

2002-2003 Summaries

Challenge Grant for the Gifted

Collaborative Curriculum Projects

This is one of the many publications available through the Bureau of Instructional Support and Community Services, Florida Department of Education, designed to assist school districts, state agencies which support educational programs, and parents in the provision of special programs. For additional information on this publication, or for a list of available publications, contact the Clearinghouse Information Center, Bureau of Instructional Support and Community Services, Florida Department of Education, Room 622 Turlington Bldg., Tallahassee, Florida 32399-0400.

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Collaborative Curriculum Projects

2001-2002 Summaries

*Bureau of Instructional Support and Community Services
Florida Department of Education
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Table of Contents

Introduction	1
Dade County, <i>Riverworks</i>	3
Hendry County, <i>In Search of the Ancient Ones</i>	9
Hillsborough County, <i>It's All Greek to Me</i>	15
Jackson County, <i>Excursions: On the Road with Venture</i>	21
Nassau County, <i>Gifted by Nature II</i>	25
St. Lucie County, <i>History Alive!</i>	33
Volusia County, <i>C3-PO</i>	37

Introduction

The Challenge Grant Program for the Gifted was established in 1981 to encourage public schools to implement exemplary programs that challenge gifted students. Projects funded under this program are designed to improve the quality of existing programs, initiate a model or demonstration program, or expand student participation in existing programs. Project activities support the improvement and further development of provisions for gifted students in a school, district, or group of districts.

Since 1981, the annual Challenge Grant appropriation has been awarded on a competitive basis for local district projects that address identified priority areas. The purpose of this funding method was to support innovation in individual districts to meet the instructional needs of gifted students. In previous years, Challenge Grant funds have been concentrated on a few major statewide projects designed for statewide application. However, beginning in 1998, a portion of the Challenge Grant appropriation has supported classroom based curriculum projects. The 1998 Challenge Grant: Collaborative Curriculum Project supported innovative curriculum projects aimed at the classroom or school level to

- meet the academic needs and interests of gifted students through attention to a significant problem or issue
- support the redesign of instruction
- support collaboration between students, teachers, and community members to enhance instruction

Two initiatives in Florida have given rise to these objectives. First, the Sunshine State Standards identify more complex classroom objectives that require a redesign of instruction to ensure that the objectives are being met effectively. Furthermore, gifted students often have deeper interest in a topic that may go beyond traditional classroom instruction or resources. Second, the revised funding model for exceptional student education supports a more integrated service delivery model that provides expanded opportunities for collaboration.

The Collaborative Curriculum Projects are intended to enhance the academic achievement of gifted students through the innovative redesign of instruction and collaboration. Collaboration is defined by The American Heritage Dictionary (1985, 2nd edition) as working together in a joint intellectual effort. This requires intellectual engagement beyond audience participation. It is expected that this collaboration will enhance instruction and thus the academic performance of the students by introducing new information, skills, talents, and perspectives to the instruction. It is expected that collaboration will go beyond traditional classroom methodologies such as pairing gifted students for research projects.

The Collaborative Curriculum Project Grants are intended to promote the academic achievement of students who are gifted through an innovative redesign of instruction and collaboration.

Collaboration may be coordinated with

- general education classrooms
- classrooms for students with disabilities
- other schools or school districts
- professionals in a particular field who are willing to become mentors and share expertise
- colleges or universities
- museums
- laboratories

These collaborative projects may involve face-to-face interaction or coordination through the use of technology such as the Internet.

Funds are provided primarily for curriculum development, instructional planning, and the implementation of redesigned curricula. However, funds may also be used for professional development (including release time for planning or training in an innovative or exemplary program) and resources not currently provided by the school district that are necessary to meet instructional objectives.

Grants of up to \$10,000 were awarded for eleven projects. Participation in this project is open to all school districts in the State of Florida. Funding is competitive and based on the recommendations of a review team. Consideration is given to geographical distribution throughout the state, with 20% of the funds allocated to school districts served by the Institute for Small and Rural Districts (ISRD) Project.

The purposes of this publication are to provide information to Florida school district administrators and teachers about the grant opportunity and information about the grant projects that have been funded in the past.

Information about each project was submitted by each project director and is presented in the following format:

- I. Project Goals and Rationale
- II. Project Implementation—who participated
 - A. Project Activities—what participants did
 - B. Curriculum Content Focus—what was studied
 - C. Sunshine State Standards Addressed
 - D. Instructional Methodology Used
 - E. Nature of the Collaboration—a description of the collaborative activities and their purpose
- III. Evaluation
 - A. Assessment of Student Performance
 - B. Project Evaluation
- IV. Budget
- V. Contact Person

For further information about the Challenge Grants Collaborative Curriculum Projects, please contact the Florida Department of Education, Bureau of Instructional Support and Community Services, Program Development and Services, 601 Turlington Building, 325 W. Gaines Street, Tallahassee, Florida 32399, 850-488-1106, Suncom 278-1106, Fax 850-922-7088.

Dade County School District Banyan Elementary

Project Title: Riverworks Experiencing the Past, Present, and Future of Miami

Project Goals and Rationale

The goal of this project was to provide opportunities for advanced levels of achievement by students, for selecting areas of their own interest, and for interacting with the community. The project also intended to provide opportunities to gather information from the community, working in partnership with various public organizations and resources. Our primary goals were to increase the knowledge of our students and their families about the history of the Miami River, its multicultural roots, geography, environment, commerce, and architecture by

- using the community and its resources to gather historic and current information about the Miami River and the multicultural communities that converge at its banks
- teaching research skills including the gathering and documenting of relevant data
- developing creative thinking by developing a school site Miami River Museum to share with the school population and the community

Riverworks was a year-long, thematic unit surrounding the history of the Miami River and its surrounding multicultural community.

Project Implementation

<u>Participants</u>	<u>Number</u>
gifted students	105
general education students	221
students with disabilities	22
administrators	5
community members	37
gifted teachers	3
general education teachers	12
teachers of students with disabilities	4
parents	197
total number of participants	606

Project Activities

Students

- became researchers
- kept field journals
- went on a variety of field trips
- completed a resource questionnaire
- met with people in the community under study
- gathered information from guest speakers

- kept a captioned photo journal of their field experiences
- kept an organized book of tests, quizzes, notes, and other important papers
- used the internet and other sources of information
- discovered Miami’s historical past and constructed timelines
- visited historical sites in the Miami area
- learned about important historical people and places and how they have impacted our city today
- learned the importance of our natural resources, what they meant to early settlers and today’s population
- learned about the delicate balance of nature between the land, people, and animals that live there
- participated in a three day camp experience at Biscayne National Park
- studied the architectural styles of Miami, viewed different examples, kept a field notebook
- learned about bridge structures and built some bridges of their own
- learned of the impact of growth and development on our city
- studied tourism and commerce of the area, visited local establishments
- dined at a riverside restaurant and visited a family-run fishery
- created a family vacation plan in the Miami area
- took a boat tour on the Miami River and took part in a river scavenger hunt
- selected a topic of interest from their year-long studies and created a display with information and a three-dimensional representation for a Riverworks Museum open to the whole school, parents, and the larger community

Curriculum Content Focus

The project presented was a year-long, thematic unit covering the history of the Miami River and its surrounding multicultural community. The strands and benchmarks of the Sunshine State Standards involved the four academic areas of language arts, mathematics, science, and social studies. Some examples of what was taught in each academic area included:

- gathering and documenting information from community resources
- using a variety of methods and sources to understand history
- creating an understanding of the consequences of limited resources
- creating and conducting interviews
- understanding the concept of community encompassing multiculturalism, history, commerce, architecture, natural and man-made environments

Sunshine State Standards Addressed

Social Studies

- SS.A.1.2.1 understands how individuals, ideas, decisions, and events can influence history
- SS.A.1.2.2 uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources
- SS.A.1.2.3 understands broad categories of time in years, decades, and centuries
- SS.A.2.2.3 understands various aspects of family life, structures, and roles in different cultures and in many eras (e.g., pastoral and agrarian families of early civilizations, families of ancient times, and medieval families)

