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IDENTIFIERS

ABSTRACT

"Celebration of Excellence" is an incentive program, administered by the Connecticut State Department of Education, that salutes excellence in teaching by honoring Connecticut public school teachers who have developed exceptionally creative curriculum projects and implemented them successfully in the classroom. This catalog is a collection of profiles describing 60 such exemplary programs. The profiles are organized by subject area (interdisciplinary, art and music, home economics, language arts and foreign languages, law and business, physical education, science and mathematics, and social studies) and adaptation can take place across grade levels. Each listing contains a brief description of the program, student requirements (grade level, class size, etc.), staff requirements, materials and facilities, outside resources, overall value, and contact persons. (CB)

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ED276692

Curriculum Projects from the 1986 Awards Program

CELEBRATION OF EXCELLENCE

A salute to Connecticut teachers made possible by a grant from Southern New England Telephone

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A Message from the Commissioner...



It is my belief that real professional growth comes when teachers share ideas with other teachers. After one year of experience with Celebration of Excellence, we are convinced that this program provides an excellent opportunity for such sharing to take place.

In addition to providing the mechanics for teachers to present their ideas and plans to other teachers, it also provides for acknowledging their belief in their profession both by recognition of their participation and by monetary reward.

The development of a strong program for professional growth is one of our most effective ways of improving educational opportunities for Connecticut's students. I support Celebration of Excellence for its positive effect on our school programs and thank the Connecticut General Assembly and SNET for helping to make the program a reality for Connecticut teachers.

A handwritten signature in cursive script that reads "Gerald N. Tirozzi".

Gerald N. Tirozzi
Commissioner of Education

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Introduction



"It is idle to expect good schools without good teachers."

Henry Barnard,
Noted Connecticut Educator

Celebration of Excellence is the type of program of which Henry Barnard would have approved. Barnard, the first Commissioner of Education for the United States, recognized that the success of our schools depends largely on teachers. In keeping with Barnard's belief, lawmakers and concerned citizens in the state are focusing their attention on improving and strengthening our system of education.

Celebration of Excellence is an incentive program, administered by the State Department of Education and funded by SNET, which salutes excellence in teaching by honoring Connecticut public school teachers who have developed exceptionally creative curriculum projects and implemented them successfully in the classroom. Additionally, for the year July 1, 1986 — June 30, 1987 the Connecticut Legislature has appropriated \$100,000 for this activity.

Celebration of Excellence was developed by Governor O'Neill's Commission on Equity and Excellence in Education, formed in August, 1984 of a bipartisan cross section of Connecticut citizens. The panel included educators, business people, legislators, and other prominent state citizens. The concept for the Commission grew out of a set of recommendations made by the State Board of Education in January, 1984.

"The focus of the Commission was on the people who have the most to do with the education of young people in Connecticut — the teachers," said Alfred W. Van Sinderen, director and former chairman and chief executive officer of SNET. Van Sinderen sat on the Governor's commission and

was very instrumental in getting the Celebration of Excellence program off the ground.

"The time has come for business and the public sector to get more involved in the education process," Van Sinderen said. "The business community has a stake in today's education, for the students of today are the high quality employees of tomorrow."

Recipients of the award receive a \$100 personal cash reward, plus a \$200 grant to further develop their project and share it with other teachers. Workshops and seminars are arranged for recipients to meet other teachers and exchange ideas about teaching. That exchange of ideas is the beginning of an invaluable network within the educational community.

A total of 655 curriculum projects were submitted statewide through the six Regional Educational Service Centers (RESCs). Teacher screening committees, set up by the RESCs, selected the 200 best projects using state review criteria. Each of the 200 projects was then reviewed and commented on by a state consultant in the appropriate subject area.

The final 60 best projects were selected by a state review committee made up of the Celebration of Excellence Advisory Committee, the RESC coordinators and additional teachers from each RESC area.

Celebration of Excellence has adapted ideas from a national program called IMPACT II. This is being implemented by school systems in such diverse places as Houston, Texas; Chapel Hill, North Carolina; San Francisco, California; and Boston, Massachusetts. Connecticut is the first state to have a similar statewide program. Connecticut developers have become part of the IMPACT II national network.

Why Celebration of Excellence Succeeds



Among the findings of the recent Carnegie Report on Teaching, "A Nation Prepared: Teachers for the 21st Century," were indications that bright creative young people no longer consider the teaching profession a viable career path. Many exemplary teaching professionals are opting to leave education. Individuals remaining have lost their initial enthusiasm. Teachers work in isolation, with little support or opportunity to see each other work. There is a lack of recognition of the teacher as a professional who should be empowered to make autonomous decisions, and who has an expertise worth sharing. The success of the Celebration of Excellence program comes from trusting teachers, supporting their judgment, honoring their commitment, and then nurturing a network to facilitate the changes they undertake.

Celebration of Excellence recognizes and rewards effective instructional practice and creative teaching. Celebration of Excellence provides:

Developer Grants to enable teachers to produce materials and obtain technical assistance needed to disseminate their programs.

Adaptor Grants to teachers who wish to adapt or replicate the selected classroom based materials, activities, and programs.

Celebration of Excellence supports activities which provide a forum for teacher expression and growth. Celebration of Excellence stipends allow grant winners to demonstrate their programs through regional educational service centers, teacher centers, college and university courses, community events and staff development workshops. Training on how to present a workshop is given to all grant winners as well as help on developing materials on their projects to share with other teachers. This opportunity and recognition raises teachers' self-esteem, reduces their sense of isolation, increases their sense of professionalism, and empowers teachers to keep the spark of creativity kindled.

Dr. Marjorie K. Bradley
Program Director

How to Use This Catalog



The Celebration of Excellence program was created to reward and recognize creative Connecticut public school teachers. Through its teacher-to-teacher network, successful classroom programs will be disseminated. With the publication of this catalog, teachers throughout the state-working in public schools-are invited to "take an idea and go creative."

This catalog is a collection of profiles describing 60 exemplary programs. The profiles are organized by subject area. Adaptation can take place across grade levels. For more information, and sets of materials on any of these programs, you are encouraged to contact your Regional Education Service Center (RESC).

CELEBRATION SERVICES

- **Adaptor Grants.** If you are interested in adapting one of the programs that appear in this catalog, you are eligible to apply for an adaptor grant of \$50.00. Request materials about the program and a grant application from your RESC. The application period closes December 15, 1986. Some teachers, of course, will want to adapt programs without applying for grants, and are welcome to do so.
- **Interschool Visits.** If you are interested in getting a first hand look at a program, or if you are interested in inviting a developer teacher to your school to help you get started on adapting a program, your RESC can arrange for an interschool visit. This service is available to formal or informal adaptors.
- **Workshops.** Program developers will present workshops at conferences and elsewhere throughout the year. The RESC staff will coordinate workshops as needs arise.

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Acknowledgements



Without the help of the following persons, the 1986 Celebration of Excellence program could not have been implemented:

- All teachers who submitted projects for consideration in the Celebration of Excellence program.
- Advisory Committee members who helped to shape the program, reviewed many forms and screened proposals.
- State curriculum consultants who commented on each proposal.
- Regional and State Screening Committees who freely gave of their time to judge Celebration of Excellence entries.
- Regional Educational Service Center Coordinators who helped to manage and implement the program in six parts of the state.
- Connecticut Education Association and Connecticut State Federation of Teachers who publicized the program and helped to identify teacher judges.

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Environmental Room Design

This project awakens students' perceptions of nature and its artistic possibilities. It creates a place where students step into new worlds of sound, color and smell.

Students begin by choosing a theme that relates to their sense of adventure, as well as to art concepts they have learned and artists they have studied. For example, four years ago students chose to create a "Jungle Safari." After studying the works of Gauguin, researching reference materials for ideas, viewing films and taking related field trips, students began their own designs.

Students worked amid the smell of freshly cut flowers and the sound of South Sea music to capture the feeling of the jungle setting. Art students construct murals, English students write skits act them out.

STUDENTS

The program has been used for three alternate years in the seventh and eighth grades at Haddam-Killingworth Middle School. It is taught every other year so that both grade levels are new to the experience. Classes meet every other day. Eight classes, ranging in size from fourteen to thirty students, yield a total of one hundred to two hundred and fifty participants.

There is a wide range in artistic ability among the students, and each student is constantly challenged. The program is readily adaptable to other age groups.

STAFF

Karen Porter developed this program in an attempt to blend artistic and academic objectives through the design and creation of a special environment. After the first year of the program, an article titled "This Artroom is a Jungle", by Karen Porter, was published in *School Arts*, April, 1984. The administration, parents and the student body support and encourage the continuation of the program.

MATERIALS AND FACILITIES

A room where the furniture can be moved is required. General art supplies, materials and found objects are needed for individual and group projects. Reference materials, slides, and films can be obtained from libraries.

OUTSIDE RESOURCES

The observation and discussion of three-dimensional form and natural environment is very important. Trips to marinelife aquariums, zoos, museums and galleries are helpful.

