft projects using natural items (sticks, stones, seedpods, driftwood, etc.) are created in preparation for the store. Students use dimes, nickels, and pennies to learn to count by tens, to count from a given number to 10, and to make simple change.

The day before the store opens, students harvest and bundle herbs and pick other produce. Baked goods are made and packaged. When the store opens, it is completely run by students. Parents are given a price list and a cup of coins when they arrive. We have had 95% participation from our students' families; working parents take time off to come, with siblings and grandparents also joining the fun.

Why It Works

This project is successful because it stems directly from the students' hands-on experience in the garden, and because it provides a venue for students to demonstrate the knowledge and skills they have mastered during the year. A garden is a natural springboard for writing, reading, scientific inquiry, and artistic expression. Because we cannot control the outcome of our efforts in the garden, we are constantly presented with opportunities for authentic, reality-based learning.

By using money in a real-life context, the students are motivated to practice their basic math skills. Social skills are honed as they learn appropriate store behavior. All are motivated because they know they are engaged in something real. Because the teacher has no job during the store operation, it is possible to observe and assess the students' ability to apply their skills in practical ways.

The Students

2001-2002: twenty kindergarten students of varying strengths and abilities participated, including a fully-included special needs student.



What You Need

Outdoor garden space, hand tools, worm bin, magnifiers, seeds, plants, books, standard classroom supplies, coins, and found objects are needed.

Adaptation Tips

This project could be adapted to any grade by using more complex math and science activities, requiring more writing and documentation.

The Staff

Barbara has taught grades K-4 for 13 years. She is a former district science mentor and SCWriP fellow. She serves as a PAR consultant half time. Trisa has taught kindergarten for 13 years. She obtained a grant from the Community Environmental Council to fund the garden development at Foothill School.

More Information: Barbara Cronin Hershberg and Trisa White Ranson • Foothill School • Goleta Union School District • 711 Ribera Drive, Goleta, CA 93111 • (805) 681-1268 • tetrazini@cox.net

Let's Talk!

Denise Gessaro and Cynthia Lara

Grades 3-5: Special Education—English/Language Arts

Business Partner: Exxon

How It Works

Who doesn't like to talk about their friends, family and favorite things? Conversation books—small photo albums containing photos of families, friends and leisure activities—facilitate verbal and social interaction between severely handicapped students with limited verbal skills and their non-handicapped peers. Regular education students from fourth grade and third graders in a classroom for the severely handicapped participate in a scheduled "conversation book project" for eight weeks to begin forming friendships and help students learn to engage in conversation. The books help to initiate conversation and provide a common topic to discuss.

To foster the home-school connection, parents of students in the Severely Handicapped classroom receive a disposable camera to photograph family members, pets, favorite activities, places visited in the community, etc. Teachers develop pictures, place them in small albums and write captions with parents' help. Regular education students, many of them English language learners, are recruited to come twice weekly to practice using the books. They first attend an orientation to meet the students, watch a video and participate in a "how-to" session led by the teachers. We assess our progress using observation, narrative and videotaping midway during the project. After viewing their own videotape, the fourth graders have a chance to discuss what they have learned.

Why It Works

Our activities directly address listening and speaking standards at both the third and fourth grade levels. Third graders focus on being able to respond to questions with appropriate comments and answers, while the fourth graders learn to ask thoughtful questions and

respond to relevant questions with appropriate comments. Students with severe handicaps have a great desire to interact with general education students but communication is often hampered by poor pronunciation, processing delays and limited vocabulary. Our goals are two-fold: to encourage friendships through understanding and acceptance of differences, and to develop useful conversation skills for all students. Participating students are likely to see each other at recess or lunchtime; they now know more about each other, which fosters friendship and acceptance. Our observations demonstrate that both groups improve their listening and conversational turn-taking skills.

The Students

2001-2002: ten severely handicapped students and seven fourth grade students participated in this project.

What You Need

Disposable cameras (which can be shared), small photo albums, and a video camera are needed.

Adaptation Tips

This activity might be especially motivating for beginning English language learners, providing valuable visual cues to help them make language connections more quickly. It could be adapted for any grade level and could be the basis for written language compositions, comparing and contrasting, diagramming, charting, etc.

The Staff

Denise has taught a class for students with severe handicaps for 7 years, with a special interest in autism. Cynthia is a bilingual Speech Pathologist and has worked for 27 years with English Language Learners.



More Information: Denise Gessaro and Cynthia Lara • Adam School • Santa Maria-Bonita School District • 500 West Windsor, Santa Maria, CA 93458 • (805) 361-5700 • mdgessaro@thegrid.net; clara@smbbsd.k12.ca.us

Surfing the 'Net with Authors

Petti Pfau

Grades K-2: English/Language Arts, Mathematics, Science, Social Science, Technology, Visual/Performing Arts

Business Partners: Kendall and Lloyd Mills; Tri-Valley International Reading Association

How It Works

Surfing the 'Net with Authors is an instructionally integrated technology and curriculum project that includes three components: favorite authors, animal studies and early learning experiences with the computer and Internet. This project answers the teaching challenge of how to engage K-2 students in a wider use of computers and the Internet, while learning about identifiable authors and researching animal facts. This unit is grade-level appropriate and heavily embedded with multimedia and hypermedia learning lessons, assignments, projects, experiments, and displays.

Implementation of this year-long project into my first grade classroom is concurrently integrated with language arts and the science/social science standards-based curriculum about animals and their habitats (Polar Regions, Deserts, Forest, Grasslands and Rain Forest). The project begins with an introduction to creative author-illustrator Jan Brett and her body of work, which covers many genres. Her books are multicultural, rich in written, visual, and auditory language, and are perfect for the diverse needs of students and their various learning styles. Students choose a favorite book to be read and discussed by the whole class. In large and small groups, students are introduced to the author's website, and choose an animal for further research. This teaching pattern sets the course for the year. As the year progresses, other authors, their websites and research websites are introduced.

Why It Works

Assignments and projects are carefully aligned to the California Framework and State Content Standards; they include: Language Arts: Literary Response and Analysis, Writing Strategies; Arts



and Drama: Reflective Speaking and Performing; Mathematics: Number Sense and Statistics, Data Analysis, Mathematical Reasoning; Science: Life Sciences; and the NETS Technology Standards.