Science

- SC.D.2.2.1 knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life
- SC.G.2.2.1 knows that all living things must compete for Earth's limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring
- SC.H.1.2.2 knows that a successful method to explore the natural world is to observe and record, and then analyze and communicate the results
- SC.H.1.2.3 knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions
- SC.H.1.2.5 knows that a model of something is different from the real thing but can be used to learn something about the real thing

Language Arts

- LA.A.2.2.5 reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task
- LA.A.2.2.8 selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts, and photos, to gather information for research projects
- LA.B.1.2.3 produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in a series, dates, addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions
- LA.C.1.2.1 listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches

Mathematics

- MA.B.1.2.1 uses concrete and graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, and angle
- MA.E.1.2.1 solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts
- MA.E.3.2.1 designs experiments to answer class or personal questions, collects information, and interprets the results using statistics (range, mean, median, and mode) and pictographs, charts, bar graphs, circle graphs, and line graphs

Instructional Methodology Used

Our students encountered an interesting but relatively unknown part of South Florida. Class studies, field trips, and local experts exposed them to the rich history of the Miami River, its important historical figures, and how the river and its surroundings have helped shape the Miami community. Our students developed their data-collecting and recording skills, honed their organizational and research skills, and created projects representative of the Miami River and its natural and human communities. Our year-long course of study incorporated nine different units, allowing students to select areas of interest. These units included architecture, future planning, river transportation,

trade, tourism, ecosystems, geography, and local history. A major component was the connection to our community and developing an appreciation for its resources.

Nature of the Collaboration

Teachers collaborated with many people throughout the community, including library personnel, businessmen, national and community parks personnel, authors, workers in the marine and fishing industries, museum personnel, local historians, Florida folk artists, department of tourism staff, school administrative staff, and members of the construction industry to name a few.

Each of the above were consulted and made familiar with our curriculum. In turn, they were able to provide information and educational experiences such as assistance with research; tours of businesses on the river; educational activities in several of our parks; and in-house and field presentations that were commercial, historical, and cultural in nature. Collaborators provided information and materials for use by the students. Folk artists helped to integrate the arts into the curriculum. Collaboration with representatives of the construction industry provided tools and hands-on experience for our students.

The purpose was to expand our students' concept of community by enabling them to experience and study extensively outside and inside the classroom.

Evaluation

Assessment of Student Performance

- | | |
|--|--|
| 1. completion of bi-weekly unit tests | 80% or more of students received satisfactory scores |
| 2. documentation of year-long experiences in a Riverworks Journal, including a captioned photo journal | 95% of students scored a minimum of 8 out of 11 on rubrics |
| 3. students/group production of interview questions | 100% included questions in the Riverworks Journals |
| 4. E.P. evaluations | conducted by teachers as scheduled |

Project Evaluation

- | | |
|---|--|
| survey disseminated to the parents/students measuring attitudes and opinions of the impact the unit had | 99% of parents marked 80% or more with positive responses. 97% of students marked 80% or more with positive responses. |
| project pre- and post-tests | grade 3 59% increase
grade 4 66% increase
grade 5 70% increase |
| parent attendance at school events | documented by sign-in sheets – 109 |
| parent attendance on field trips, museum | 88 |

Budget

<u>Item</u>	<u>Cost</u>
purchased services	\$ 2,575.26
supplies	\$ 3,695.61
library books	\$ 296.46
non-capitalized AV materials	\$ 39.98
non-capitalized software	\$ 497.96
field trips	\$ 2,163.00
total	\$9,268.27

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Hendry County School District Clewiston Middle School

Project Title: In Search of the Ancient Ones

Project Goals and Rationale

Rural gifted students of Clewiston Middle School live in an economically disadvantaged area and have minimal opportunities to directly explore the diversity of cultures and environments. Living 60 miles from the nearest urban and cultural resources has limited their exposure to life beyond an isolated agricultural community. To become young leaders of the future requires discovery in the larger world. By developing a learning expedition across the continent and into the past,

“**In Search of the Ancient Ones**” provided a unique combination of an educational experience to research the ruins of the prehistoric Anasazi civilization of 1,000 years ago and work with gifted middle school students in the Four Corners region of the southwest United States.

An enduring learning portal connected students in a collaboration to link the past with the present by immersing them in this fact-finding mission. Broadening their realm of experience beyond the familiar Florida background to this vivid landscape and rich Native American community was an adventure to last a lifetime and build a foundation for a passion for learning.

Rural gifted students began to build a foundation as global learners by being information managers to a diverse culture both ancient and modern and experiencing a unique physical environment. The students directly applied an in-field inquiry of the scientific process at ancestral Puebloan archaeological sites. In executing this bridge of understanding, the students

- collaborated with gifted students and adult experts in the Four Corners region of New Mexico to research the Anasazi culture
- used archaeological terminology and techniques to observe and investigate Native American sites
- applied experiential knowledge to interpret understanding of this ancient culture by producing a web-site and a video presentation

Project Implementation

<u>Participants</u>	<u>Number</u>
gifted students	28
general education students	4
gifted teachers	1
general education teachers	2
parents	3
total number of participants	39

In Search of the Ancient Ones” utilized the interdisciplinary brain-compatible learning approach. Both Simulation Learning of immersing students in an authentic experience and project learning of active participation in high-interest involvement were key elements.

Project Activities

Students

- researched Anasazi culture using various resource materials in the media center/computer lab
- developed a trip planner, organizing transportation, funding costs, and agenda
- utilized research options in creating individual research journals and an independent study topic
- used a replica artifact trunk to handle, study, observe, and identify artifacts such as tools, weaponry, and ethnobotany
- accurately measured, sketched, and identified materials and usage of authentic Anasazi artifacts
- researched fundamentals of archaeological processes and vocabulary in the classroom
- investigated preserved Anasazi structures in New Mexico and Colorado
- participated in Anasazi lifeway methods such as grinding corn, weaving, identifying masonry styles, identifying water sources, and fire starting
- utilized web-sites to become familiar with the interdisciplinary field of Anasazi excavation archaeology
- studied technologies, customs, trade, architecture, cultural innovations, geographic factors, and social relations of Anasazi at working archaeological sites under supervision of experts
- applied knowledge of chronology sequence, strata interpretation, petroglyphs, plant identification, artifact analogy, and study of lifeways while exploring ruins
- reinforced goal setting and responsibility regularly
- developed effective interpersonal skills in working with diverse, multi-cultural/age groups
- practiced acceptance, appreciation, and conflict resolution throughout the duration of the project
- compared and contrasted Chacoan and Mesa Verdean cultures
- created a web-site documenting basic information gained, including links to additional Anasazi information sites
- edited video and still photography for a multi-media presentation to the Hendry County School Board and audience

Individual students had responsibilities as

- cameraman preparing still/ video photographic equipment and documenting project
- navigator preparing and maintaining accurate maps and daily navigation
- food meister-surveying dietary needs and assisting in daily meal planning
- transportation captain arranging luggage identification, loading, and daily travel concerns

Curriculum Content Focus

“**In Search of the Ancient Ones**” utilized the interdisciplinary brain-compatible learning approach. Both Simulation Learning of immersing students in an authentic experience and Project Learning of active participation in high-interest involvement were key elements.

Being provided the opportunity to view archaeological ruins and work cooperatively with gifted students of New Mexico involved the disciplines of math, science, social studies, and language arts expectations as well as those for gifted learners. The 12 accomplished practices of world class education were part of this brain-compatible learning model and helped design this classroom learning without borders.