OVERALL VALUE

Students display a natural appreciation for nature. This project stretches their imaginations and expands their awareness of art's potential. This approach offers an alternative to traditional art activities and injects a spirit of adventure and celebration into the creative act.

Students develop pride, responsibility, trust, interdependence, self-confidence, self-satisfaction, accomplishment, and respect for the potential of art. They seem more highly motivated. Placed at the core of the curriculum, art education becomes an essential academic discipline.

FOR MORE INFORMATION:

Karen Porter
Haddam-Killingworth Middle School
Little City Road
Higganum, CT 06441
(203) 345-8567



Karen Porter

In Touch With the Past

Each student researches a colonial craft or trade, learns the trade, writes a report, develops an appropriate character and prepares a demonstration. The craft is presented at an all-day program attended by students from other schools, as well as community members. Through research, a close association with two local historical societies, visits by the resource people, and a variety of visual aides, pupils literally "touch their pasts," assuming the identities of craftspeople of the 17th century.

An extensive autobiography of books, pamphlets and articles is available. The "Folkways" video series, produced by the University of North Carolina, is shown to all students.

STUDENTS

All students in grade five at the Academy Elementary School in Madison participate in this program. All levels of achievement are involved, from gifted students to those who have full-time special needs. The project will work well with both large and small groups, as well as with a wide variety of ages.

STAFF

In the second year of the program, the Madison Historical Society gave substantial financial support for a field trip and brought in resource people for students to work with. Though this was a joint project, it is possible to implement the project without outside assistance.

MATERIALS AND FACILITIES

Most of the program takes place in the classroom, with additional sessions held in the school media center, the local library, and on the grounds of a nearby historical house. The final presentation takes place in the gymnasium, halls, classrooms, the media center and on the school grounds. The media center provides video and projection equipment.

OUTSIDE RESOURCES

Classes spend one day at a restored 17th century schoolhouse in Monroe, simulating a day of school in colonial times. A couple from Stratford gives a one-hour presentation on daily life in colonial times and a professional balladeer performs three one-hour presentations emphasizing music appropriate to the study. Parents assist students in making costumes and practicing demonstrations.

OVERALL VALUE

"The administration was so enthusiastic about this program that it made it a regular part of the school calendar," said Muggleston. "The staff supported the program in a myriad of positive ways," she said.

"In Touch With The Past" offers children an opportunity to develop an appreciation for their heritage and that of their country by creating a living history program of their own.

Books and audio-visual materials become the foundation for building an abiding sense of history as something that happens to real people in real places. Learning transcends the bounds of the classroom and becomes a living application. Students, teachers, parents and community come together to nurture a sense of excitement and wonder at the processes and events that have shaped our country.

FOR MORE INFORMATION: Warner Lord, Wilma Maus,
Patricia Muggleston
Academy Elementary School
4 School Street
Madison, CT 06443
(203) 245-2761



Warner Lord, Patricia Muggleston,
and Wilma Maus

Project MAC

This project reaches out to students who have the ability to do well in school, but generally lack motivation, self-confidence, and a sense of joy in learning. During adolescence, youngsters tend to turn to peers as role models, rather than to adults.

This program provides students with positive role models — happy and successful students who see school as a place where good things happen. The students work together as sharing partners, with excellence as the standard, producing exhibit-quality models, professional looking publications, and musical productions good enough to take on tour.

STUDENTS

In a typical year, twenty gifted and talented students and 8-10 MAC students are enrolled. The previously unmotivated student is surrounded by at least two peers who are productive and willing to share on a reciprocal basis. The gifted student may have greater reading skills, but the MAC student may well have better skills elsewhere. More importantly, this program provides opportunity for students from both ends of the spectrum to work together. Conventional scheduling often results in “de facto segregation” based on ability and course level. MAC successfully breaks that pattern.

STAFF

Franklin Gross, a teacher at Central Middle School in Colchester, developed this program. Many volunteers and specialists contribute their time and skills. These include musicians, actors, wood-carvers, and senior high school students who were previously involved in the program.

MATERIALS AND FACILITIES

All that's needed is a small classroom, with worktables, simple counters and hand tools. Gross points out that he does not have desks in rows, but that he encourages students to move around. Class is often held in the gymnasium or the school lobby.

OUTSIDE RESOURCES

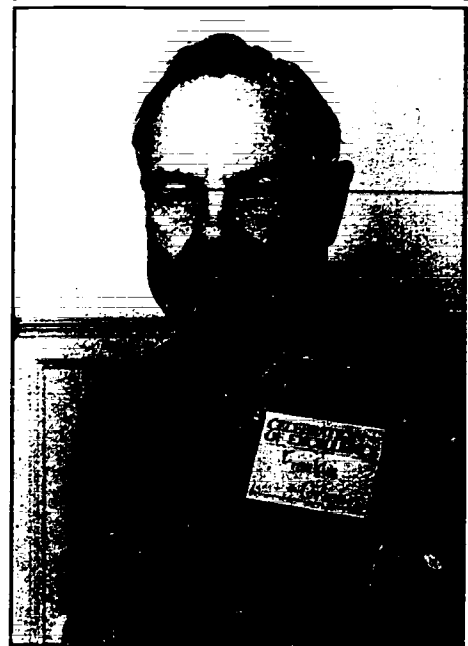
Connecticut is rich in organizations that can enhance this program. Gross adds that his class has worked with the Connecticut Drama Association, many regional theaters, colleges, local historical societies, craft groups, and the local Senior Citizen Center — often in ways that are mutually beneficial.

OVERALL VALUE

In many cases, Project MAC is the program of last resort in reaching potential drop-outs. It is often successful in reaching students when conventional approaches have not proven effective.

“MAC does not pretend to change these students into top scholars,” Gross said, “but what it does do is reach youngsters who have always gotten up in the morning believing that they are destined to have another bad day. We get them believing that at least for one hour of their day, they can do something, succeed at it, and enjoy it all at the same time.”

FOR MORE INFORMATION: Franklin Gross
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Franklin Gross

Sixth Grade World's Fair - Country Reports

This interdisciplinary project instills an appreciation for other cultures while developing research skills.

Using basic note taking skills, students complete a variety of individual and group activities as they set out on a fact-finding search. These activities center around the studies of music, language arts, visual arts, and social studies. Students select countries in which they are interested and then are given a booklet of twenty-two activities that can be done individually, or in small groups with other students interested in similar countries.

STUDENTS

The entire sixth grade class at the Burr Elementary School in Higganum participates in the program. Class size ranges anywhere from 40-80 students. Depending on the structure of the project, classes can either meet everyday or once a week. The project is adaptable to other age groups as well as achievement levels.

STAFF

The project was developed by Arlene Lirot, presently a teacher in Regional School District #17's Talented and Gifted Program, as well as a teacher of sixth grade science and social studies. With assistance from teachers Joan Alix and Tom Hennessey, students have created ten consecutive World Fairs.

MATERIALS AND FACILITIES

Most research takes place in the school library. Students are encouraged to use outside resources as well. Activities outlined in the booklet are completed in the classroom and require no special equipment, though some students do use overhead and opaque projectors.

A supply of art materials is helpful, though many students who wish to create "special projects" supply their own materials. Students are reminded that the project should demonstrate their ability to solve problems creatively with limited expense.

The day-long fair takes place in the school cafeteria.

OUTSIDE RESOURCES

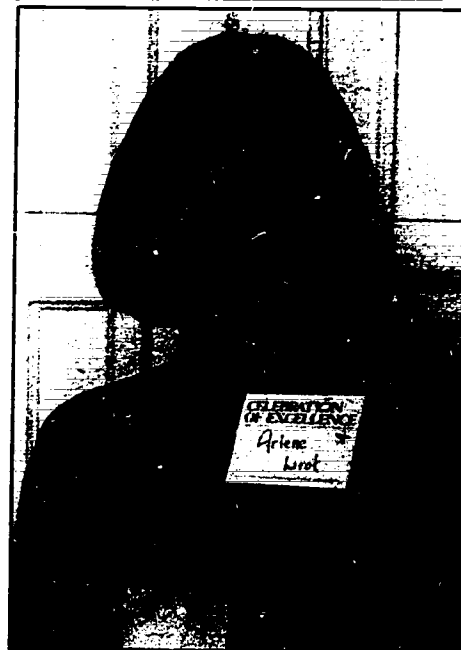
Early in the project, guest speakers are invited into the classrooms to share slides and other information on various countries. As the fair approaches, parents, friends, and other community members loan artifacts and souvenirs. Students are responsible for the collection and return of borrowed materials.

OVERALL VALUE

"The World's Fair is a major event for the students," said Lirot. "It is not unusual for them to say that they have been looking forward to working on the project since when they were in kindergarten." Not only does the project promote a high level of involvement by the students, but it also draws a large number of interested parents and other community members into the school.

FOR MORE INFORMATION:

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Arlene Lirot

Team A Tour of the U.S.

This simulated trip, with planning, researching, mapping, creative writing, math and surprise adventures, is for students working in groups of two or three.