The Students

2001-2002: sixty first graders with a wide range of abilities and cultural backgrounds successfully participated in this project.

What You Need

Cameras, digital camera and video equipment are helpful but not necessary. This unit can be successfully taught in a one-computer Internet-accessible classroom. Plan ahead for literary and multimedia resources.

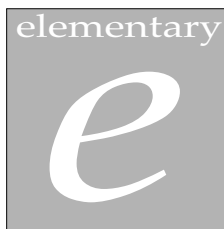
Adaptation Tips

This unit could be adapted to any other grade, academic unit and many authors. Other exceptional authors and websites include: Tomie de Paolo, Eric Carle, Dr Seuss, Janet Stevens, Mark Brown, Judy Blume, Grimm's Fairy Tales, The Magic School Bus, and Scholastic.

The Staff

Petti has taught grades K-8 for 29 years. She is Level III Technology certified. This is her ninth award-winning IMPACT grant.

More Information: Petti Pfau • Solvang School • Solvang School District • 565 Atterdag Road, Solvang, CA 93463 • (805) 688-4810 • pmpfau@hotmail.com



Teaching Grammar with MadLibs

Holly Bosse

Grades 3-6: English/Language Arts

Business Partner: Santa Barbara Bank and Trust

How It Works

This is a year-long project that starts with learning each part of speech in isolation, and culminates in student-made MadLib books that students take with them for the summer. It is a fun integration of grammar skills into the Writers' Workshop Process.

The project begins in September with the instruction of basic parts of speech. Using Ruth Heller's series on parts of speech (e.g. *Many Luscious Lollipops*) is helpful. During Writers' Workshop time, students are encouraged to write colorful, creative stories without the pressure of planning the MadLib. Students receive a Grammar Booklet in which to record parts of speech as they come up in weekly vocabulary lists or in literature. In the lower grades, this might be achieved not in booklet form, but in a Word Wall approach. Create a bulletin board of Noun, Verb, Adjective and Adverb, so that students can look up to it and link their vocabulary knowledge to their writing.

Meanwhile, use MadLibs as time fillers throughout the year. This is a fun, fast way to infuse grammar, vocabulary, and reading strategies into students' daily lives. Encourage referencing the Word Wall or Grammar Booklet for more exciting classroom MadLibs. This introduces students to the MadLib format, and develops a heightened awareness of vocabulary and grammar.

Why It Works

This project addresses the requirements found under the Written and Oral English/Language Conventions Standard for all grade levels. Specifically, Standards 1.1, 1.2, and 1.3 focus on sentence structure, grammar, and punctuation. There are many opportunities for assessment in this project.



For example, students practice using context clues strategies during the MadLib activity time. Levels of comprehension are evident from the laughs when words do not make sense in context. It can be a very humorous teaching experience to show context clues through these nonsensical words. Finally, teachers can assess a student's understanding of verb, noun, adjective, pronoun and adverb through the writing process and in the final MadLib product. The benefit of this project is that it culminates in June, and students take home a 20- to 30-page MadLibs book generated by their fellow classmates for use during the summer.

The Students

1998-2002: third, fourth and sixth graders, including English learners, Migrant, GATE, and Resource students, participated in this project.

What You Need

MadLibs books, Ruth Heller series (helpful), paper, pencils, and duplicating capabilities are needed to implement this project.

Adaptation Tips

Students could make genre books of their own Writers' Workshop creations. Making MadLibs interactive with a computer program would be fun, too.

The Staff

Holly has taught grades 3-6 for five years. She is a Tri-County Math Fellow, Level II Technology Proficient, and participates in the Computers for Families program. She completed her Masters degree in Educational Administration in June 2002.

More Information: Holly Bosse • La Patera School • Goleta Union School District • 555 La Patera Road, Goleta, CA 93117 • (805) 681-1280 • teambosse@cs.com

Touchdown in the States

Marianne Slaght and Karen Zarling

Grade 5: English/Language Arts, History/Social Science, Mathematics

Business Partner: Exxon

How It Works

Touchdown in the States is an interdisciplinary unit that tracks the teams of the NFL as they travel from state to state competing against each other. It integrates U.S. geography, math (statistics, probability, graphing), language (listening, speaking, writing), and reading (vocabulary, comprehension, research). Students begin by choosing an NFL team and researching its home state: capital city, geographic region, major river, landform, or landmark. Following each week's games, the visiting teams interview the home teams about their state, strengthening both listening and speaking skills. An ongoing graph compares current win/loss records with past year's results. To make the watching more meaningful, students learn the main points of the game of football.

Students practice reading charts and graphs from newspaper scores, weather charts for the high/low temperatures on game day in the host cities, and distance traveled for each visiting team.

Each week, students fill in a study guide as they read about the game of football and define vocabulary words. To practice and reinforce these terms, students complete a crossword puzzle and play vocabulary bingo.

A pre-SuperBowl party celebrates the end of the season. On the Friday before the game, students dress in "football fan" attire, snack on their favorite foods, and watch an NFL blooper and greatest hits video.

Student learning is assessed through teacher observation, written tests on the game and vocabulary, a sports-writing assignment, and the completion of their folder.



Why It Works

This project evolved from one teacher's love of the game, and the notion that the spectator component of competition sports can be a motivating force for children to learn geography. Student improvement in state location is clearly evident at the conclusion of this project.

The Students

2001-2002: sixty fifth graders of varying achievement levels, including Resource students and English learners, successfully participated in this project.

What You Need

Worksheets and a folder for each student, an NFL season schedule (printable from www.nfl.com), map labeled with teams, poster of a football field labeled with positions, NFL scores and weather section of newspapers each week, research materials (state books, encyclopedias, Internet), and copies of *The Illustrated Rules of Football* by R.L. "Buddy Patey are required to implement this project.

Adaptation Tips

This unit can be easily adapted to other sports for the fifth grade level. Fourth graders might focus only on California teams.