- assessment
- communication
- continuous improvement
- critical thinking
- diversity
- ethics
- human development and learning
- knowledge of subject matter
- learning environment
- planning
- role of the teacher
- technology

Sunshine State Standards Addressed

Social Studies

- SS.A.1 understands historical chronology and the historical perspective
 SS.B.2 understands the interactions of people and the physical environment
 SS.D.1 understands how scarcity requires individuals and institutions to make choices about how to use resources

Math

- MA.A.1 understands the different ways numbers are represented and used in the real world
 MA.B.1 measures quantities in the real world and uses the measures to solve problems

Language Arts

- LA.B.1 uses writing processes effectively
 LA.B.2 writes to communicate ideas and information effectively
 LA.C.1 uses listening strategies effectively
 LA.C.2 uses viewing strategies effectively

Science

- SC.G.2 understands the consequences of using limited natural resources
 SC.H.1 uses the scientific processes and habits of mind to solve problems
 SC.H.3 understands that science, technology, and society are interwoven and interdependent

Instructional Methodology

Brain-compatible learning was planned so students saw relevance and connection and were engaged in multi-sensory experiences that were challenging.

The simulation model created a real-life situation where understanding and skills were directly applied. Content from the classroom and rehearsed skills were put into action in New Mexico and Colorado. Project learning required the students to become stakeholders with a high level of involvement.

To accomplish this task successfully, instruction for students included

- an authentic environment
- rubric/ checklist creation and self-assessment
- field studies in the basics of archaeological skills
- direct instruction and practice in goal setting and evaluation
- data collection and integrated knowledge
- investigative research, including the Internet
- reflection journals
- cooperative work teams and independent study
- practical application
- scientific inquiry, applied in-field interacting with experts
- allocation and analyzing itinerary, personnel, and funding in the creation of a trip planner
- video program production and web-site design.

Nature of the Collaboration

- Seventh and eighth grade gifted students of Clewiston Middle School involved gifted/Native American students of Mesa View Middle School in Farmington, New Mexico in this joint venture.
- Teacher of the gifted at Mesa View assisted with curriculum materials and local coordination.
- Educators, interpreters, archaeology assistants, rangers, and staff of Mesa Verde National Park, Anasazi Heritage Center, Chaco Culture National Historic Park, and Aztec Ruins National Monument helped facilitate this project.
- Student-developed web-site allows other schools globally to learn from us.

Evaluation

Student Evaluation

- K-W-L strategy was part of initial and on-going evaluation of student knowledge base. Knowledge improved from basic understanding to an outstanding level of information of the Anasazi culture for all students.
- Pre- and post-assessments of student knowledge was incorporated to adjust students' educational plans.
- Teacher-prepared assessment checklist enabled individual and team tasks to remain focused.
- Group/class shared vision discussions allowed for regular feedback.
- Research journals documented cognitive knowledge acquired as well as archaeological skills and techniques acquired. Terminology, sketches, historical data, and specific details were accurately recorded.
- Teacher- and student-designed process rubrics monitored progress. All students demonstrated above-average understanding of material.
- Traditional testing showed all students scoring above average in comprehension of archaeological terminology and Anasazi concepts.
- National Park Service assessments indicated all students acquired extensive knowledge and were able to process and apply new material.
- Student-planned inventory and budget preparation were integral parts of the trip planner accurately finalized by student groups and edited by a teacher.
- Students with designated leadership roles accurately handled assignments.
- Reflection journals showed behavioral changes in student perceptions, maturity, and understanding.

- Correlation between Anasazi and Medieval fortifications were determined by student observations.
- Multi-media presentation in video format was used for summation of the project with an overwhelmingly positive response from the school board and community.
- After 6 months, students still retained a huge knowledge base.

Project Evaluation

- Teacher-monitored and studied activity outcomes regularly to adjust progress of project specifics.
- Immediate and continual assessment included adapting to individual student learning modes, assuring active student engagement.
- Teacher-designed process and product rubrics evaluated proficiency obtained.
- Final video and web-site products show adequate acquired knowledge throughout the disciplines and effectively communicated attained objectives.
- Feedback from professionals on-site indicated that students were highly knowledgeable on topics and were able to synthesize and process newly acquired knowledge.
- Students demonstrated a high degree of interaction, confidence, and participation with adult experts in the field. Park visitors that were part of our group activities verbally commented on the depth of awareness, maturity, and high degree of information the students possessed.
- Student presentation for the school board was impressive, and they fielded questions accurately and with a high level of confidence in the subject matter.
- Written assignments and tests demonstrated an increase in learning, understanding, and concepts.
- Web design continues.
- Video production showed basic knowledge in editing skills acquired.
- Parent comments have been very positive, noting increased interest in learning, social awareness, growth in responsibility, and interactive skills.

Our trip to the Southwest was postponed from a September 15th departure to September 28th. The events of September 11th limited the number of students participating in the on-site portion of the project. There was a high confidence level for those students going, and other than necessary changes in itinerary, the trip was highly successful.

Budget

“In Search of the Ancient Ones” necessitated funding primarily for air/land transportation to and food/ lodging in the Four Corners region. Implementation of the entire project easily utilized existing materials, resources, and personnel. Due to events of September 11, 2001, modifications in plans had to be made, still with success. A total of 11 students and 2 adults participated in the actual trip to the Southwest, with 5 additional adults covering their own expenses as chaperones. Roundtrip airline tickets were purchased as a youth group, from Orlando, Florida to Albuquerque, New Mexico from September 28 to October 4, 2001. Rental of three minivans provided ground transportation from Albuquerque to sites surrounding Farmington, the Navajo Nation Reservation, and Durango, Colorado.

food for 8 days, with groceries bought for most lunches.	\$1939.84
motel expenses for 7 nights	\$2758.18
transportation: air, ground, tolls, gas	\$5020.08
lodging	\$4698.02
miscellaneous: cooler/journals/postage/walkie talkies/snacks/first aid	\$ 281.90
total	\$10,000.00

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Hillsborough County School District

Project Title: It's All Greek to Me

Project Goals and Rationale

Goals

The goals for this project were

- to increase students' academic understanding of the Greek and Roman mythology unit
- to improve community bonds, while creating new ones
- to design new curriculum enhancement activities for the seventh grade mythology unit
- to provide opportunities for student-centered learning

Rationale

The seventh grade curriculum introduces seventh graders, many for the first time, to the world of mythology. However, the textbook and supplemental materials only whet their appetite. Something is needed to enhance the curriculum. Through the use of a mock Olympic games, Greek plays, and other kinesthetic/hands-on activities, students yearn for more. An added trip to the Tampa Museum of Art supplements curriculum, but students are unable to experience the culture through the exhibit. Also, this trip is the only option given to teachers. Our area houses an abundance of enhancement activities and resources that are not prepared or available to deal with the needs of middle school students. Through the use of such resources as The Ringling Museum of Art, The Tampa Museum of Art, and Tarpon Springs, students can increase their understanding and knowledge of ancient civilizations and an appreciation for cultures is also gained. The culminating activity of this newfound information would provide students a useful resource at the Ringling Museum of Art, as well as for Hillsborough County's classrooms. Building strong community bonds, as well as engaging students in higher level activities, such as seminars and working with local professors and community leaders, can only benefit our children. Through partnerships with the community, this plan could be duplicated for any and all museums in the area. Students benefit by listening to tapes and videos created by and for school aged children.

Through the use of such resources as The Ringling Museum of Art, The Tampa Museum of Art, and Tarpon Springs, students were given the opportunity to increase their understanding and knowledge of ancient civilizations and an appreciation for cultures.

Project Implementation

<u>Participants</u>	<u>Number</u>
gifted students	14
general education students	8
administrators	2
community members	7
gifted teachers	10
general education teachers	5
parents	8
other participants	2
total number of participants	56

Project Activities

- Gifted and regular education teachers introduced Greek and Roman mythological concepts to the students.
- Gifted teachers contacted community resources such as local museums, businesses, etc. that helped support the pre-stated goals.
- Community members gave our students access to museum pieces and to activities related to Greek and Roman mythologies and traditions.
- Gifted and general education teachers reviewed the final curriculum for content and adaptability, as well as gave suggestions for activities to be used in this curriculum.
- Students demonstrated an understanding of key components of lessons and created new curriculum to be used countywide.
- Parents were called upon endlessly to volunteer in chaperoning trips and car pooling to destinations.
- Our immediate supervisor, the school principal, and the area supervisor from the county office checked the usefulness and thoroughness of the newly created curriculum. The area supervisor also provided opportunities for the curriculum to be shared with other educators through workshops and meetings.
- Local librarians were relied upon to help locate research materials and rooms to meet with parents and students during the field work stages.