During the first week, students plan a five-day driving trip to three major U.S. cities. Pre-trip activities include writing an itinerary, estimating expenses, and researching the history, economy and geography of their cities. Additional map, math, writing, or other activities can be included.

On Monday of the first week, students wing to their first city on a "Fly By Night Airliner." Each group receives an "Old Bomber" rental car, "American Distress" travelers checks, reservations at "Flea Bag Inns", and the first edition of the "Team A Times." Each day teachers fill this newspaper with news items personalized to students (break-downs, lice epidemics, lost bags, weather, etc). By Friday, each group has been forced to alter their plans several times. Each day, students collect statistics, sketch maps, keep an expense ledger, mileage chart, and a journal describing historic sites visited and detailing how unexpected events were handled.

At each step, student's written assignments are due. These include work on map reading, research, organization; math; journal and creative writing.

STUDENTS

For the past two years, three classes of mixed abilities on the 7th grade A Team at Rochambeau Middle School in Southbury have taken the tour, which can be adapted to most any size group in grades 6-8.

STAFF

"Team A Tours" is part of a series of interdisciplinary units devised by Sam Lewbel, a Social Studies teacher at Rochambeau Middle School. It was developed with the help of English teacher Judy Buonaiuto, math teacher Marion Margaitis, science teacher Linda Gejda and media specialist David Fildes. The tour can be adapted for use in social studies, as well as many other subjects.

MATERIALS AND FACILITIES

Almanacs, atlases and encyclopedias are sufficient for the types of projects that are assigned. Teachers need to duplicate play travelers checks, car registrations, and daily newspapers. Travel brochures and catalogs can be obtained by students if an exercise on writing business letters to Chambers of Commerce precedes unit.

OUTSIDE RESOURCES

None are required.

OVERALL VALUE

The "Team A Tour" permits free reign to the imagination, combining a pre-adolescent's sense of the absurd with the realism of a research paper. The teacher can reinforce geographic, analytical, research, writing, math or other skills while students enjoy fantasizing and role playing.

Students select their own travel mates, destinations and imaginary adventures. The daily newspaper permits the involvement of all students and lets each know the teachers are thinking about them.

"Attitudes toward subject matter have improved as students apply skills toward problem solving in creative ways," said Lewbel. "Students develop reliance on others, cooperative effort, and the ability to deal with adversity."

FOR MORE INFORMATION: Samuel Lewbel
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Samuel Lewbel

Textbook Challenge

"Textbook Challenge" is a board game developed by fifth grade students to help them review the most important material presented in the fourth grade curriculum in social studies, science and literature. Students use the prescribed textbooks, novels and outside resources to determine the most important information to be included in the game. They then prepare questions and answers to be included in the game.

Each student designs a gameboard using the 500 questions written by the class. In a group planning session, the best ideas from each individual game are synthesized into one group game. A committee of writers works on the rules of play.

Students set up a pilot game to work out any problems, make corrections, and then make a final copy for duplication. Students chose game pieces to go with the board, and decide upon appropriate packaging and distribution for use in other classrooms.

STUDENTS

Eighteen fifth grade students of high intellectual/academic ability have been involved in this program since its inception a year ago. The class meets once a week for a full day, for a total of ten weeks.

The project can be adapted to any subject area or student ability level. The motivational level is high because the fact-gathering, which is usually not a high-interest activity, is done to make a board game which is a high-interest activity.

STAFF

The program was implemented by Sylvia Burke and Michael Marak, two teachers of gifted and talented students at the Spring Glen School in Hamden. The teachers work as a team, in one resource center. No outside staff was necessary to implement this project, and it has the full support of the principal and the director of Hamden's Elementary Gifted Program.

The program has potential for wider distribution within the school system.

MATERIALS AND FACILITIES

No special equipment or space is necessary for this project. The gameboard is made with standard classroom supplies, and duplicated on 18" x 24" paper, obtained courtesy of a local copy company.

Others might make smaller gameboards and use regular school copy machines or have students copy them by hand.

OUTSIDE RESOURCES

Burke and Marak took their class to the West Rock Nature Center in New Haven to verify science facts. This sort of trip is an option. The intent was to use materials within the school system.

This is a self-contained program that any teacher in any system can apply.

OVERALL VALUE

All teachers are concerned with long-range retention. This project is an excellent vehicle for involving students in subject matter.

With careful guidance, students make judgments about what is important to remember in a curriculum area. Writing the questions is a way to teach students how to write clearly and concisely. Designing game boards builds students' creativity.

"The essence of this project," Burke said, "is that it is a highly academic exercise perceived by the students as a lot of fun."

FOR MORE INFORMATION: Sylvia Burke, Michael Marak
Spring Glen School
1908 Whitney Avenue
Hamden, CT 06517
(203) 288-1684



Michael Marak and Sylvia Burke

Improved Writing Through Literature

This is a five-month program designed to develop evaluative and analytical reading skills for application to writing. It divides traditional literature into categories such as folk tales, fables, and fairy tales, and requires students to evaluate and discuss the characteristics of each. The project culminates with students writing their own pieces.

The project contains an evaluative package used to promote discussion; to determine student's ability to differentiate among the variety of traditional literature, to gauge student's overall comprehension, and to translate components into writing. Instructional materials are available to anyone who would like to implement the program.

STUDENTS

Twenty-nine, multi-aged, multi-level sixth graders participated in the program. The class met once a week and was divided into two groups, each with a half-hour of discussion time. Drama and media presentations were incorporated into the existing curriculum. To optimize discussion, the class met as a whole at least once a month. This program could be used with gifted students in grades four and five or with a total class in grades six through eight.

STAFF

The project was fully developed and implemented by Anne Keegan of the West Hartford School System. It has been used for the last year at the Lloyd Bugbee School. No assistance was required and it has received the administration's endorsement.

MATERIALS AND FACILITIES

Standard classroom materials are all that is needed to conduct this project. The library plays an important role and students should be guided in their book selections. The normal scheduled library period has been increased to an hour so that half the class can select books while the other half stays in the classroom for discussion. Each group spends a half-hour in the library.

OUTSIDE RESOURCES

None are required, but a trip to the town library would be of value.

OVERALL VALUE

This project is simple, consistent, enjoyable, and virtually free of costs. Students who are fascinated by simple imaginative tales are stimulated to analyze more complicated reading material. In studying the writing of others, students develop good writing skills, as well as their own unique writing style.

As a result of this project, students acquire an alertness to human values, an enjoyment of self-expression, an increased pleasure in reading, an appreciation of literature, an awareness of other cultures, and a concern for effective writing and speaking.

FOR MORE INFORMATION: Anne Keegan
Lloyd H. Bugbee School
1943 Asylum Avenue
West Hartford, CT 06117
(203) 233-1234



Anne Keegan

A Tourist Brochure of Your Town

Junior high students create tourist brochures about their town. Because of this project, students are more motivated to write, are more aware of larger audiences for their writing, and gain a wider perspective of their school and the town they live in.

They begin by organizing outlines: listing, grouping, and organizing major topics with subheads. As part of an activity to celebrate the town's heritage, students are then asked to put their skills to use and create brochures about their town. They are asked to list everything they can think of relating to the town. It becomes a brainstorming activity with the teacher giving prompts such as recreational sites, historical areas, and educational facilities. Students then take lists home to begin researching.

During their investigations, students gather as much information as possible that can be used as a guide to someone who is unfamiliar with the town.

The teacher hands out sample brochures done by professionals to give students ideas. Once the brochure is produced, it is provided to town libraries and municipal buildings for use by the general public.



William Farr and Christine Smith

STUDENTS

The project has been used for three years in the seventh grade study skills classes. The booklet takes about two weeks of daily 45 minute class sessions to complete. Most students are of average to above average ability.

STAFF

William Farr and Christine Smith developed this project as part of the introductory skills curriculum. The language arts/study skills teacher conducts classes and monitors the project.

MATERIALS AND FACILITIES

Students create their own brochures. They need construction paper and illustrating materials. The project should be typed, so access to either a typewriter or a word processor is a must.

OUTSIDE RESOURCES

None are required, but field trips to various historical sites in the community, municipal buildings, public services and town libraries are helpful.

OVERALL VALUE

This project provides students with excellent motivation to use study skills in a real-life experience. Students learn a great deal about their town's resources through the sharing of information.

The beauty of the project is that it can be adapted into any type of brochure with just a mere change of information. For example, a school information brochure could be produced to introduce new students to the school. Students can also do brochures for local historical societies, public service clubs, or municipal organizations.

FOR MORE INFORMATION: William Farr, Christine Smith
Bolton Center School
104 Notch Road
Bolton, CT 06040
(203) 643-5166

The Brain and Its Functions

This project identifies the main parts of the brain and their functions. It culminates in a major class endeavor, with students constructing a "crawl-in bubble brain" made of plastic sheeting blown up by an electric fan.

Since most children can relate to the concept of "family", the brain is introduced as a family of three members named Cerebrum, Cerebellum, and Medulla. Each has specific functions.

The class is divided into three groups named for the three members of the family. Among the activities associated with this project is a music exercise in which the three groups of students are seated in separate circles. When each family group is announced, students in that group rise and dance.