The Staff

Karen has taught grades 1-6 for eight years. She has a BCLAD credential, is an English Language Facilitator, and an avid football fan! Marianne has taught grades 4-6 for 9 years. She is webmaster for her school, Outreach Facilitator, and has served as a BTSA support provider and master teacher.

More Information: Marianne Slaght and Karen Zarling • Patterson Road School • Orcutt Union School District • 400 Patterson Road, Santa Maria, CA 93455 • (805) 938-8750 • kmwslaght@aol.com, k_zarling@hotmail.com

Your Pizza, My Pizza

Marye Mariscal

Grade 4: English/Language Arts, Visual Arts

Business Partner: Atlas Performance Industries

How It Works

Your Pizza, My Pizza is a unit that provides students with a concrete writing experience that addresses writing standards 4.4, 4.5, and ELD Listening and Speaking standards. It begins with students creating a pizza collage, which then becomes the object they write about. Students partner to compare and contrast two pizzas, recording their observations on a VENN Diagram. When the diagrams are complete students write a four paragraph essay about the project.

The pizza collages are made using paper plates, red paint, and colored construction paper cut into topping shapes. Students have different ideas about which toppings to use, and the placement and quantity of each. Every pizza is unique.

Students then choose a partner. Together they identify similarities and differences while writing their observations on a VENN Diagram. Many students have a hard time doing this; initially they state that, "All the pizzas look the same," or "We have the same things on our pizzas." Then I point out such things as "you have three olives, and your partner has five," or "you put three mushrooms in the middle, and your partner put six mushrooms on the edge of the crust." As soon as I point out these differences students become much more observant and start recording detailed observations. Later during the writing process students have a more difficult time describing the similarities than the differences.

The essay is a guided writing assignment. Each paragraph is completed as part of a mini lesson on a specific skill. The first paragraph focuses on the process of making the pizza, which is ideal for teaching sequencing words. The second and third paragraphs focus on factual information and are perfect for teaching the report writing style. The

last paragraph has an evaluation focus, which is ideal for summary writing.

Why It Works

Using the collage as the writing topic provides students with a concrete experience that is highly motivating. Students work together using their oral skills to compare and contrast collages, developing oral language skills and vocabulary. The writing lessons provide modeling and practice for language arts writing standards. Learning is assessed using the 4-point rubric used by the state on the 4th grade writing sample. Since students write about what they have learned from this unit

in their essay, the teacher can easily ascertain if they understand each of the concepts.

The Students

I have used this unit the past three years with my fourth graders, made up of 90% ELD, 20 migrant students, and 3% Resource students.

What You Need

Thick paper plates, red paint, colored construction paper, glue, and VENN Diagrams are needed for this project.

Adaptation Tips

The pizza theme can be included in any existing lesson, and is easily adapted or enhanced for other grade levels. I use the pizza theme in math problems of the week and also have students learn the poem "A Pizza the Size of the Sun" by Jack Prelutsky.

The Staff

Marye has taught grades 3-4 for 8 years. She is a current member of the Teachers Network Advisory Council.



More Information: Marye Mariscal • Fairlawn School • Santa Maria-Bonita School District • 120 N. Mary Drive, Santa Maria, CA 93458 • (805) 361-7500 • mmm99@pronet.net

The Birds: Film as Literature

Shanda Herrera

Grade 9: English/Language Arts

Business Partner: The Hutton Foundation

How It Works

Students take on an exciting adventure as they read and view the classic horror story *The Birds*. After reading the story in depth, and taking detailed reading logs, students learn filmmaking vocabulary and watch the film, noting key movie scenes. Connections are made within the two media and an essay examines the film using critical analysis.

Step One: Students read *The Birds* and keep a log of basic literary terms. This term review sets up a written record of the story, and allows discussion questioning how a film would portray each event.

Step Two: Students are then introduced to three pages of common film terms and watch some film clips from movies. This brief viewing teaches shot, camera angle, editing, counterpoint sound, dissolve, reaction shot, composition and camera movement. Students learn proper film terms in this process and discuss additional movies and film terms.

Step Three: Students watch Alfred Hitchcock's 1963 film, *The Birds*, and complete a directed viewing guide reflecting upon key aspects of the film. In groups, students must also sketch a movie scene that represents a film term.

Step Four: Students write an essay responding to a website movie review of *The Birds*. They must support or argue against the film reviewer, and cite specific scene examples using their film vocabulary and personal opinions.

Why It Works

Not every student enjoys reading, but almost all students enjoy watching a movie. This unit encour-

ages writing, discussing and responding creatively to a film. Although they have to read the story first, they are delighted to discover that Hitchcock's thriller has many changes from the book version. They also laugh when told that this was a scary movie for 1963! Although the reading log and essay are not always easy for students, the group discussion encourages writing ideas. As the year progresses, and the class watches additional films, many students revisit their film vocabulary, and seem to enjoy having a new understanding of films.

The Students

2001-2002: thirty-nine ninth graders, including 10 resource students, participated in this project.

What You Need

Daphne DuMaurier's *The Birds*, Alfred Hitchcock's *The Birds* video, VCR, Internet access, and a glossary of film terms are required for this project.

Adaptation Tips

This project can be adapted to fit any piece of literature that has been adapted for film. Videos can be rented, and movie reviews are readily available in magazines, newspapers, and the Internet. Teachers can also shorten the film terms list to suit their students' needs.

The Staff

Shanda has taught high school English for six years, has an M.A. in Educational Administration, and is a San Marcos High School Spirit Leader Advisor. In 1998-1999, she received a Girsh Teaching Tolerance Award in Santa Barbara County.



More Information: Shanda Herrera • Santa Maria High School • Santa Maria Joint Union High School District • 901 Broadway, Santa Maria, CA 93455 • (805) 925-2567 • sherrera@smjuhsd.org

Genetic Disease Detectives

Peggy Lubchenco, Rhonda Springer, and Sarah Williams

Grades 7-12: Science

Business Partner: Tenet Healthcare Corporation

How It Works

Student teams research an assigned human genetic disease and present their findings to the class during a simulated medical convention. Students are asked to become experts on a specific human genetic disease after doing extensive library and Internet research. Next, student teams design PowerPoint presentations or colorful posters summarizing the most important points about their topic diseases. During a simulated JAMA (Junior American Medical Association) convention in class, students present their PowerPoint presentations or posters. Presenters don lab coats and physician name tags, and each "doctor" in the audience takes notes on the genetic diseases. The meeting climaxes with the reading of six case histories of mystery people afflicted with genetic diseases. In teams, students debate the identity of each person and attempt to diagnose the culprit diseases.