Curriculum Content Focus

The newly created curriculum is an example of what happens when the true middle school concept is utilized. This project allowed every area of our school to work together in creating a thematic unit that helped the student learn. From the four core subjects—language arts, math, social studies and science—to the elective subjects—music, physical education, reading, drama, and arts—all played a part in the curriculum creation. In its current, first-edition state, the thematic curriculum gives middle school teachers activities for twenty-five days. It is broken down into five different subject areas, the four core and related elective classes with overlapping activities. These suggested activities build on one another so that throughout the day students would be given a little piece in each class.

Sunshine State Standards Addressed

Language Arts

- LA.A.1.3.3 demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking
- LA.A.1.3.4 uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report
- LA.A.2.3.1 determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization
- LA.A.2.3.5 locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task
- LA.C.3.3.2 asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences
- LA.C.3.3.3 speaks for various occasions, audiences, and purposes, including conversations; Discussions; projects; and informational, persuasive, or technical presentations

Social Studies

- SS.A.1.4.2 identifies and understands themes in history that cross scientific, economic, and cultural boundaries
- SS.A.2.3.1 understands how language, ideas, and institutions of one culture can influence other cultures (e.g., through trade, exploration, and immigration)
- SS.A.2.3.4 understands the impact of geographical factors on the historical development of civilizations
- SS.A.2.3.7 knows significant achievements in art and architecture in various urban areas and communities to the time of the Renaissance (e.g., the Hanging Gardens of Babylon, pyramids in Egypt, temples in ancient Greece, bridges and aqueducts in ancient Rome, changes in European art and architecture between the Middle Ages and the High Renaissance)
- SS.A.2.4.3 understands the emergence of civilization in China, southwest Asia, and the Mediterranean basin
- SS.A.2.4.4 understands significant aspects of the economic, political, and social systems of ancient Greece and the cultural contributions of that civilization
- SS.A.2.4.5 understands the significant features of the political, economic, and social systems of ancient Rome and the cultural legacy of that civilization

Instructional Methodology Used

- small and whole group learning
- independent learning
- research and design
- computer research
- hands-on creation
- field work and field trips
- oral and written presentations
- Internet sites
- community resources, used as experts

Nature of the Collaboration

Throughout this program, students, faculty and community members worked collaboratively to create the new curriculum. The final product is a curriculum that spans all disciplines. Other forms of collaboration were found in the introduction of our students involved in the grant with community resources. Local museums, such as The Ringling Museum of Art and Tampa Museum of Art, gave students access to key information and exhibits. Finally, the gifted and non-gifted participants presented this project to teachers at a teachers' professional day. These presentations served two purposes: teachers saw students excited with learning, and it allowed students and teachers to work cooperatively.

Evaluation

Assessment of Student Performance

The first part of the assessment was a direct comparison of scores. Two groups were compared who were taught the information. First, the group of students who worked on this project took a pre- and post-test. These scores showed considerable improvement of about 25%. The second comparison was made between last year's group of gifted/advanced learners and this year's group. It is important to clarify that both groups scored similarly on state assessments. This year's group, as a whole, who were taught the new curriculum, scored higher than last year's group, who were taught the subject matter using the old curriculum.

Project Evaluation

The teachers, who were given the curriculum at the teachers' professional day, where it was previewed, evaluated the project. After teachers were presented with the curriculum, shown student created examples and projects, and given time for questions and answers, they were asked to complete an evaluation form about the curriculum. Teachers' comments were positive and the majority of those present were excited about using the new curriculum. The curriculum was also evaluated, prior to printing, by Mr. Max Hutto, Supervisor of Secondary English for the Hillsborough County School District.

Budget

<u>Item</u>	<u>Cost</u>
printing	\$980.00
binders/dividers	\$136.49
salaries	\$2440.00
field trip	\$211.00
solar system projector	\$65.25
digital camera	\$432.70
MOSI exhibit	\$500.00
curriculum books	\$650.00
miscellaneous expenses	\$385.00
total	\$5800.44

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Jackson County School District

Project Title—Excursions: On the Road with Venture

Project Goals and Rationale

Goals

- Gifted students effectively used research skills to complete a project or activity.
- Gifted students used technologies to develop and complete collaborative projects and activities.
- Gifted students demonstrated the use of higher thought processes through active participation in designing, writing, and presenting a county wide mobile electronic reading library.
- Gifted students demonstrated growth in creative thinking.

Rationale

The rationale behind “Excursions: On the Road with Venture” was to give the gifted learner the opportunity to produce a multimedia presentation using PowerPoint and to share these presentations with other county students. Being able to perform research was imperative for the success of the project. Research capabilities have been enhanced as a result of this project. The gifted students, through Internet access, were able to identify and locate information to be included in a creative electronic short story. The project, a mobile library, was disseminated throughout the county elementary schools. A center-based learning approach allowed students to have ample hands-on experiences to develop, research, design, and create their short stories.

“Excursions: On the Road with Venture” is a student-centered, center-based unit of study in language arts and integrated technology as students produced a PowerPoint multimedia production which was disseminated throughout the county elementary schools.

Project Implementation

<u>Participants</u>	<u>Number</u>
gifted students	138
administrators	3
gifted teachers	2
parents	2
other participants	6
total number of participants	151

Project Activities

- Students collaborated with teachers to develop a theme for the electronic reading library.
- Students investigated the World Wide Web on-line encyclopedias for information needed for the storyline within projects.

- Students developed higher thought processes for the creating and writing of the short stories for the electronic library.
- Individually or in small groups, students utilized a variety of creative media, using PowerPoint to create, write, and illustrate their electronic short stories
- Students presented their short stories before their peers and teachers for editing and refinement.
- Students created comprehension questions included with their presentations.
- Students collaborated with technology coordinators and teachers to burn CD-ROMS of their electronic short stories.
- Students collaborated to design and create a logo for the electronic reading library.
- Students collaborated to develop a presentation to introduce the electronic reading library to the participating schools.
- Students distributed the electronic reading libraries to participating schools through skits they designed and developed.

Curriculum Content Focus

“Excursions: On the Road with Venture” focused on the following curriculum content:

- student-directed, center-based unit of study in language arts and integrated technology
- skills in writing, speaking, research, and the use of technology while adhering to the Florida Sunshine State Standards
- a variety of learning and creativity modalities

Sunshine State Standards Addressed

Language Arts

- LA.A.2.3.5 locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing of a school or real-world task
- LA.B.1.1.2 drafts and revises simple sentences and passages, stories, letters, and simple explanations that express ideas clearly; show an awareness of topic and audience; have a beginning, middle, and ending; effectively use common words; have supporting detail; and are in legible printing
- LA.B.1.2.1 prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing
- LA.B.2.3.4 uses electronic technology including databases and software to gather information and communicate new knowledge
- LA.C.3.3 uses speaking strategies effectively
- LA.E.2.3 responds critically to fiction, nonfiction, poetry, and drama

Science

- SC.H.3.3.6 knows that no matter who does science and mathematics or invents things, or when or where they do it, the knowledge and technology that result can eventually become available to everyone
- SC.H.3.3.7 knows that computers speed up and extend people’s ability to collect, sort, and analyze data; prepare research reports; and share data and ideas with others

Visual Arts

VA.B.1.3.2 knows how the qualities and characteristics of art media, techniques, and processes can be used to enhance communication of experiences and ideas

Instructional Methodology Used

The overall design of “Excursions” was the center approach, both student- and teacher-directed. Students were divided into collaborative teams rotating throughout the various excursions.