Culmination of the project comes two and a half weeks into the unit, when students build the plastic "bubble brain." Eight children at a time can enter the bubble. They use permanent magic markers to draw "convolutions" and color them in when the bubble is blown up. Pictures and labels naming and showing activities of specific parts of the brain are drawn and pasted at appropriate locations in the bubble.

The completed project becomes the focal point of class activities for approximately three months. It is used for reading, quiet time, creative writing and discussion.

STUDENTS

This project is administered to kindergarten children of mixed performance levels. All children are expected to participate actively.

STAFF

This project was developed and administered by Vicki Phyllis Ehrenzweig, a science teacher at the K.T. Murphy School in Stamford. Eileen Cooper, facilitator for the Gifted Students program, helped with the construction of the brain. However, the project can be implemented without additional staff support.

MATERIALS AND FACILITIES

This project can be conducted in any classroom. All that is necessary for construction of the "brain" is a large electric fan, plastic sheeting, strong tape, and permanent magic markers.

OUTSIDE RESOURCES

A real calf's brain from a local butcher shop is brought in for students to view and locate parts. No other outside resources are needed.

OVERALL VALUE

Children are able to "see" how the body functions. They actually become part of the brain.

Ehrenzweig says that students showed enthusiasm toward the project. It motivates them to do individual research, contributes to a feeling of accomplishment, and helps increase students' self esteem and attention span. Curriculum organization is strengthened by uniting and combining many areas into one unit.

FOR MORE INFORMATION: Vicki Ehrenzweig
K.T. Murphy School
19 Horton Street
Stamford, CT 06902
(203) 358-4516



Vicki Ehrenzweig

From Tut to Technology: An Ancient Egyptian Museum

Students experience an ancient civilization by becoming artists and architects, docents and curators of their own Egyptian museum in this program. After studying ancient Egypt and pursuing independent research, students build a museum including a sarcophagus, replica of Egyptian farmlands, walk-through pyramids, jewelry, weapons and more. Students reproduce hieroglyphics and write a computer program to spell in that ancient writing system.

Upon completion, students invite other grades (K-6) to visit their exhibition. After preparing speeches and written explanations, students, dressed in Egyptian clothing, serve as docents. The tour is videotaped and shown to parents after school.

The program consists of a unit outline, audiovisuals and a student-created computer program.

STUDENTS

Forty-four students in two 6th grade classes participate directly in the program, while the entire student body participates indirectly. Students at all ability levels, including mainstreamed special education students, actively participate. The program has been successfully implemented with twenty students and could be done just as comfortably with four classes.

STAFF

Pamela Lavender and Susan Shaff-Shafton designed this program for middle school students at the Stillwater School in Stamford. The project can be implemented with varying levels of support. The first year, one teacher and her class worked on the project. Currently, two staff members and their classes organize the project, with help from a computer specialist, art supervisor, art teachers and building administrators.



Pamela Lavender and
Susan Shaff-Shafton

MATERIALS AND FACILITIES

Although a double, team-teaching room is currently being used, the project can be done in one classroom. Useful materials include art supplies, library materials, computers and miscellaneous items from home.

OUTSIDE RESOURCES

Although outside resources are not imperative, they do enhance the project. Some include the public library, guest speakers, trips to art museums and parental support.

OVERALL VALUE

Students at all ability levels experience success and receive recognition for their accomplishments. Through active group work, students develop leadership skills, acknowledge individual strengths and weaknesses and accept responsibility for completing tasks.

Students refine their research, planning and organizational skills, as well as gain an understanding of ancient cultures and the commonalities of civilizations.

In the words of developer Lavender, "Students' knowledge as measured by unit tests surpasses knowledge gained from traditional units. This shows that students were enthusiastic about the project."

FOR MORE INFORMATION: Pamela Lavender, Susan Shaff-Shafton
Stillmeadow School
800 Stillwater Road
Stamford, CT 06902
(203) 358-4507

A Daily Dose of Poetry

Daily readings of poetry are featured in this program. The readings are supplemented with guest poets, puppets, recordings and illustrations.

Each day, ten to fifteen minutes are set aside for poetry reading. At the end of each reading, the leader for the day chooses his or her favorite. This poem is read by the teacher. Time is provided for illustrating the poem of the week. The illustrated poems are exhibited on the bulletin board for all to enjoy.

Each child records his or her favorite poem. Local poets are invited to read their work to the class. In addition, recordings of readings by famous poets are played. Billie Kapp, developer of the program, says, "Children look forward to their poetry time and expect it daily. Often children bring poetry books from home or our local library."

STUDENTS

This program has been used for three years in grades K and 1 at the Coventry Grammar School. Students at all ability levels participate. The program is self-contained and can be geared to any grade level.

STAFF

The program was developed by Billie Kapp, an elementary educator at the Coventry Grammar School. The program influences all the teachers and children who stop to read the poems and enjoy the illustrations posted on the bulletin board in the corridor.

MATERIAL AND FACILITIES

No special materials other than poetry books, blank tapes and library tapes are needed. A bulletin board that can be devoted to this project is a big plus.

OVERALL VALUE

Listening to poetry of all types opens a new world of expression to children. It enlarges their vocabularies and enables them to make visual images. Memory skills are sharpened and creative expression flourishes.

FOR MORE INFORMATION:

Billie M. Kapp
Coventry Grammar School
Main Street
Coventry, CT 06238
(203) 742-7313



Billie Kapp

Peer Tutoring

The tutoring of peers program is the result of one teacher's desire to tap an unused resource within the walls of Trumbull High School. Academically talented student volunteers are invited to share study skills, techniques and strategies with less able peers. The objective is to raise the level of performance in all major subjects.

"Peer Tutoring" has possibilities in math, science, social studies, foreign languages and language arts curriculums. In the program, students analyze their own learning styles and study habits to assess strengths and weaknesses. The goal is for students to achieve higher grades. Another advantage of the program is that students being tutored often develop a better self-image and positive attitude toward studying and learning. Tutors acquire increased sensitivity to other's needs, as well as an increase in patience and understanding.

STUDENTS

In the spring, teachers of 10th and 11th grade honor classes are asked to submit names of students who might be good candidates to work as tutors. Those students recommended are contacted and recruited on a voluntary basis. The program began in 1984 with eight tutors. Participation grew to 90 volunteers the following year.

STAFF

Jane Hammer, coordinator of the program, is a reading consultant at Trumbull High School with 20 years of teaching experience. The coordinator acts as facilitator — making connections for students who request tutors with those available during a particular period. The coordinator also assists tutors with study skills techniques and strategies, counsels students and tutors as problems arise, and supervises the progress of the sessions. The administration, staff and community have been both supportive and responsive.

Although the coordinator's job can be time consuming, it is possible to have a peer tutoring program without hiring additional staff.

MATERIALS AND FACILITIES

Tutors and students meet in the media center. No special facilities are required, just constant supervision. A copier is essential. Use of a personal computer has simplified the process with printouts of alphabetized lists of tutors, periods available, and subjects in which student tutors are available. Recognition certificates are presented at an end-of-year reception, and video taping of this event is available. The book "*Developing a Successful Tutoring Program*" by Patricia Koskinen & Robert Wilson is helpful.

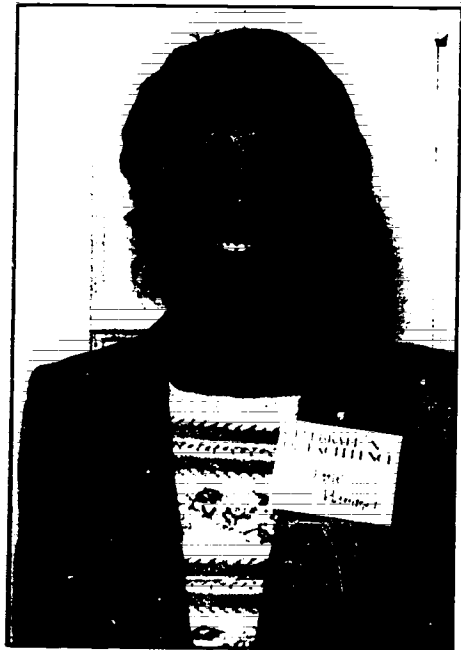
OUTSIDE RESOURCES

None are required, but the Hillandale Country Club of Trumbull did donate refreshments for the reception given in honor of the peer tutors.

OVERALL VALUE

"Linking teams of students in collaborative learning situations has proven to be one of the most effective ways to not only improve a student's academic performance but also to promote empathy for and understanding of others," said Hammer. Positive feedback from students, teachers, parents and administrators indicates that benefits abound for all involved. The number of tutors has more than tripled since the program's inception, and students' academic performances have improved significantly.

FOR MORE INFORMATION: Jane Hammer
Trumbull High School
72 Strobel Road
Trumbull, CT 06611
(203) 452-5108



Jane Hammer

Good Morning Moscow

"Good Morning Moscow" employs research on Soviet culture and scripts written by students to produce a one hour television news show modeled after ABC's "Good Morning America." Instruction on Russian and Soviet history, literature and culture highlight the program.