Why It Works

Our *Genetics Disease Detectives* unit works because it turns the tables and creates a situation where the learners are the lecturers. Students are motivated to learn about sex-linked diseases, and dominant and recessive alleles because these terms give their "stories" life and authenticity.

Students have many reasons to learn about genetics. At the "medical convention" they will lecture about a human genetic disease and field questions from the audience. They learn fascinating information about their assigned disorders because it is fun and demanding to act in a simulation. The added bonus is the meeting's climax with the reading of the mystery case histories. Students love to solve a mystery and are challenged to do so.



The Students

2001-2002: 415 seventh grade students participated in this project. Their academic levels ranged from GATE to general students.

What You Need

Students need Internet access, computers, reference books, and PowerPoint software. If the "convention" uses PowerPoint, a computer equipped with PowerPoint, zip drive, LCD projector, large screen, and a laser pointer are required. For a convention with posters, only poster board, markers, and access to a color printer are necessary.

Adaptation Tips

The team of doctors could easily be transformed into any group of expert teams (historians or authors). The convention's goal could be to gather information with the aim of solving a historical problem or a controversy as its climax.

The Staff

Peggy has taught science for 17 years. She was the AAPG National Earth Science Teacher of the Year in 2000, a mentor teacher in 2001, and is active in NSF funded programs for teachers at UCSB. Rhonda has been teaching science for 4 years in public and private schools. She enjoys integrating science with other disciplines. Sarah has taught in traditional and nontraditional settings for 4 years. Her focus in science is on environmental and human issues.

More Information: Peggy Lubchenco, Rhonda Springer, and Sarah Williams • La Colina Junior High School • Santa Barbara High School District • 4025 Foothill Road, Santa Barbara, CA 93110 • (805) 967-4506 • lubchenc@lifesci.ucsb.edu; springerscience@hotmail.com; willsci2002@hotmail.com

Letters From the Colonies

Peggy Kelly and Chris Mullin

Grades 9-12: English/Language Arts

Business Partner: Tenet Healthcare Corporation

How It Works

While reading Chinua Achebe's *Things Fall Apart* in English class, and studying 19th century European imperialism in Africa and India in social studies, students create fictional English travelers visiting the colonies.

Through letters and journal entries, students describe events, places and interactions between native peoples and colonists.

Students create imaginary persons who might have traveled from England to the colonies in the late 1800s: retired colonels, chaperoned young ladies, civil servants, explorers, game hunters, missionaries and plantation builders.

Students then begin work on letters or journal entries, using a rubric describing each of the entries as well as a list of required events. Optional activities include original artwork, a box of items gathered on the journey, and black and white photos (usually from the Internet) from the late 1800s. Two goals of the project are to encourage creative writing and accurate research. Two weeks after beginning, students present their finished projects to class, including creative props and excellent, well-researched writing.

Why It Works

Students find this project memorable. They enjoy the creativity of developing a fictional character within the boundaries of literary and historical accuracy. Kinesthetic learners might present their projects in 'aged' envelopes or journals they have bound in leather; some students gather photos, spices, and other African artifacts. They work hard to choose precise, authentic language, and many who struggle with traditional essays are pleased when asked to display these projects at Open House.

This project directly addresses the California Social Science and English/Language Arts standards. By



gathering content knowledge and evaluating Euro-colonial relations, students participate in historical, ethical, cultural, sociopolitical and geographic literacy strands. By using fact and imagination to create storylines, students examine critical thinking skills, civic rights, values and responsibilities.

The Students

Seventy-five sophomore students in college-placement English 2 and college-placement World Cultures participated in this project.

What You Need

Things Fall Apart, by Chinua Achebe, *A Passage To India* video, and a history textbook are needed for this project.

Adaptation Tips

In place of textbooks and literature, students can log onto websites for both content and graphics. Role play might also include famous scientists, mathematicians, or artists.

The Staff

Peggy has taught language arts for 14 years in Ventura and Santa Barbara Counties. She is a SCWriP fellow and has presented for UCSB outreach. Chris Mullin has taught social studies and Latin for 6 years, is a California History / Social Science Project fellow, and a Teachers Network Policy Institute MetLife fellow.

More Information: Peggy Kelly and Chris Mullin • Santa Ynez Valley High School • Santa Ynez Valley Union High School District • P.O. Box 398, Santa Ynez, CA 93460 • (805) 688-6487 • pkelly@sbceo.org; cmullin@sbceo.org

Make Mine Mobile

David Haggerty

Grades 6-12: Science

Business Partner: Kurt Graf, Hampton-Brown Books

How It Works

This introductory project is designed to help students recognize how physics principles permeate their lives, to use a hands-on activity that applies a physics principle, and to teach the laboratory writing expectations used for the remainder of the year. Students work in small teams, using the Internet and library, to research physics topics that interest them, then use the research as the aesthetic content of an 'off-center cantilevered mobile.' They develop team-working, research, and technology skills, in addition to building their knowledge of graphics, word-processing, and their chosen topic.

Students then build their mobiles, learning leverage, center of mass, balance, measurement, and calculation as they construct a stable structure. This is no ordinary straight-up-and-down mobile; the balancing is harder than it might seem. Students learn in an authentic way how physics gets the task done! They also learn a valuable lesson about brains over brawn, as they see that it takes thoughtful, careful strategizing to create a successful mobile. Finally, students use their writing skills while composing a final lab report of the activity.

Why It Works

Content Standards for Science, grades 6-12 (Investigation and Experimentation, Forces, Mass, Gravity, Motion) are directly addressed by this project. Research topics can be tailored to address additional Standards. Assessment includes direct observation and a formal grading sheet given to students as the project begins. Lab logs are assessed during the project (to aid the student and guide the teacher) and after (to assess final outcomes related to writing skills and scientific method). Assessment (formal and informal) indicates an increase in the students' ability to see a connection between abstract physics principles and a real-world task. There is immediate feedback in the success or failure of their mobile balancing attempts, and they make corrections accordingly. Student feedback about this project is always positive, and evidenced in their pride and satisfaction with the mobiles.