- Creative Thinking Excursion: used research to create and write their short stories
- Production Excursion: utilized computers and software to create PowerPoint short stories, including graphics and illustrations
- Research Excursion: used computer lab (Internet sites) to thoroughly examine the topic for their short story
- Problem Solving Excursion: edited and enhanced short stories
- Group Dynamics Excursion: developed overall theme and artistic character for stories

Instructional activities and methodologies included teacher directed

- lectures
- Internet research
- software instruction on PowerPoint, Word, Publisher
- short story development (webbing)
- writing and editing skills

Nature of the Collaboration

The gifted students worked collaboratively with the teachers of the gifted to design the subject matter theme and character to flow throughout the stories. The teachers of the gifted collaborated to design a center-based model of instruction for guiding students into the creation of the electronic Reading Library. Teachers and students collaborated with the school technology coordinator to acquire technology skills needed for project completion.

Evaluation

Assessment of Student Performance

Student assessment was ongoing throughout the project using the following:

- ongoing teacher observation
- portfolio of student work
- open-ended questioning in small and large group settings
- self and peer assessment
- journal: “On the Road with Venture”
- presentation by students at the editing sessions
- presentation by students to the administrators and media specialists of participating home-based schools

Project Evaluation

“Excursions: On the Road with Venture” was evaluated through the following methods:

- project completion (student productivity)
- student rating instrument addressing interest level, skills learned, technology use, and an overall rating of the project

All of the participating students completed the product with 95% of them rating the project outstanding. Project dissemination in May 2002 to the home-based schools delays an evaluation by those media specialists until school year 2002-2003. Feedback from parents showed their high interest in the use of advanced technology with their children. Parents comments were overwhelmingly positive.

Budget

<u>Item</u>	<u>Cost</u>
materials and supplies	\$404.90
capital outlay equipment	\$4595.10
total	\$5000.00

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Nassau County School District

Project Title: Gifted by Nature II

Project Goals and Rationale

Goals

The primary goal of this project was to meet the academic needs and interests of all Yulee and Fernandina Beach gifted primary and elementary students through an appreciation for the natural environment and extend the “best practices” of successful gifted educators into a local environmental education program to include designing appropriate investigations, service-learning projects, and effectively using performance-based assessment. To meet this goal, “Gifted by Nature II”

- increased higher-order thinking skills of identified gifted students who participated in the “Gifted by Nature II” project
- increased collaborative efforts between gifted students in Yulee and Fernandina Beach, their gifted teachers, parents, regular education students, classroom teachers, mentors, and local community volunteers
- expanded the existing science-based JOEL’S PAD (Journey On Earth’s Land: Seek, Predict, Analyze, Discover) Curriculum Guide (K-5) to include more stimulating material across disciplines related to the interests and experiences of the rural gifted students using higher level critical thinking activities

Rationale

The “Gifted by Nature II” project was based on the need to preserve and develop two of the nation’s most precious natural resources: the gift of nature and our youth with special talents and great potential. When we squander either of these, we waste America’s future.

Dr. Gerald A. Lieberman and Linda L. Hoody address the use of the environment as an integrating context (EIC) for learning in *Closing the Achievement Gap* (1998). This nationwide study used the following domains for their research project: knowledge of content, concept, and principles; skills in application to real world situations; retention of what was learned; and attitudes towards engagement, enthusiasm, and interest. Observed benefits of the EIC based programs are both broad ranging and encouraging as stated in *Closing the Achievement Gap*. Evidence gathered from 40 EIC study schools indicates students learn to read, write, and do mathematics more effectively within an environment-based context than within a traditional educational framework. EIC uses a school’s local surroundings to engage students in schoolwork that they perceive as relevant to their daily lives, thus increasing their motivation for learning and academic achievement. This perspective of learning benefits any at-risk students, whether gifted, regular, or Title I.

The “Gifted by Nature II” project was based on the need to preserve and develop two of the nation’s most precious natural resources: the gift of nature and our youth with special talents and great potential. When we squander either of these, we waste America’s future.

The Nassau County gifted program enrollment showed a disparity between the coastal Fernandina Beach area schools and the rural western areas of the county. Nassau schools serve over 10,300 students—1.54% identified as gifted. Most gifted students are from the more affluent coastal area of Fernandina Beach. County demographics show that residents of the rural areas have a lower per capita income (\$12,232 average) than the Fernandina residents (\$17,692). This project proposed to recognize those gifts of nature and our youth and continue the “rescue” of both a seriously degraded schoolyard environment and the potentially talented and gifted students in Yulee, Florida.

Recent research (Ross, P.O. 1993, *National Excellence: A Case for Developing America’s Talent*, U.S. DOE) shows the need for comprehensive, integrated educational projects to help the bored and underachieving gifted/talented students succeed in the regular classroom. The project generated an interest in real world issues that concern many of the students in this primarily rural area. Ultimately, this effort to strengthen the education of gifted and talented students was a way to recognize the natural talents of all students and help them develop higher order critical thinking skills. The “Gifted by Nature” II project offered students rigorous content and hands-on experiential education and investigative activities based on Sunshine State Standards and Bloom’s *Taxonomy of Cognitive Skills*.

This project enabled the Fernandina Beach/Yulee K-5 gifted teacher to collaborate with regular classroom teachers, parents, and community members to better meet the academic needs and interests of the county’s diverse student population. This grant provided needed in-service training using the environment as an integrating context when developing curriculum. This curriculum provided opportunities for gifted students to conduct in-depth research and apply subject matter skills and knowledge. Students’ critical questioning skills were developed through their own investigations, which connect their environment to their rural community.

Project Implementation

<u>Participants</u>	<u>Number</u>
gifted students	67
general education students	1340
students with disabilities	127
administrators	4
community members	16
gifted teachers	1
general education teachers	63
teachers of students with disabilities	16
parents	42
other participants	6
total number of participants	1784

Project Activities

- Summer workshop training was held by SEER, Dr. and Mrs. Gerald Lieberman for gifted and regular teachers and parents.
- Project team, parents, and community experts expanded the existing science-based JOEL’S PAD Curriculum Guide (K-5) to include stimulating material across disciplines based on the importance of water and the wetlands in our area. The activities developed included in-depth

- research, application of subject matter skills and knowledge, critical questioning skills developed through students' own investigations connecting their environment to their rural community, culminating in gifted students using higher level critical thinking skills in service-learning projects through collaboration with gifted and regular teachers, parents, local experts, and regular and disabled students in Nassau County.
- Project team attended Florida Learn and Serve Conference: Project Wet; Project Wild; Florida Education of Technology Conference (FETC).
 - Gifted teacher attended CompuMaster PowerPoint training.
 - KWL charts made about water and local wetlands.
 - Students made EIC systems map for water and local wetlands.
 - Students completed activities offered in St. Johns Water Management curriculum that integrated the curriculum with the environment to include creative writing, critical thinking activities, hands-on math activities, science experiments to include aquifer, watershed, runoff, erosion, wetlands, and estuaries.
 - Gifted students (grades 2-5) researched information focusing on preserving our wetlands in collaboration with the Florida Learn and Serve Grant received by the project team and presented PowerPoint presentations to Yulee Primary, Southside Elementary, and Emma Love Hardee Elementary.
 - Sixteen hundred (1600) regular and ESE student-made posters in the form of placemats depicting knowledge of the importance, characteristics, and preservation of local wetlands and watersheds to educate the local community and tourists were placed in community restaurants.
 - Gifted students gave tours in environmental center to regular and disabled students at Southside Elementary (PreK-1 and PMH) culminating in individual art projects by each student that when put together simulated the environmental center for the Callahan County Fair where it won 2nd place.
 - Gifted students gave tours, including a scavenger hunt, in environmental center to regular and disabled students at Yulee Primary.
 - Gifted students (including four from Fernandina Beach Middle School), gifted teacher, regular students, teachers, and parents spent several afternoons after school enlarging the butterfly gardens using plants they had grown in the environmental center greenhouse.
 - Students collaborated with St. Johns Water Management District demonstrating by model the importance and function of wetlands to students and faculty at Yulee Primary School.
 - Students took a field trip to Egan's Creek in October to determine water quality, investigate wetland plants and animals, and determine wetland viability after salt-water introduction.
 - An expert on wetlands, specifically for Nassau County, advised students as to the past, current, and future of these particular wetlands.
 - Students took a field trip to Fernandina Beach's Water Plant in October, led by the manager, to facilitate student learning in Fernandina Beach's watershed, aquifer, and purification system.
 - Students took a field trip to Waycross, Georgia's Okefenokee Swamp Park in May to observe natural habitat of wetland environment and understand the importance of this specific wetland environment which is the starting point of both the Suwannee River and the St. Mary's River and is one of the largest watersheds completely sustained by rain water.
 - The Okefenokee Swamp Park field trip educated students regarding the importance of natural fires in the wetlands.
 - Students produced pop-up books demonstrating how the wetlands are a necessity to the present environment.