Teams of students select specific areas for research. They then develop ten questions that they would like to cover. Instruction and individual research in the classroom or the library help build English and Social Studies skills.

When the research is complete, a media specialist advises students on proper scripting techniques for the television medium. Student teams create their video segments by deciding on formats, writing scripts, and practicing their presentations. Finally, segments are videotaped and the shows are shared with other classes, as well as with the general public via cable network.

A complete curriculum guide, including overview, objectives, activities, products, resources, and evaluative measures for each discipline (English, social studies, reading, science and math) is available.

STUDENTS

Forty students were involved in this ten-week project. The participating 7th grade, high ability students had 80 minutes of social studies and English instruction five days a week.

The ideal group for a project like this is twenty to forty self-motivated, above average students in junior or senior high school.

STAFF

English teacher Jary Jibilian, along with other staff members at the Cloonan Middle School in Stamford, developed this interdisciplinary study of the Soviet Union three years ago for a presentation at the Update Conference for gifted and talented students. The unit's product, "Good Morning Moscow," was shown on cable television to schools and the general public throughout Fairfield County in May 1985.

MATERIALS AND FACILITIES

For research purposes, a well stocked library is essential. Major texts for the project include: *The Russians* by Hedrick Smith, *Anthem* by Ayn Rand, and *Animal Farm* by George Orwell.

Other written materials are easily and inexpensively available from the Yale University Outreach Program, as well as from the Soviet Mission in New York City. Video equipment (camera, VCR, receiver) is necessary, and can be rented at minimal cost.

OUTSIDE RESOURCES

Students visited the Soviet Mission in New York, the Soviet School in Riverdale, New York, and the Karankin Book Store in New York City. Speakers were planned for the classes, free of charge, by Yale University. A media specialist, who instructed students on scripting and presentation, was responsible for filming the show.

OVERALL VALUE

A friendly peace must be established between the USA and the USSR. This unit promotes balanced judgments which will positively influence future decisions. Students learn to independently and creatively conduct research in order to present their findings to a larger audience. The significance of this subject and its dramatic product challenge both teacher and student to achieve creative, influential expression which may help to change the course of American-Soviet relations.

FOR MORE INFORMATION: Jary Sue Jibilian
Cloonan Middle School
11 West North Street
Stamford, CT 06902
(203) 358-4544



Jary Sue Jibilian

Holiday Customs Around the World

Students study holiday customs around the world through reports, interviews, books, speakers, cooking, arts and crafts, music, dance, and media presentations.

Many curriculum areas are integrated into this month long unit which builds international understanding and hope for peace.

Using library materials, community resources and parent volunteers, students investigate the country of their choice. Completed reports are compiled into a booklet.

STUDENTS

Parts of the unit have been used with kindergarten classes, two third grade classes, and many second grade classes of about 25 students. All classes contain mixed ability levels. Average, gifted, and slower learners find opportunities to shine through the wide variety of activities. The project is adaptable to all elementary and special education classes.

STAFF

Jeanne Kolar and Rosemary Pahl, are co-developers of this program. They've had enthusiastic support from the administration, parents, teachers, and community members, but note that the project can be implemented without any additional support.

MATERIALS AND FACILITIES

No special equipment is necessary for this project, although library resources, a record player, and a filmstrip projector would be helpful.

OUTSIDE RESOURCES

Field trips to the Wadsworth Atheneum's Festival of Trees, the Mark Twain House, or The Center for the Arts in Westerly, R.I. add to the project, but are not required.

OVERALL VALUE

Students in this program take a look at the roots of winter celebrations around the world. The project helps build an awareness and appreciation of loving, sharing, and understanding — the fundamentals of any holiday celebration.

As a result of the project, language arts skills and attitudes toward school have improved. Also, students show an increased appreciation, understanding, and respect for other people in class, the community, the nation and the world.



Jeanne Kolar and Rosemary Pahl

FOR MORE INFORMATION: Jeanne Kolar
William Seely School
Seely School Drive
Groton, CT 06340
(203) 445-5853

Rosemary Pahl
Hebron Avenue School
Hebron Avenue
Glastonbury, CT 06033
(203) 633-5231

Cooking Up Concepts

This program uses cooking to motivate students. Using recipes, students improve their reading, math and spelling skills. For example, using the recipe "Cheesy Pretzels," students work with ideas, anagrams, and tracing. Students discuss the recipes and participate in various activities that reinforce academic and perceptual skills.

The culmination of these activities is the actual preparation of the recipe which will reinforce all the skills previously taught.

STUDENTS

The project has been used for the past four years with first through sixth grade language impaired and learning disabled students at the Oswegatchie School in Waterford. Course material is adaptable to all grade levels and can easily be used in any regular classroom situation.

STAFF

The program was developed by Michele Collins, a special education teacher, and Lauren Brazicki, a speech and language pathologist.

The school principal and teaching staff encouraged and supported this program.

MATERIALS AND FACILITIES

Assorted cooking utensils and tools are necessary. Also, an overhead projector is important. Lesson plans are available from the developer.

OUTSIDE RESOURCES

None are required, though field trips can enhance the curriculum. Various publications are available free of charge from the National Dairy Council and Ralston Purina.

OVERALL VALUE

Students develop responsibility, become more enthusiastic, and develop the ability to interact meaningfully with their peers as a result of this program. It uses cooking in both an educationally comprehensive and highly motivational way. Through various cooking activities, students become involved in a creative learning experience that is useful as well as enjoyable.

FOR MORE INFORMATION: Lauren Brazicki, Michelle Collins
Oswegatchie School
470 Boston Post Road
Waterford, CT 06385
(203) 442-4331



Michele Collins and Lauren Brazicki

Mock Trial: City of Thebes vs. Antigone

This project begins with students reading and discussing the play *Antigone*, in the version by Sophocles or by Anouilh. Students are then given guidelines for presenting a mock trial based on the charges of treason that have been brought against *Antigone*.

Students are asked to try her and draw lots to determine who works on the case for the defense. Each team then decides the basis for its case, which witnesses each should create, what should be put into their affidavits (these become the facts upon which the trial will be based), and who should perform which roles. Some students will be witnesses; others will be attorneys who cross examine witnesses brought forth by the opposing team; others will prepare and present the opening and closing speeches.

This project gives students the opportunity to assume full responsibility for the entire unit as they incorporate critical thinking skills, writing skills, and team work. The teacher is only the facilitator beyond the initial stage.

STUDENTS

In the initial project, four classes of twelfth graders, ranging in size from 16 to 26, prepared the mock trials. Size of the class had no bearing on the quality of the work because the smaller classes created fewer witnesses while the larger classes created more. Grade level is not a deterrent. Since students create the characters and establish the basis for their trial presentations, the demands made upon students are commensurate with their abilities and educational experiences.

STAFF

This program was developed by Jean Erickson Gaumer, a teacher at Ridgefield High School. Any teacher can implement the project from beginning to end, or teachers can team together. For instance, English and Social Studies teachers could collaborate so that students receive a grade in each subject.

MATERIALS AND FACILITIES

The trial can be held in a regular classroom, in the school auditorium or in the library. There should be a classroom copy of the Sophocles or Anouilh play for initial reading. Dittoed or mimeographed packets of mock trial rules and the prepared affidavits of the teams' witnesses should be available to all students, regardless of roles, so that students can help one another in team spirit.

OUTSIDE RESOURCES

Guest attorneys may be invited to help students write their direct and cross examination questions, or a judge may be invited to preside over the trial. Classes may enjoy visiting a courtroom while a trial is in session.

OVERALL VALUE

"Mock Trial: City of Thebes vs. *Antigone*" gives students an appreciation for the adversary system of justice and an inquiring concern about the interaction of government, law, and values.

The project appeals to students because they get the chance to create and then enact the project. It appeals to the "hams" as well as the thinkers. Yet, all gain an experience that teaches them about our system of justice, in a fun way.

FOR MORE INFORMATION:

Jean Gaumer
Ridgefield High School
700 North Salem Road
Ridgefield, CT 06877
(203) 438-3785



Jean Gaumer



Art in the Spanish Classroom

This project expands the traditional literature-based curriculum of the upper-level language course and gives students the opportunity to teach each other about Hispanic artists and their works.

Students are first introduced to a new Spanish vocabulary of art terminology. The class is then divided into six groups. Each group prepares a discussion covering a prominent Hispanic artist. Others in the class are encouraged to ask questions of the presenters. After all artists have been presented, the teacher reviews them with students, who are then tested on the material.

STUDENTS

This project was designed for the fourth year high school Spanish class. It has been used successfully for six years. Class size averages between 15-25 students, who meet daily for the whole school year. All students involved in the project completed three years of Spanish with a C-average or better.

The project is easily adaptable to third or fifth year Spanish students. It can also be altered to fit the French or German curriculums.

STAFF

Susan Reiter developed this program at Haddam-Killingworth High School to expand the language curriculum to include art. She had assistance from the art and audiovisual teachers in preparing her slides. The library was also supportive in ordering art books for students' research.