Completed projects can be displayed in a public place—usually the classroom or another school room—as they are colorful and lively in even the slightest breeze.

The Students

Over the past five years, this project has been implemented with 450 high school Conceptual Physics students, including special education and English language learners.

What You Need

Research materials and/or Internet access, color printer access, construction paper, card stock, wooden dowels or coathangers, string or thread, and a hot glue gun are suggested for the project. General physics materials (rulers, yardsticks, electronic or triple-beam balance) also aid the lessons.

Adaptation Tips

Measurement, calculations, and predictions can vary with grade level. The project could also be adapted to an Algebra class, since lever balancing is used as a teaching analogy for the 'balance' of an equation on each side of the equal sign.

The Staff

David has taught high school physics and math for six years; 2001-2002 was his first at Dos Pueblos. At his former school, he was Science Fair Coordinator, Science Club Advisor, and on the Principal's Advisory Committee and School Site Council. He has recently been working with others at DPHS to launch an International Baccalaureate program.

More Information: David Haggerty • Dos Pueblos High School • Santa Barbara High School District • 7266 Alameda Avenue, Goleta, CA 93117 • (805) 968-2541 • dhaggerty@dphs.org

Recognizing Excellence

The Teachers Network supports recognition
of outstanding educators countywide.

2003

Santa Barbara County Teacher of the Year

Chris Mullin

Santa Ynez Valley High School
Santa Ynez Valley Union High School District



2002 **Venoco, Inc.**

Crystal Apple Educator Awards

North County

Janet Van Dorn

Elementary

Olga Reed, Los Alamos

David Long

Secondary

Cabrillo High, Lompoc Unified

Vicki Storey

Support

Santa Ynez Valley Union High

Joseph Dana

Administrator

Joe Nightingale, Orcutt Union

Elaine Long

Classified

Cabrillo High, Lompoc Unified

South County

Rosa Rodriguez

Elementary

Canalino, Carpinteria Unified

Haide Balster

Secondary

Dos Pueblos High, Santa Barbara High

Jan Marholin

Support

Carpinteria Unified School District

Michael Gonzalez

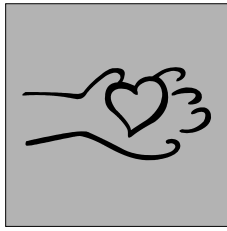
Administrator

La Cumbre Middle, Santa Barbara High

Jeanne Palmer

Classified

McKinley, Santa Barbara



2003 Care and Share Grant *Application*

Please see page 8 for a description of this grant.

Instructions:

- Please prepare your application following the format below, using corresponding numbers and keywords; please note length, spacing, and font-size requirements. **If your application does not meet these requirements, or if it does not meet the deadline, it will not be considered for funding.**
- Draft applications may be submitted for feedback *before October 21, 2002.*
- Send completed application and attachments to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

***Deadline—postmarked or received no later than:
Monday, October 28, 2002***

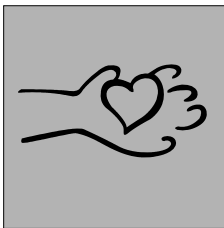
A. Cover Page: Personal Information and Signatures. *One (1) page or less.*

If your project involves a team of teachers, please include information for each person.

1. **Name**
2. **Home Address** (include city, state and zip)
3. **Home Phone**
4. **E-mail Address**
5. **School and District**
6. **Grade levels, subjects, specializations you teach**
7. **Is this a new project, or an adaptation/continuation of an existing project?**
If an adaptation or continuation, please give title and year of original Care and Share project.
8. **Required signatures:** Applicant(s) and Principal

B. Proposal Information. *Three (3) pages or less, double-spaced; please use at least 12-point font size and 3/4" margins for readability.*

1. **Project Title.**
2. **Student population.** List number, grade level, achievement levels, subject and special needs.
3. **Project summary (vision).** Write a paragraph summarizing your project and its philanthropic goals, including the need it addresses and the resulting benefits to the community.
4. **Activities.** Describe your project's activities using the following categories:
 - a) Timeline (month you begin, number of days/weeks/months).
 - b) Where activity occurs, outside resources used (if appropriate).
 - c) Teacher role/student role.
 - d) Explain how major elements of the project are executed.
5. **Philanthropic Learning.** Describe the role students will play in planning the project, and the philanthropic learning that will occur. What do you want your students to understand as a result of doing this project?



2003 Care and Share Grant *Application, continued*

B. (Continued)

- 6. **Evaluation.** Describe how students will be involved in evaluating how the project addresses a real community need. How will you verify that students have gained the understanding outlined in Question B-5 above?

C. Addendum A: Budget. *One (1) page or less, double spaced.*

Itemize and include total. Budget items can include items purchased for philanthropic gifts, funds to be given as cash donations, or materials and services used by students in their philanthropic work.

Please note: *if you are funded*, you will also be required to complete a short evaluation report on the effectiveness of your project, due in June 2003. In addition, you will be invited to prepare a simple display of your project to be showcased at the Teachers Network Curriculum Fair in October 2003.

Evaluation and Scoring Criteria

A countywide committee of Teachers Network and Santa Barbara Foundation representatives reads all applications (without identifying information), and selects proposals for funding. Proposals will be scored based on the following criteria:

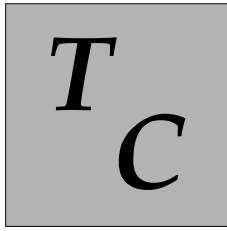
- 1. Proposal cultivates an ethic of philanthropy and community giving, based on identified need. 25
- 2. Proposal involves students in project planning and implementation. 15
- 3. Sequence of activities and their implementation is clearly outlined, showing timeline, outcomes, and student roles. 40
- 4. Plans for evaluating philanthropic learning are clearly defined and involve students. 10
- 5. Budget reflects proposal needs 10

Looking for Resources?