- Students (grade 2-5) produced PowerPoint presentations at shown at Fernandina Beach and Yulee elementary schools to exhibit student knowledge of the importance, characteristics, and preservation of local wetlands and watersheds.
- Gifted students shared individual PowerPoint presentations with parents of Southside Elementary students on wetlands, demonstrating research and technology techniques in the *Students as Teachers, Parents as Partners* after-school program
- A play was performed by Yulee gifted students to educate Yulee primary students about the importance, characteristics, and need for preservation for local wetlands and watersheds

Curriculum Content Focus

Curriculum content focus included an integrated curriculum that used the environment to increase engagement in school projects. Students participated in higher-level activities across the disciplines using in-depth research, problem solving, critical thinking and communication skills.

Sunshine State Standards Addressed

Language Arts

- LA.B.1.1.1 makes a plan for writing that includes a central idea and related ideas
- LA.B.1.2.1 prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing
- LA.B.2.1.1 writes questions and observations about familiar topics, stories, or new experiences
- LA.B.2.2.1 writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media
- LA.C.3.1.1 speaks clearly and at a volume audible in large or small group settings
- LA.C.3.2.1 speaks clearly at an understandable rate and uses appropriate volume

Math

- MA.B.1.1 measures quantities in the real world and uses the measures to solve problems
- MA.D.2.1 uses expressions, equations, inequalities, graphs, and formulas to represent and interpret situations
- MA.E.1.2.3 analyzes real-world data to recognize patterns and relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, and circle graphs generated by appropriate technology, including calculators and computers
- MA.E.2.2 identifies patterns and makes predictions from an orderly display of data using concepts of probability and statistics
- MA.E.3.2 uses statistical methods to make inferences and valid arguments about real-world situations

Science

- SC.D.2.1.1 understands that people influence the quality of life of those around them
- SC.D.2.2.1 knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life
- SC.G.2.1.2 knows that the activities of humans affect plants and animals in many ways

- SC.G.2.2.1 knows that all living things must compete for Earth’s limited resources; organisms best adapted to compete for the available resources will be successful and pass their adaptations (traits) to their offspring
- SC.G.2.2.3 understands that changes in the habitat of an organism may be beneficial or harmful
- SC.H.1.1.3 knows that, in doing science, it is often helpful to work with a team and to share findings with others
- SC.H.1.1.5 uses the senses, tools, and instruments to obtain information from his or her surroundings
- SC.H.1.2.2 knows that a successful method to explore the natural world is to observe and record and then analyze and communicate the results
- SC.H.1.2.3 knows that to work collaboratively, all team members should be free to reach, explain, and justify their own individual conclusions
- SC.H.1.2.5 knows that a model of something is different from the real thing but can be used to learn something about the real thing

Social Studies

- SS.A.1.1.1 compares everyday life in different places and times and understands that people, places, and things change over time
- SS.A.1.2.1 understands how individuals, ideas, decisions, and events can influence history
- SS.A.6.2.2 understands the influence of geography on the history of Florida, (specifically Nassau County)

Instructional Methodology Used

- EIC curriculum
- self-directed learning using systems map
- service learning
- KWL charts
- Internet research
- collaboration with experts
- interviews
- PowerPoint presentations
- dramatic presentations
- creative writing
- artistic representations
- hands-on learning experiences
- individual, small group, and whole group instruction
- independent study/team project
- oral and written presentations
- field trips/field experience
- students as mentors and teachers

Nature of the Collaboration

- SEER (State Education and Environment Roundtable)—collaboration and training which provided strategies that encourage high-order thinking while integrating the curriculum with the environment culminating in service-learning projects
- revision of JOEL’S PAD curriculum supporting EIC and service-learning activities

- FETC (Florida Education Technology Conference)—enhancement of student use of technology
- Learn and Serve Conference—enhancement and importance of student involvement in community service
- CompuMaster PowerPoint training—provided strategies for producing state of the art PowerPoint presentations
- collaboration with St. Johns Water Management District including demonstration models, expert advice, and curriculum enhancement
- expert/manager of Fernandina Beach Water Tower resulting in hands-on learning regarding Fernandina Beach’s watershed, aquifer, and purification system
- expert on native wetlands/tour of Egan’s Creek Greenway resulting in knowledge of impact of industry and development on wetlands, wetland viability, history, and future of Egan’s Creek Greenway wetlands

Evaluation

Assessment of Student Performance

Student evaluation was determined by teacher/student-made rubrics, measuring success on PowerPoint presentations, peer teaching, original student creative plays, and other gifted class projects. The rubrics included the following criteria:

- organization for research 100% of the gifted students (grades 2-5)
- criteria for project specifications 98%
- time management criteria 98%
- criteria for quality work 100%
- SEER recommended methodology 100%

Project Evaluation

The project evaluation was based on the following:

1. quantitative site use
 - number of gifted students from Yulee Primary, Southside Elementary, Emma Love Hardee Elementary and Fernandina Beach private schools who participated in the project—100%
 - number of regular education students who collaborated with gifted students—1467 students—80% of three schools’ population)
 - number of gifted teachers who used integrated-interdisciplinary instruction based on SEER methodology—1—25%
2. qualitative site use
 - results of student projects (rubrics)—of the 63 elementary gifted students that participated, 62 made 100%
 - teacher evaluations of student projects based on higher-level thinking matrixes—100% of 62 out of 63 students
 - comparison of standardized and teacher-generated test scores for participating students—standardized test scores unavailable at this time

Budget

<u>Item</u>	<u>Quantity</u>	<u>Cost</u>
EIC training by SEER	8	\$5000.00
G4:Mac	1	\$1799.00
Epson C80 printer	1	\$174.00
USB cable	1	\$14.95
Canon scanner	1	\$149.00
Canon digital camcorder	1	\$629.25
Canon stereo microphone	1	\$125.00
Canon light attachment	1	\$39.69
stipends/retirement/social security	3	\$1071.78
transportation:		
Water Tower/Egan's Creek		\$54.47
PPT presentation at Emma Love		\$11.77
Okefenokee Swamp Park—student admission		\$900.00
total		\$9998.91

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St. Lucie County School District Forest Grove Middle School

Project Title: History Alive! 100 Years of Fort Pierce History

Project Goals and Rationale

The “History Alive!” project gave gifted students from Forest Grove Middle School the opportunity to use sophisticated technology, participate in authentic historical research, and contribute to their community by creating a CD-ROM and museum exhibit that documents the history of Fort Pierce from the perspective of groups not currently represented in the local historical museum. Through the project, students engaged in collaborations with community members and other students to create the historical pieces. All students involved in the project participated in off-campus learning activities that contributed to their knowledge and understanding of the history of Fort Pierce and their place in it.

Because most of the gifted students and other student participants in the “History Alive!” project come to Forest Grove Middle School from backgrounds where socio-economic factors limit their exposure to museums, higher education, and the wealth of resources usually associated with traditional gifted programs, the “History Alive!” project aimed to immerse our gifted students in a rich inquiry learning environment.