The administration and language department are both enthusiastic about the project since it goes beyond the required curriculum and encourages students to use the language in a creative and informative way.

MATERIALS AND FACILITIES

This project works well in any regular classroom. A slide projector and screen, resource books, access to a photography room, and materials for preparing slides are helpful. A photography student might prepare the slides as an extra-credit project. Students can also show art work from books using an opaque projector.

OUTSIDE RESOURCES

Staff from the art department are invited in to talk about Cubism, Surrealism, and other types of Spanish art. A visit to an art gallery or museum which houses Hispanic art is suggested.

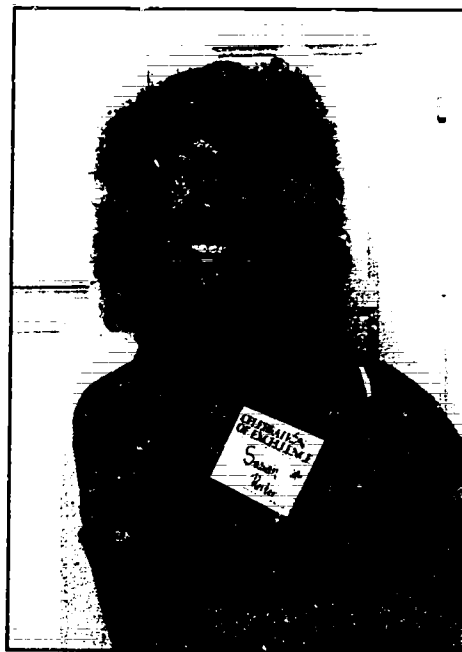
OVERALL VALUE

"Art in the Spanish Classroom" offers a new dimension to the traditional literature-based upper level Spanish curriculum. It exposes students to art as an integral part of the Hispanic culture.

"Students see that there is more to Spanish than verbs and nouns," said Reiter. "They find that they can discuss art easier than the stories they've read. Spanish becomes more than just a means of communicating ideas and information."

FOR MORE INFORMATION:

Susan Reiter
Haddam-Killingworth High School
Little City Road
Higganum, CT 06441
(203) 345-8567



Susan Reiter

Open the Door to a New World

This program takes students through a panoramic view of the twentieth century in art. Slides, supported by lectures and a scavenger hunt, teach students about the eight art movements of the twentieth century.

Each of the eight lessons includes a description of the movement's characteristics and a slide lecture explains the artists and their work. A brief slide show is given after every two art movements, with a scavenger hunt at the Yale University Art Gallery bringing the unit to a close. Working independently, students find paintings for every movement studied in class, listing the artist's name and title of painting on their scavenger list.

A bibliography, eight one page study guides, and slide copies are available for teachers interested in replicating this project.

STUDENTS

This project has been used for three years as part of a one semester introductory art course that meets five times a week over a period of four weeks. Participants range from special education to honor students in grades nine through twelve. Class size ranges from ten to eighteen.

STAFF

Developed by Margaret Kangley, an art teacher at Valley Regional High School in Deep River, the project has enthusiastic support from parents, the administration, and students. It can be implemented by any classroom teacher who has a basic knowledge of twentieth century art history.

MATERIALS AND FACILITIES

Each student needs a one-page study guide for each art movement. This guide covers characteristics of the movements and artists of the period. Teachers will need corresponding slides.

OUTSIDE RESOURCES

Access to an art gallery with a twentieth century collection is a must. Kangley takes her classes to the Yale University Art Gallery.

OVERALL VALUE

A new world opens for the students as they, for the first time, visit an art gallery with an "informed point of view and an appreciation for the unique qualities of twentieth century art. Students enjoy discovering the beauty of art in "real life", instead of learning through classroom slides.

"Their obvious delight in realizing that they can put their classroom learning to work is immensely gratifying for the teacher as well as the student," Kangley says. "Even students who first say they hate art discover a new world that they enjoy and understand."

FOR MORE INFORMATION: Margaret Kangley
Valley Regional High School
Kelsey Hill Road
Deep River, CT 06424
(203) 526-5328



Margaret Kangley

Substation Handbook

The Substation Handbook contains a series of music lesson plans and activities for grades kindergarten through five. The booklet was designed for use by a non-music substitute teacher.

A separate area of the classroom is designated the "SUBSTATION", where all materials, lesson plans, and other pertinent information can be found. The handbook contains over forty activities for each grade level.

STUDENTS

This handbook has been used since September 1985 in grades K-5 at the Northeast School in Rockville. The frequency of usage depends on the number of absences of the music teacher.

This project is appropriate at any ability level. Class sizes range from seventeen to twenty-seven. The handbook format makes adaptation at the secondary level simple.

STAFF

The project was developed by Carol Baldwin. It is well received by the school administration. The handbook can be implemented without assistance or staff support.

MATERIALS AND FACILITIES

The handbook is designed to use existing materials and facilities. The "SUBSTATION" can be set up in the corner of the music room, or if no music room is available, shelving unit in any room can be used.

The simplicity in implementing this project depends on the individual school's resources and the music teacher's willingness to expend the necessary energies to prepare the station.

OUTSIDE RESOURCES

None are required.

OVERALL VALUE

The lessons in "The Substation Handbook" reinforce prior instruction on beats, tempos, dynamics, and basic movement, as well as strengthen listening skills and creative movement. They provide musical enrichment activities for the children, incentive for the non-music teacher, and variety in lessons to be taught.

Being able to offer this teaching tool strengthens the music staff's commitment to providing quality education, even in a teacher's absence. The project helps eliminate a void that occurs when no music substitute can be found.

FOR MORE INFORMATION: Carol Baldwin
Northeast School
East Street
Rockville, CT 06066
(203) 875-5751



Carol Baldwin



Bored? No Way! I Can Amuse Myself by Turning Trash into Treasures.

"Bored? No way!" shows children that there is more to trash than meets the eye. During a twelve lesson recycling unit, students boost their creativity and self motivation by learning that everyday trash can be turned into treasures. Recycling is introduced as a possible new leisure time activity. A sampling of products made from trash includes refrigerator magnets, pin cushions, coin pouches, bird feeders, catch games, and many more. As children begin constructing their masterpieces, the possibilities become endless.

STUDENTS

Yearly, over 600 students participate in the Griswold Elementary Home Economics program. The recycling unit has worked successfully with students of all ability levels in grades one through five. Classes meet once a week — grades 1-3 for 35 minutes of instruction, grades 4 and 5 for 40 minutes.

Says Susan Hall, coordinator of the project, "Smaller groups are ideal for this program. I have found that larger groups tend to require more time to complete their projects. Individualized treatment motivates students, because they feel I am more interested in what they are creating."

STAFF

Susan S. Hall, home economics teacher, Griswold Elementary School, is developer and implementor of "Bored? No way!" The program was put together as part of her elementary Home Economics curriculum, and has the full support of the school administration. Junior High student volunteers assisted Hall with preparation and classroom duties. Parents and foster grandparents can also be useful.

MATERIALS AND FACILITIES

Classes are held in a large classroom with plenty of storage space and countertops. This type of area is ideal, but not required. Any regular classroom or tabled area can be adapted to the needs of the unit. Outside of regular classroom supplies, the only additional tools necessary are a pair of utility shears and a hot glue gun.

OUTSIDE RESOURCES

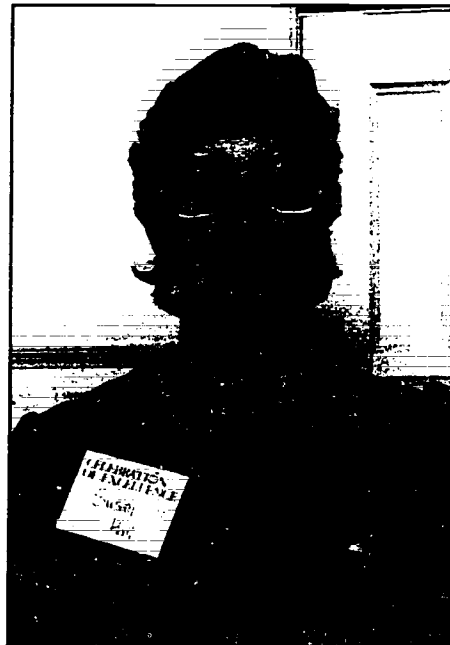
Most of the materials used in this unit are provided by parents and local companies. Parents and students are asked to save any materials they feel may be recycled. Idea books are obtained from the school library and the students. A request for materials could also be placed in the school newspaper, but Hall says that word of mouth seems to generate enough materials.

OVERALL VALUE

The challenge of "Bored? No Way" is to stimulate interest in students to recycle unusual materials otherwise regarded as trash. Students learn self-motivation and are amazed at what they can make in a fun learning activity. Hall says an indication of the success of "Bored? No way?" is that students continue to make projects at home.

This project fosters an increase in students' ability to follow written and verbal directions, to develop related vocabulary, and to learn and practice time management skills. A number of students have mentioned that they even use ideas from the program to entertain youngsters while baby-sitting.