- Contact The Teachers Network to see examples of previously-funded, successful Care and Share grants: (805) 964-4711 x5277 or impact2@sbceo.org
- Contact the Community Resource Information Service, Inc. for local service and nonprofit organization information. Phone: (800) 400-1572; Website: www.fsacares.org



Philanthropy *n.* 1. Love of mankind, shown by practical kindness and helpfulness to humanity. 2. A thing that benefits humanity: gifts of self, time, or money to others in need.



2003 Team Coaching Grant *Application*

Please see page 8 for a description of this grant.

IInstructions: please read carefully!

- Please prepare your application following the format below, using corresponding numbers and keywords. Note length, spacing, and font-size requirements given. No additional attachments accepted. **If your application does not meet these requirements, or if it does not meet the deadline, it will not be considered for funding.**
- Draft applications may be submitted for feedback *before November 15, 2002.*
- Send completed application to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

***Deadline—postmarked or received no later than:
Wednesday, November 20, 2002***

A. Cover Page: Personal Information and Signatures *One (1) page or less.*

1. **Coach Name**

Home Address (include city, state and zip)
Home Phone
E-mail Address
School and District
Grade level, subject, specializations you teach
Required Signatures: Coach and Principal

2. **Team Members** (please complete the following for **each** team member)

Name
Home Address (include city, state and zip)
Home Phone
E-mail Address
School and District
Grade level, subject, specializations you teach
Required Signatures: Team Members (and Principal if different from above)

B. Proposal Information *Three (3) pages or less; double spaced; 12-point font, 3/4" margins.*

1. **Instructional Strategy Title**

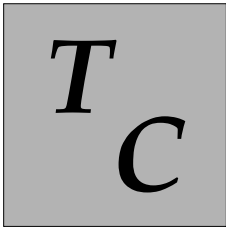
2. **Student Population:** List number, grade level, achievement levels, subject and special needs.

3. **Student Need:** Why do your students need this instructional strategy?

4. **Instructional Strategy:**

- Write a paragraph describing your instructional strategy, including how often you plan to use it and in what curricular areas.

- continued on next page-



2003 Team Coaching Grant

Application, continued

B. 4. Instructional Strategy: *(continued)*

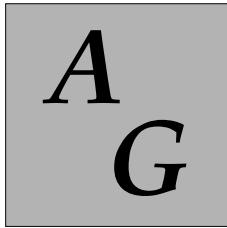
- If the strategy or any part of it has been presented or published for use, cite those sources.
- How do you anticipate your strategy will affect student achievement?

5. **Coach Responsibility:** Describe the responsibilities and activities of the Coach.
6. **Team Participation:** Describe how and when team members will participate, working together as a team and individually.
7. **Evaluation:** Describe the types of assessment and data you will use to evaluate the effectiveness of the your instructional strategy as measured by student achievement.

Please note: *if you are funded*, you will also be required to complete a short evaluation report on the effectiveness of your instructional strategy, due in June 2003.

Team Coaching Grant Scoring Criteria

1. Instructional strategy is clearly described. 25 points
2. Implementation plans are clearly described. 25 points
3. Evaluation plans are ongoing and carefully designed. 20 points
4. Strategy addresses identified student needs. 20 points
5. Roles of Coach and Team Members are clearly described. 10 points



2003 Adapter Grant *Application*

Please see page 9 for a description of this grant.

Instructions: please read carefully!

- Please prepare your application following the format below, using corresponding numbers and keywords. Note length, spacing, and font-size requirements given. **No attachments accepted. If your application does not meet these requirements, or if it does not meet the deadline, it will NOT be considered for funding.**
- Draft applications may be submitted for feedback *before November 15, 2002.*
- Send completed application to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

***Deadline—postmarked or received no later than:
Wednesday, November 20, 2002***

A. Cover Page: Personal Information & Signatures *One (1) page or less.*

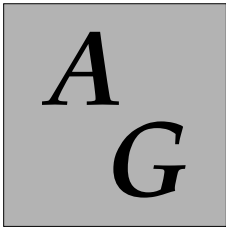
*Team applicants: please give following information for **each** team member*

1. **Name**
2. **Home Address** (include city, state, zip)
3. **Home Phone**
4. **E-mail Address**
5. **School and District**
6. **Grade levels, subjects, other specializations you teach**
7. **Communication with Disseminator.** Possible methods: Curriculum Fair, visit to teacher's classroom, e-mail, phone, letter. Did you obtain curriculum packet?
8. **Required Signatures:** Applicants, Principal

B. Proposal Information *Three (3) pages or less; double spaced. 12-point font, 3/4" margins.*

1. **Project Title**
2. **Disseminator Information:** Disseminator(s) name, project title, year published.
3. **Student population:** List number, grade level, achievement levels, subject and special needs.
4. **Student need:** Why do your students need your proposed curriculum project?
5. **Desired student outcomes:** What do you want your students to know, understand, and be able to do as a result of using this project?
6. **Proposed activities and creative modifications:** Explain how the major elements of your project will be executed to achieve your desired student outcomes. What are the adaptations you have made to the original Disseminator Grant? How do they meet your students' needs?

- continued on next page-



2003 Adapter Grant *Application, continued*

B. *(Continued)*

7. **Standards:** List and discuss how your activities and student outcomes support California Content Standards. For example: “English/Language Arts, 1.1: Comprehension. In this project, students will...” (Explain learning activities and how this standard will be taught and learned.)
8. **Evaluation:** How will you and the students assess the extent to which they have achieved the desired outcomes listed in Question B-6?

C. Addendum A: For Team Applicants Only. *One (1) page or less, double spaced.*

What are the unique contributions of each team member to this curriculum unit and why is the team valuable in achieving desired student learning?

D. Addendum B: Whittier Applicants Only. *One (1) page or less, double spaced.*

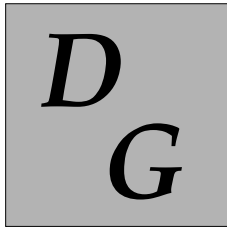
To be considered for funding by the John Greenleaf Whittier Award for Character Education, please describe how your project integrates three or more of the following American core values: honesty, respect, responsibility, justice, courage, politeness, tolerance, and sportsmanship.