Project Implementation

<u>Participants</u>	<u>Number</u>
gifted students	25
general education students	51
community members	25
gifted teachers	4
parents	10
total number of participants	115

Project Activities

Students participated in field trips to the St. Lucie Historical Society Museum for research and an archeological dig with the Southeast Florida Archeological Society. They traveled to the Abbie Jean Russell Nursing Home to collect oral histories from long-time Fort Pierce residents, and they visited the St. Lucie County Library main branch in downtown Fort Pierce to search through newspaper clippings and primary source documents for names and other information on possible interview subjects. Students also spent a day in the refurbished downtown area to photograph architecture and historical buildings as part of a downtown walking tour.

The” History Alive!” project gave students the opportunity to use sophisticated technology, participate in authentic historical research, and contribute to their community by creating a CD-ROM and museum exhibit that documents the history of Fort Pierce.

As a result of their experiential learning activities, students created portfolios and timelines of famous or not-so-famous Fort Pierce residents; conducted community-wide surveys; constructed a 3-dimensional, free-standing exhibit for the Saint Lucie County Historical Society Museum, created a CD-ROM, and participated in monthly seminars with local community members who shared their own history of Fort Pierce.

Curriculum Content Focus

The project was primarily focused on the history and language arts content areas through the heavy research and writing components. Students used a variety of research techniques for data collection and analysis, with the main methods of data collection involving the use of oral interviews, surveys, and critical study of primary sources. In the area of technology, students learned to create multimedia products using Lotus Freelance Graphics, Lotus Smart Suite, and PageMaker.

Sunshine State Standards Addressed

Social Studies

- SS.A.1.2.2 uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources
- SS.A.6.2.1 understands reasons that immigrants came to Florida and the contributions of immigrants to the state's history
- SS.A.6.2.2 understands the influence of geography on the history of Florida
- SS.A.6.2.3 knows the significant individuals; events; and social, political, and economic characteristics of different periods in Florida's history
- SS.A.6.2.5 knows how various cultures contributed to the unique social, cultural, economic, and political features of Florida
- SS.D.1.2.2 understands that scarcity of resources requires choices on many levels, from the individual to the societal

Language Arts

- LA.A.1.3.4 uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report
- LA.A.2.3.5 locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision-making, and performing a school or real-world task
- LA.A.2.3.6 uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics
- LA.A.2.3.7 synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines
- LA.A.2.3.8 checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws
- LA.B.2.3.1 writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media
- LA.B.2.3.2 organizes information using alphabetical, chronological, and numerical systems

- LA.B.2.3.4 uses electronic technology including databases and software to gather information and communicate new knowledge
- LA.C.1.3.1 listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest
- LA.C.1.3.4 uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification
- LA.D.2.3.7 understands that laws exist that govern what can and cannot be done with mass media

Instructional Methodology Used

Students in the “History Alive!” project participated in a project-based curriculum designed using the Renzulli Enrichment Triad model. Activities associated with the project were primarily experiential in nature and included student-led expert seminars and peer teaching, field trips, inquiry projects, and other Type II and III activities.

Nature of the Collaboration

The “History Alive!” project was a collaboration between our community’s professional and volunteer historians, the St. Lucie Historical Society and Museum, the Southeast Florida Archaeological Society, the St. Lucie County Library System, prominent local families, and our students and teachers. Once the CD-ROM is distributed and the museum exhibit has its grand opening in the fall, the collaborative network will expand to include fourth graders in our feeder pattern and other community members and students who visit the St. Lucie Historical Museum to see the exhibit.

The collaborations of the “History Alive!” project were essential for our student to experience first hand the nature of the historical research process from professionals and volunteers in the field. It also connected our students to their community and its history in a way that they had not been connected before. The entire community will benefit from the museum exhibit that explores areas not previously addressed in the museum, such as immigration and migrations, civil rights and the school system, and the role of women in Fort Pierce history.

Evaluation

Assessment of student performance

Students were assessed in connection with the project using a number of self-created and teacher-created rubrics for quality work. Students also developed criteria for the CD-ROM presentation and the museum exhibit.

Project Evaluation

Teachers and students found that throughout the project they needed to readjust their expectations of what they could and should accomplish. Because the gifted program at Forest Grove Middle School was new this year, there was a learning curve for both teachers and students new to the school as well as one teacher new to the community.

Students involved in the project successfully completed the museum exhibit and will continue the project next year when it debuts at the St. Lucie Historical Museum in the fall. Museum curators and the director of education for the museum asked students to wait to exhibit their display so that they could have a larger room and maintain the exhibit for a longer period of time in the museum. The CD-ROM posed numerous difficulties because of some school-wide technology issues. While the CD-ROM is ready to distribute, teachers and students both feel that they want a version 2.0 of their History Alive! CD-ROM to make improvements.

Budget

<u>Item</u>	<u>Cost</u>
materials and supplies (for projects and exhibits)	\$510.15
technology equipment and software (includes purchase of digital camera, scanner, Dazzle Digital Video Creator, VCR, one-step cameras, etc.)	\$ 1837.07
travel (field trips)	\$ 1116.50
teacher training (consultants, conferences, and stipends)	\$ 3120.97
total	\$6584.69

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**Volusia County School District
Pine Trail Elementary**

Project Title: C3-PO

Project Goals and Rationale

Goals

- The children will value education as a means to achieve real world goals.
- Pre-kindergarten students will benefit from direct interaction with our intermediate gifted students and their products.
- The children will develop in-depth knowledge of math and language skills, thus raising scores on Florida Writes and FCAT.
- Students will learn to develop criteria for quality.
- Students will gain an understanding that quality products require more time and effort.
- Students will understand that failure is a positive part of the learning process.
- Students will develop cooperative and collaborative skills through interaction with peers, mentors, teachers, and young children.

Rationale

Recent research concerning gifted students reveals significant gaps within our current curriculum. In this “*hurry-up, immediate-needs-gratification society*,” children need the opportunity to develop the patience and perseverance required by a master craftsman. Research (Whitmore, 1980) shows that the perfectionist tendencies of gifted students often prevent the development of their full potential. Children need an environment that removes the negative connotations surrounding failure and replaces that with the belief that failure is part of the learning process. Gifted students need opportunities to build social skills and in-depth knowledge by collaborating with peers and mentors (James & Camp, 1989). Gifted adults, including Nobel Prize winners, have stated that although their academic interests were met, their social emotional development was shortchanged. They lacked the skills to interact with the larger world (McCowan). Gifted students need the opportunity to see the world from another’s point of view.

The academic needs of our fourth and fifth grade gifted students have been identified through research and statewide testing. Our fifth graders’ scores on the geometry portion of the FCAT have been among the lowest scoring subsections for the past four years.

Students met with master craftsmen to create prototypes and blueprints for wood products, using coping saws, drills, sandpaper, screwdrivers, hammers, levels, rulers, wood burners, and paint to create projects for pre-kindergarten and vocational education students.

The Trends in International Mathematics and Science Study (TIMSS) findings suggest that American students are not given the in-depth coverage of a math concept that students in higher scoring countries enjoy. Research reveals that students need real world application to help them understand math concepts. Children need to apply language and collaborative skills in meaningful real world tasks to appreciate the skills' impact (Frank Smith, 1986; Gallagher and Workman, 1993). Since its inception, our school's scores on the Florida (FCAT) Writes expository essay have been lower than our school's scores on the narrative. Gifted students at our school follow this trend.

Research has shown that language impaired children learn vocabulary more quickly if they are given examples in their world. Generalizing the word to items outside the child's environment should be a secondary step preceded by first building the schema within the child's world.