FOR MORE INFORMATION: Susan Hall
Griswold Elementary School
Slater Avenue
Jewett City, CT 06351
(203) 376-4431



Susan Hall

Language Arts, Foreign Language



A Bridge Across Generations: An Interview Project

This project attempts to bridge the generation gap and permits adolescents to vicariously experience growing up in another era. After studying various accounts of growing up in other time periods in literature, such as those described in *To Kill a Mockingbird* and *All the Years of Her Life*, students are given an interview packet with suggested questions which focus on the childhood experiences of the person they will be interviewing.

After interviewing the subject, who should be at least fifty years of age, students must organize their notes into a written format with an introduction and conclusion. Students are also encouraged to obtain photographs and other artifacts that they can share with the class in their oral presentations.

STUDENTS

Every year, all students in Donna Whitham's ninth grade English classes at Old Saybrook High School complete this project. All achievement levels participate. Students meet daily for forty minutes or four days per week for fifty minutes, taking about three weeks to finish the project.

During class time, various skills are examined to help students complete their interviews successfully. For example, the class studies writing in dialogue form, and conducts practice interviews. Additionally, students read samples of fiction and non-fiction that emphasize the themes of growing up and the generation gap.

STAFF

Donna Whitham is facilitator of this project. It was developed, she notes, after students expressed concern about the generation gap between themselves and many of their elders.

Some students expressed reluctance at having to talk to "old people." Conversations were impossible, according to students, because they have nothing in common.

The project has proved successful since students have reported that their relationships with subjects like their grandparents have improved.

MATERIALS AND FACILITIES

This assignment requires very little other than access to a copy machine to duplicate instructions and sample questions. Some students use tape recorders, but they are not required.

OUTSIDE RESOURCES

Field trips could be scheduled to plays that highlight the generation gap experience. However, the primary outside resource lies in the senior citizenry of the town. Some students completed their project by visiting a local convalescent home and talking to patients there. Students expressed surprise at how much they enjoyed the experience.

OVERALL VALUE

This project literally bridges the generation gap. Students who do not usually talk to elderly people find themselves not only talking but learning as well. Everyone has stories about growing up, and students find that those same people with whom they said they had nothing in common actually do have similar experiences to share.

As students develop their note taking, questioning, listening, organizing and revision skills, they also become closer to the relatives they interview, and open their eyes to the unusual circumstances of being a teenager in another time.

FOR MORE INFORMATION: Donna Whitham
Old Saybrook High School
1111 Boston Post Road
Old Saybrook, CT 06475
(203) 388-4601



Donna Whitham

Anne Frank

In reading the play "*The Diary of Anne Frank*," students begin to recognize the magnitude of the Holocaust. Once they have a background on World War II, they research and create a character from that era and role play that character in class.

Each character must have a name, age, nationality, status and place of residence. As students read Anne Frank's diary, they keep their own journals and record their personal feelings about the unit.

Simultaneously, in Social Studies, students learn about World War II. The unit is supplemented by videos — *The Wall*, *The Wave*, *Blood and Honor*, *The Diary of Anne Frank*, and *Night and Fog*. The unit includes a complete bibliography of related texts, plus a fifteen-day lesson plan.

STUDENTS

The program has been used for the past four years in the eighth grade at Chalk Hill Middle School. It takes four weeks to complete, with classes meeting five times a week, 45 minutes in Social Studies and 45 minutes in Reading. All ability levels will benefit.

STAFF

The Anne Frank unit was developed by Lauren Cass, Bill Bosch and John Piurek. It was developed as an interdepartmental unit covering English, Social Studies and Reading. Lauren Cass has demonstrated the project at the National Council of Teachers of English, the National Conference on Social Studies, and the 1985 Institute for Teaching and Learning.



Lauren Cass

MATERIALS AND FACILITIES

Each student needs a copy of "*The Diary of Anne Frank*." Teachers need a copy of the State Department Human Rights manual, "*Human Rights: The Struggle for Freedom, Dignity, and Equality*."

OUTSIDE RESOURCES

Understanding is deepened by a visitor who survived the Holocaust. Eve Soumerai spoke to Cass's class about her ordeal.

OVERALL VALUE

Human rights education emphasizes that dignity is an inalienable right of every human being. By creating a character from the World War II era and then role-playing that character, students begin to understand the philosophical, economic and political conditions that have historically led to human rights violations. By reading "*The Diary of Anne Frank*", students recognize the human side of war.

FOR MORE INFORMATION: Lauren Cass
Chalk Hill Middle School
345 Fan Hill Road
Monroe, CT 06468
(203) 261-2539

Cover Authors

This project was designed to help students become more interested in reading and to make the library a more attractive place. In addition, by becoming cover authors, students' self esteem grew as they saw their work become a permanent part of the library's collection.

Students choose an old book that they want to save. The teacher helps them cover the book with colored art paper, then the students provide an illustration to go along with the title. Once the design has been approved by the teacher, it is either laminated or covered with a library protective jacket. At the completion of the project, books are returned to the library and re-shelved in the proper sections.

STUDENTS

Approximately forty students in grades two through five participated in this program. Once students start the project, they can continue on their own; it does not require a great deal of class time or teacher direction.

The project can be adapted to various grades and to students at different levels of achievement. Group size may vary.

STAFF

Celeste Gavin developed the idea for this program. She had the support of the principal as well as other staff members at the school. A teacher can successfully implement the project with the help of the school librarian.

MATERIALS AND FACILITIES

Classroom facilities are sufficient, and all that's needed are old library books, paper, colored pencils, and laminating paper or library protective sheets.

OUTSIDE RESOURCES

None required.

OVERALL VALUE

With this project, reading and writing skills, as well as library reference skills, are developed. It fosters an interest in books and reading, gets students involved in sharing with others and fosters the notion of treating books with care.

Teachers simply have to get their students interested in the project. Students take it from there. They feel a sense of pride and ownership in their school library that they have never felt before.

FOR MORE INFORMATION:

Celeste Gavin
Flanders Elementary School
Boston Post Road
East Lyme, CT 06333
(203) 739-8475



Celeste Gavin

A Time of Greatness

This is a seventh grade language arts unit that teaches pre- and early adolescents the characteristics of a "hero," the implications of having heroes in society and the influences of heroes on human behavior. Through the use of a literature text, newspapers, song lyrics and discussions, students soon create a working definition of a hero.

The project begins when students are asked "What is a hero?" Their personal definitions are discussed. This is followed by reading "A Gallery of Heroes" from their text, *Projections in Literature*. A class definition of the characteristics of a hero is then formulated.

Students gather more information about "the hero in society" by reading short stories, plays and poems such as "The Companion" by Yevgeny Yevtushenko. Biographies and autobiographies are also used. News articles which depict heroes according to the class definition are brought into class for discussion.

The project culminates when students are asked to write about why they believe a hero of their choice is admired. Students are also expected to explain how people imitate this hero.

STUDENTS

"A Time of Greatness" has been used for the past two years with seventh graders of average to above average intelligence at the Flood Intermediate School in Stratford. The class meets five times a week for 45-minutes. The project can be successfully transferred to smaller groups of no less than three. It can also easily be adapted to other grade levels.

STAFF

Richard Hampton is the facilitator of this program. He developed it in conjunction with the recommended readings in his curriculum. The unit is implemented by a language arts teacher and needs no additional support.

MATERIALS AND FACILITIES

Each student needs a literature textbook, a dictionary, notebook paper and access to daily newspapers. A record or cassette player is needed in the classroom. Although this project was presented in a classroom atmosphere, students can accomplish similar results in a library environment.

OUTSIDE RESOURCES

Although none are required, guest speakers and field trips to museums and public libraries can supplement the project.

OVERALL VALUE

In this age of turmoil and cult followings, pre- and early adolescents need an opportunity to look up to someone for guidance. Through excellent models, students have the opportunity to gain increased self-awareness.

FOR MORE INFORMATION: Richard Hampton
Flood Intermediate School
490 Chapel Street
Stratford, CT 06497
(203) 385-4280



Richard Hampton

An Invitation to the Banquet of the Gods

Greek Gods and Goddesses come alive and Olympus reigns once again as students make their way through the pages of the classical myths developing and refining comprehension and writing skills.

"Banquet of the Gods" is an eight week unit which emphasizes language arts and builds skills which focus on the higher levels of critical and creative thinking. It encourages students to apply and assimilate their knowledge.

The class produces their own book of mythology, and celebrates their study with a dramatic Banquet of the Gods, where each student comes dressed as one of the gods or goddesses.

STUDENTS

This program has been used for the past two years with higher level sixth grade students, however, with a few minor adaptations, average sixth graders can perform successfully. Ideal class size is 20-25 students, since most activities work better with smaller groups. Since most language arts classes meet daily, the continuity of the unit is kept intact and activities are easily managed.

STAFF

While the myths themselves are readily available to all, the particular myths and activities associated with this project were designed by Mary Marrandino, an intermediate teacher at West Woods School in Hamden.