Please note: *if you are funded*, you will also be required to complete a short evaluation report on the effectiveness of your project, due in June 2003.



Adapter Grant Scoring Criteria

- | | |
|---|-----------|
| 1. Student need for project is clearly described. | 15 points |
| 2. Proposed outcomes are clearly described. | 15 points |
| 3. Proposed activities clearly demonstrate creative modification of Disseminator’s project and address student needs. | 30 points |
| 4. Proposed activities and student outcomes address Standards. | 15 points |
| 5. Assessment strategies will enable teachers and students to determine extent to which proposed outcomes were achieved. | 25 points |



2003 Disseminator Grant *Application*

Please see page 9 for a description of this grant.

Instructions: please read carefully!

- Please prepare your application following the format below, using corresponding numbers and keywords. Note length, spacing, and font-size requirements given: **if your application does not meet these requirements, or if it does not meet the deadline, it will not be considered for funding.**
- Draft applications may be submitted for feedback *before February 28, 2003*
- Send completed application to Carol Gregor, Santa Barbara County Education Office, P.O. Box 6307, Santa Barbara, CA 93160-6307, or via county truck.

***Deadline—postmarked or received no later than:
Wednesday, March 5, 2003***

A) Page 1: Personal Information and Signatures *One (1) page; may be single spaced.*

1. **Name**
2. **Home address** (include city, state, zip)
3. **Home Phone**
4. **E-mail Address**
5. **School and District**
6. **Grade levels, subjects, other specializations you teach**
7. **Required Signatures:** Applicants, Principal

B) Page 2: Project Information and Standards List *One (1) page; may be single spaced.*

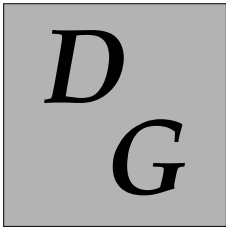
1. **Heading**
 - a) **Project Title**
 - b) **Grade levels** at which project could be used.
 - c) **Curriculum areas** project addresses.
3. **Students:** List the number, grade levels, achievement level(s) and special needs of students who participated when you last used your project.
4. **What You Need:** List the equipment, materials, books, videos, software, and outside resources needed to implement your project.
5. **Standards:** LIST the Content Standards addressed by your project. Please be specific, using the following example for each standard addressed:
 - *English/Language Arts Listening and Speaking*, 1.0 Listening and Speaking Strategies, Comprehension: 1.1 Ask questions that seek information not already discussed.

C) Pages 3, 4, 5: Project Profile *Three (3) pages or less; double spaced. 12-point font, 3/4" margins*

1. How It Works

- a) Begin with a one- or two-sentence **summary** description which gives a concise overview of your project.

(continued on next page)



2003 Disseminator Grant

Application, continued

- b) Expand this summary to explain how the major elements of your project are executed. Include relevant examples of student activities. Be sure this section demonstrates how your project uses content and teaching strategies innovatively.
- c) If you were stimulated by people/sources other than yourself in developing this project (e.g. workshops, books, other teachers), mention sources and how you expanded on their ideas.

2. Why It Works

- a) Standards: discuss in detail how your activities and student outcomes support California Content Standards listed in Question B-5. For example: “ In the following activities, students will practice reading comprehension:...” etc. **Do not re-list the Standards;** explain activities and how Standards will be taught/learned.
- b) How do you assess student learning?
- c) What does assessment indicate regarding change/mastery of skills, knowledge, understanding, attitude? Be specific; use data.
- d) What do students, other educators, and parents say about the value of this project to students?

3. Adaptation Tips

- a) What suggestions do you have for using the project for a different subject or grade level?
- b) How might one change the project if one does not have all the equipment or materials you used?

D) Attachments *Three (3) pages or less.*

You may attach three pages of documents illustrating your project. They may include any of the following: samples of student work (delete any identifying information); photographs (none showing applicant); or test/worksheet samples. Additional narrative describing your project will **not** be accepted as an attachment.

E) Addendum A: **For Team Grants only.** *One (1) page maximum, double spaced.*

What are the unique contributions of each team member to this curriculum project and why is the team valuable in achieving desired student learning?

F) Addendum B: **Whittier Applicants Only.** *One (1) page or less, double spaced.*

To be considered for funding by the John Greenleaf Whittier Award for Character Education, please describe how your project integrates three or more of the following American core values: honesty, respect, responsibility, justice, courage, politeness, tolerance, and sportsmanship.

Disseminator Grant Scoring Criteria	
1. Project uses content and teaching strategies innovatively.	30 points
2. Project content and instructional strategies are clearly defined for grade levels, subjects or specialization.	20 points
3. Project has significant instructional value, links to California Content Standards.	10 points
4. Assessment strategies are carefully designed.	10 points
5. Assessment results show project positively affects student learning and attitude.	15 points
6. Project can be easily adapted using readily obtainable materials.	15 points

Advisory Council 2001-2002

The Advisory Council selects the curriculum projects to be published, and advises regarding program policy and vision.

Teacher Representatives

Carol Adams	La Honda, Lompoc Unified
Melanie Dickey	Santa Ynez Valley High, Santa Ynez Valley Union High
Diona Durham	Olga Reed, Los Alamos (SBCEO)
Kimberly Faulkner	Hope, Hope
Jan Hermann	Olga Reed, Los Alamos (SBCEO)
Roberta Hough	May Grisham, Orcutt Union
Nina Hunt	La Cumbre Middle, Santa Barbara High (retired)
Marsha Johnson	Kellogg, Goleta Union
Marye Mariscal	Fairlawn, Santa Maria-Bonita
Tina McEnroe	Vista de las Cruces, Vista del Mar
Judy Miller Shough	Roosevelt, Santa Barbara
Petti Pfau	Solvang, Solvang
Quinn Plante	Righetti High, Santa Maria Joint Union High
Linda Sharpe	Alvin, Santa Maria-Bonita
Rosemary Soares	Dos Pueblos High, Santa Barbara High
Sheila Whitefield	Adam, Santa Maria-Bonita
Ben Wieman	Santa Maria High, Santa Maria Joint Union High