Project Implementation

<u>Participants</u>	<u>Number</u>
gifted students	52
varying exceptionalities students	30
pre-kindergarten, language impaired students	14
administrators	2
community members	
gifted teachers	2
teachers of students with disabilities	4
parents	
total number of participants	135

Project Activities

Gifted students

- interviewed pre-kindergarten teachers
- met with BellSouth representatives to learn multimedia software program
- met in teams to create multimedia presentations using Vegas Video
- returned to pre-k classrooms to take pictures and video
- visited school personnel and sites to obtain pictures and video
- met with BellSouth representatives to create and burn a CD for a multimedia program
- returned to pre-kindergarten classes to present the product and instruct in its usage
- met with master craftsmen for instruction in woodworking, including measurement and tool instruction
- met with architect to discuss building components
- met with master craftsmen to create prototypes and blueprints for wood products
- used coping saws, drills, sandpaper, screwdrivers, hammers, levels, rulers, wood burners, and paint to create alphabet and name boards, flower boxes, and picture holders for pre-k and vocational education students

Curriculum Content Focus

At the beginning of the project, the language content focused on teaching the interview process, active listening, note taking, and synthesizing information into an expository paper. Throughout the year, students used the writing process to create a multimedia, pre-k language based program. Students learned to highlight key information in order to teach teachers and pre-k students how to

use a multi-media program. Part of the curriculum included advanced technology skills in the use of digital camera, video recorders, scanners, audio equipment, and multimedia software.

Throughout the year, the students applied math skills to real world situations. Math instruction focused on measuring quantities in the real world, planning and constructing that included length, perimeter, area, and spatial geometric structures in design. A master craftsman taught woodworking skills. Students learned the elements of art and principles of design, then applied them to wooden crafts and multimedia projects. Inherent within this process was learning to envision and develop criteria for a product of high quality.

Specific instruction was given on collaborative skills, goal attainment, and dealing with failure. Specific lessons were devoted to analyzing what “responsibility” looks and sounds like.

Sunshine State Standards

Social Studies

SS.A.1.2 understands historical chronology and the historical perspective

Health Education

HE.B.3.2.4 know various ways to communicate care, consideration, and acceptance of self and others (e.g., by cooperating)

HE.B.3.2.5 exhibits attentive listening skills to enhance interpersonal communication

Language Arts

LA.A.2.2.5 reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task

LA.B.1.2 uses the writing processes effectively

LA.B.2.1.3 uses basic computer skills for writing, such as basic word-processing techniques: keying words, copying, cutting, and pasting; using e-mail; accessing and using basic educational software for writing

LA.B.2.1.4 composes simple sets of instructions for simple tasks using logical sequencing of steps

LA.B.2.2 writes to communicate ideas and information effectively

LA.B.2.2.1 writes notes, comments, and observations that reflect comprehension of content and experiences for a variety of media

LA.B.2.2.2 organizes information using alphabetical and numerical systems

LA.B.2.2.3 writes for a variety of occasions, audiences, and purposes

LA.B.2.2.4 uses electronic technology, including word processing software and electronic encyclopedias to create, revise, retrieve, and verify information

LA.B.2.2.6 creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose

LA.C.1.2.4 listens attentively to the speaker, including making eye contact and facing the speaker

LA.C.1.2.5 responds to speakers by asking questions, making contributions, and paraphrasing what is said

- LA.C.3.2.2 asks questions and makes comments and observations to clarify understanding of content, processes, and experiences
- LA.C.3.2.3 speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations
- LA.C.3.2.5 participates as a contributor and occasionally acts as a group leader in a group discussion
- LA.D.1.2.2 understands that language formality varies according to situations and audiences
- LA.D.2.2.4 selects and uses appropriate technologies to enhance efficiency and effectiveness of communication

Mathematics

- MA.A.1.2.3 understands concrete and symbolic representations of whole numbers, fractions, decimals, and percents
- MA.A.3.2.2 selects the appropriate operation to solve specific problems involving addition, subtraction, and multiplication of whole numbers, decimals, and fractions, and division of whole numbers
- MA.A.3.2.3 adds, subtracts, and multiplies whole numbers, decimals, and fractions, including mixed numbers, and divides whole numbers to solve real world problems, using appropriate methods of computing, such as mental mathematics, paper and pencil, and calculator
- MA.A.4.2.1 uses and justifies different estimation strategies in a real world situation and determines the reasonableness of results of calculations in a given problem situation
- MA.B.1.2 measures quantities in the real world and uses the measures to solve problems
- MA.B.4.2. selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real world situations
- MA.B.4.2.2 selects and uses appropriate instruments and technology, including scales, rulers, thermometers, measuring cups, protractors, and gauges, to measure in real-world situations
- MA.C.1.2.1 given a verbal description, draws and/or models two- and three-dimensional shapes and uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures
- MA.C.3.2.1 represents and applies a variety of strategies and geometric properties and formulas for two- and three-dimensional shapes to solve real-world and mathematical problems
- MA.C.3.2.2 identifies and plots positive ordered pairs (whole numbers) in a rectangular coordinate system (graph)
- MA.D.1.2.2 generalizes a pattern, relation, or function to explain how a change in one quantity results in a change in another
- MA.D.2.2.1 represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expressions, etc.
- MA.D.2.2.2 uses informal methods, such as physical models and graphs, to solve real world problems involving equations and inequalities
- MA.E.1.2.1 solves problems by generating, collecting, organizing, displaying, and analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts

Instructional Methodology Used

- Gardner's multiple intelligence
- Johnson & Johnson cooperative learning principles
- Glasser's choice theory
- hands-on real world math experiences
- mentoring
- teacher-student lecture demonstration
- field experiences
- small group problem activity
- student presentations
- independent project creations
- interdisciplinary integrated curriculum
- discovery learning
- students teaching students
- scaffolding for independent work
- goal setting

Nature of the Collaboration

- Fourth and fifth grade teachers collaborated to formulate and implement C3-PO.
- Gifted teachers and students collaborated with pre-kindergarten teachers and students to find their needs.
- Gifted teachers, varying exceptionalities teachers, and students collaborated to implement a portion of the woodworking projects
- Two local master craftsmen taught students woodworking skills.
- BellSouth taught students how to use *Vegas Video* (multimedia program) and assisted them as they created programs.
- Teachers and students collaborated with school administration to procure a portable for the woodshop, arrange computer lab schedule.
- Lowes assisted in purchasing wood and tools.

Evaluation

Assessment of Student Performance

- The students' academic knowledge was assessed through teacher-made tests, district tests, and FCAT. Seventy-five percent of the fourth graders scored a 4 or above on Florida Writes. Sixty percent of the fifth graders scored in level 5 of the FCAT Math. Teacher-made tests and district tests showed successful completion of all students on math and language standards.
- The affective goals were assessed through self-reflection, peer evaluation, and teacher/mentor observation. The students' high level of enthusiasm helped them to develop the responsibility and work ethics that were envisioned. All parents, students, and teachers considered this project a resounding success.
- The students' ability to apply academic knowledge and collaborative skills was shown in the works in progress and products as evaluated by teachers, mentors, and students.
- The quality of the students' final products was assessed using rubrics created by the students, teachers, and mentors. Pre-K and varying exceptionality classes successfully used final products.

Product Evaluation

- Teachers, students, mentors, and administrators completed appropriate rubrics and surveys on the implementation of the program. Surveys and rubrics showed that the project was successful.
- Teachers kept a reflective journal on the lessons and activities performed each session. Journals highlighted successful strategies and provided data for future improvements and implementation.
- Administrators and teachers utilized the Volusia County Teacher Assessment—Alternative Method, Comprehensive Cycle 3 to evaluate teacher learning and effectiveness. Administrator completed evaluation and deemed the project worthwhile for all involved.

Budget

<u>Items</u>	<u>Cost</u>
woodworking tools	\$335.00
toolboxes	\$ 40.00
CAD software	\$100.00
screws, nails, sandpaper	\$ 25.00
2 IBM Thinkpads	\$4,292.00
2 IBM desktops	\$2,200.00
HP inkjet printer	\$100.00
camcorder	\$680.00
digital camera	\$699.00
camcorder bags, memory	\$120.00
service plan for cameras	\$130.00
firewires	\$260.00
Vegas Video software	\$200.00
photo paper, disks, cds, ink	\$196.00
USB cables	\$70.00
tripod, film, camera memory	\$110.93
total	\$9,557.00

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