School and District

School Administrator Representatives

Leslie Brown, Assistant Principal	Rice, Santa Maria-Bonita
Jan Clevenger, Principal	Jonata, Buellton Union
Judy Connors, Instructional Materials Supervisor	Goleta Union School District
Linda Denton, Curriculum and Instruction	Guadalupe Union School District
Ken Parker, Assistant Superintendent	Orcutt Union School District
Jerry Swanitz, Vice Principal	Santa Ynez Valley Union High School District
Kathleen Woods, Principal	El Camino Middle, Lompoc Unified School District

School/District

Business/Industry/PTA/School Board Representatives

Dayna Castro	Community Representative
Maggi Daane	Lockheed Martin Space Systems
Norene Nims	15th District PTA
Ed O'Donnell	Venoco, Inc.
Joanne Plumeri	Cox Communications
Dale Schumacher	Community Representative
Louise Thurman	Los Padres Savings Bank
Claire Van Blaricum	Santa Barbara County School Boards Association
Laura Wheaton-Werle	Tenet Healthcare Corporation

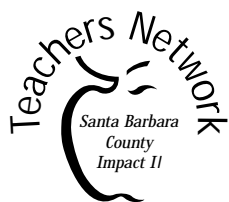
Business/Affiliation

When, Where, How...?

Calendar 2002-2003

- ★ **Wednesday, October 9** *Curriculum Fair and Dinner*
- ★ **Monday, October 28** Deadline: Care and Share Application
- ★ **Wednesday, November 20** Deadline: Team Coaching Application
- ★ **Wednesday, November 20** Deadline: Adapter Application
- ★ **Wednesday, February 5** *Grant Recognition Dinner*
- ★ **Friday, February 21** Deadline: Teacher of the Year Application
- ★ **Wednesday, March 5** Deadline: Disseminator Application
- ★ **Friday, March 14** Deadline: Crystal Apple Nomination
- ★ **Wednesday, May 7** *Education Celebration*

Here's how to reach us:



Carol Gregor, Director
Teacher Programs
Santa Barbara County Education Office
P.O. Box 6307
Santa Barbara, CA 93160-6307
Phone: (805) 964-4711 ext. 5281
FAX: (805) 964-4712
E-mail: cgregor@sbceo.org

Explore the Teachers Network Online!

- ★ **www.sbceo.org/~impact2/**
The Teachers Network in Santa Barbara County: view this catalog, download applications, look up past projects, see samples of effective grantwriting, learn more about national projects (TNPI, TeachNet).
- ★ **www.teachersnetwork.org**
The national Teachers Network website. See grant listings, curriculum ideas, national projects (TNPI and TeachNet), bulletin board, chat opportunities, and school reform information.

2001-2002 Teachers Network Business Partners

As of July 1, 2002. Year firm joined The Teachers Network is noted.

Benefactors — \$2,000 or more

ExxonMobil Foundation, 1985
Hutton Foundation, 2000
John Greenleaf Whittier Awards for Character Education, 1991
Raytheon Systems Company, 1986
Santa Barbara Foundation, 2000
Tenet Healthcare Corporation, 1997
Vandenberg Federal Credit Union, 1998
Venoco, Inc. 1998

Patrons — \$1,000 – \$1,999

Lockheed Martin Astronautics, 1989
Kendall and Lloyd Mills, 1986

Donors — \$500 – \$999

ABC-CLIO, 1986
Ballard, Robinson and Walker Accounting Corporation, 1987
Cox Communications, 1992
El Rancho Market, 1990
Hampton-Brown Books: Kurt Graf, 2001
Hendry Telephone Products, 1988
Indigo Systems, 1994
Los Padres Bank, 1986
Santa Barbara Bank and Trust, 1986
Santa Barbara County Computer-Using Educators (CUE), 1997
Schipper Construction, 2000
Western Farm Service, 1995
The Willebrand Family Trust, 2001
VALIC, 2002

Sponsors — \$250 - \$499

Air Force Association, Robert H. Goddard Chapter, 1987
All Around Irrigation, 1999
Atlas Performance Industries, 1986
Betteravia Farms, 1995
Bonita Packing Company, 1995
Bob Campbell Ranches, 1995
GTE-California, 1986
Barbara and Martin Hallum, 1992
Carol and James Herbert, 1994
Virginia and Martin Kern, 1998
Lompoc Federation of Teachers, 1996
Long's Drug Stores, 1999
Mid-State Bank, 2001
Montgomery, Fansler, Carlton & Valois Insurance, 1986
Pactuco, Inc., 1986
Rio Vista Chevrolet-Geo, 1994
Santa Barbara Teachers Federal Credit Union, 1989
Sawaske Landscape, 1999
The Gas Company, 1986

Sponsors, continued

Tri-Valley International Reading Association, 1992
Vandenberg Officers' Wives' Club, 1996

Contributors — \$100 – \$249

Astrotech Space Operations, 1998
Mother Goose Bookstore, 1995
Paraiso Landscape, 1999
Dale and Vicki Schumacher, 2000
Arent and Jean Schuyler, 1995
Senior Planning Services, 1997
United Teaching Profession, Goleta, 1994
WalMart Store Lompoc, 2001

Friends — \$25 – \$99

Marsha Johnson, 2001
Santa Lucia Bank, 2002
Santa Maria Tire, Inc., 1991
State Farm Insurance, 2002
Pete Stoughton, 1995
WalMart Store #1989, 1998
Mr. and Mrs. David Winters, 1995

In-Kind Services — As Arranged

Anything Educational, 2002
Bennett's Educational Materials, 1988
Chaucer's Bookstore, 2002
Mission Uniform and Linen Service, 1992
Mother Goose Bookstore, 1995
Olsen's Danish Village Bakery, 1989
Office Depot, 1999
PCPA Theaterfest, 1995
Rancho Santa Barbara Marriott, 1997
Rotary Club of Santa Barbara, 1988
Royal Scandinavian Inn, 1995
Santa Maria Airport Regency, 2002
Target Stores, 1995
The Timbers Catering, 1999
The Travel Chest, 1993
Tri-Valley Trophies and Sportswear, 1997
UCSB Extension, 1994

Plus

twenty-three Local School Districts

and the

Santa Barbara County Education Office