MATERIALS AND FACILITIES

Multi-copies of a variety of mythological books are a must. In addition, filmstrips and cassette tapes, as well as prints and posters should supplement classroom materials. Teacher prepared flow charts and worksheets which focus on individual skills can be adjusted to the level of the group being worked with.

OUTSIDE RESOURCES

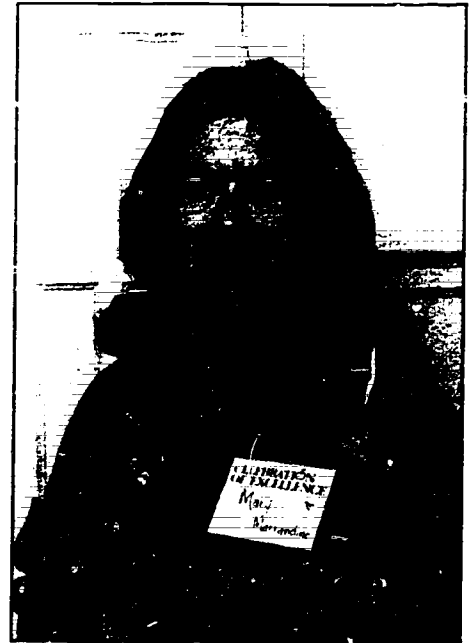
Local art galleries and museums such as the Yale Art Gallery are valuable resources.

OVERALL VALUE

For eight weeks, the students were Olympians and the classroom was Olympus. Students read the stories, felt the lives, and viewed the impact on art, literature, music, vocabulary and advertising of Greek civilization.

And through it all, the class addressed skills, often taught in isolation, but more easily remembered when taught in conjunction with a high interest area.

FOR MORE INFORMATION: Mary Marrandino
West Woods School
350 West Todd Road
Hamden, CT 06518
(203) 248-3221



Mary Marrandino

A New Approach to the Oral Report: The Student as Teacher

Students select familiar topics and present an oral report to the class. It makes speaking in front of a group less of a frightening experience.

The project centers around successfully preparing, then presenting an organized group of thoughts. Rather than having assigned topics with which students first must familiarize themselves, students choose topics with which they are comfortable.

So, a student who likes fishing may demonstrate flycasting, while a student who loves to dance may show the class basic ballet positions.

STUDENTS

This assignment has become part of the public speaking curriculum at Ledyard High School. Students in grades 9-12 participate for one semester, meeting four times per week. There are approximately twelve students in every class.

The lesson may be adapted by any teacher who wants to eliminate the fear that many students have about speaking in front of groups.

STAFF

This unit was developed by Charles Ewers as one of nine formal speech presentations included in the public speaking elective that he teaches. He has full support from the principal and staff.

MATERIALS AND FACILITIES

A classroom is needed for the presentations. Some students may even wish to give their presentations out-of-doors.

OUTSIDE RESOURCES

On occasion, the teacher may have to guide students in borrowing supplemental material or acquiring permission to use another area of the school for their demonstrations.

OVERALL VALUE

Psychologists have noted that giving an oral report is often the most difficult task for students. The success of this lesson is based on the fact that it gives student speakers firmer ground on which to base their presentations.

"As a teacher, I want my students to feel confident when they speak in front of others," said Ewers. "When students speak from experience, they speak with confidence and conviction.

There are two obvious benefits to the program. First, the audience is interested. The speaker's enthusiasm for his subject is contagious and the variety of topics is as numerous as the number of speakers.

Second, each student gets to view the class from the teacher's shoes. They draw up lesson plans, devise the best methods for conveying information to the class, see that there are ample supplies and evaluate whether the class comprehends the lesson. Such an understanding of a teacher's role benefits students by making them more aware of the dynamics of the classroom.

FOR MORE INFORMATION: Charles Ewers
Ledyard High School
24 Gallup Hill Road
Ledyard, CT 006339
(203) 464-9600



Charles Ewers

Reading for College

This course is a skills-oriented program that exposes students to reading and study strategies that are valuable tools of learning in a college environment.

Students receive a textbook written by the instructor that is specifically designed for this course. The project begins with a diagnostic reading and study skills survey to determine ability levels, followed by a two-week lesson in improving reading ability. Students receive training in eye movement, fixations and perceptual skills needed to improve their reading rates. Students are tested weekly for reading rate and comprehension.

The vocabulary improvement segment teaches the use of affixes, context clues and connotation in determining meaning. The course then shifts to study skills, where students are taught textbook reading techniques, listening skills and note-taking strategies for lectures. They are also given helpful test-taking strategies for the S. A. T. The segment culminates with a lesson in students' learning styles, using the Gregoric Style Dilineator.

The remainder of the program is made up of two parts: How to read Expository Material, and How to Read Fiction.

STUDENTS

The program is designed for average and above average high school juniors and seniors. Class size ranges from 15 to 25 students who meet every day for 48 minutes for an entire semester.

STAFF

Michael Gudaitis developed this program as an addition to the English curriculum at Avon High School. The project is supported by students, staff, administrators, and parents. It can be implemented without additional support.

MATERIALS AND FACILITIES

The program can be conducted in any classroom. Equipment needed includes: tape recorder and cassettes, filmstrip projector, copy machine, stop watch and tachistoscope.

OUTSIDE RESOURCES

Former students who are now attending college are valuable as guest speakers.

OVERALL VALUE

Some schools have mini-courses in either speed reading or study skills. These courses are good in concepts, but do not fully prepare students for many of the techniques involved in establishing successful reading habits in most academic areas.

"This course is a very popular English elective," said Gudaitis. "Students take it and see that their S.A.T. scores have improved and realize that their study skills have been enhanced. Students who have gone on to college have come back expressing gratitude toward the program."

FOR MORE INFORMATION: Michael Gudaitis
Avon High School
510 West Avon Road
Avon, CT 06001-2519
(203) 673-2551



Michael Gudaitis

The All Year Long Storybook

Students collect, edit and illustrate stories in this program which develops expressive and organizational skills.

At least one story is expected from each child for each month of the school year. Stories are mounted, bound, and covered to provide students with their own individual booklets.

Students gain sequencing and reading skills, as well as confidence and an outlet to vent their emotions.

STUDENTS

Over the past six years, several kindergarten classes have participated in the program. Ideal class size is twenty students or less, but that number is flexible. Activities are suitable for all ability levels.

STAFF

The project was developed by Shirley Coe at the Melissa Jones School in Guilford. It is a modification of the language experience approach to reading.

The technique, as well as students samples were demonstrated by Coe at the Early Childhood Educational Council workshop in Bridgeport and presented to a graduate class at Central Connecticut State University.

Because of the number of children and the limited time in kindergarten, a volunteer may be needed to record stories.

MATERIALS AND FACILITIES

A quiet corner of a classroom is perfect for the program. Students will also need materials to make their booklets. Use of a computer saves time and enhances interest.

OUTSIDE RESOURCES

Field trips and other classroom activities are recommended

OVERALL VALUE

The All Year Long Storybook is ideal for young children because of the provision for developmental needs, intellectual differences, and individual interests. A teacher will have a record of each student's language development through the year. This becomes a vital tool in the assessment of progress and placement.

Students enjoy the opportunity to express themselves in private conversation with an adult. "It is exciting to watch as the child makes corrections in grammar and sorts out the real from the make-believe," Coe said. "The ultimate excitement is when students discover that they can also read the stories!"

FOR MORE INFORMATION: Shirley Coe
Melissa Jones School
Long Hill Road
Guilford, CT 06437
(203) 457-0773



Shirley Coe

Rainbows to Writing

This program consists of daily practice, weekly stories and monthly celebrations which encourage students' writing. A calendar for the month is set up with a story-starter for each school day. Students daily expand these into stories for the class.

Each morning, an informal conference with the teacher is held, stories are critiqued and suggestions are offered for content and clarity. Each Friday, students select their favorite stories, which are then sent home to be proofread and copied. Parents are notified and assigned joint responsibility in the editing process. On Monday, the publishable forms are returned and displayed.

Extended classroom activities include several rainbow making projects. The festive atmosphere continues with end of the month parties, where students present their favorite stories followed by refreshments of rainbow gelatin, pudding-on-a-cloud and sky cookies made by the classes.

STUDENTS

The program was developed for a second grade language arts class at the Ruth L. Chaffee Elementary School in Newington. Daily assignments are completed and evaluated according to individual ability.

Group size really makes no difference. The project is easily adaptable to other grade levels.

STAFF

Verne-Marie Kozak and Nancy Helberg-Smietana developed the project as part of the language arts/creative writing curriculum. It has been implemented with the help of parents who work with the students on weekend homework assignments. The project does not require any additional staff.

MATERIALS AND FACILITIES

Each student is given a copy of the calendar made for the month. Each day details the start of the first sentence for the story. Students collect their work in a special folder, which they use to carry their homework back and forth.

Cafeteria facilities are used for making refreshments at the end of the month.

OUTSIDE RESOURCES

Parents are informed by classroom newsletters of the project and the role they are requested to play. Parents become partners in the student's publishable creations.

OVERALL VALUE

Through daily writing activities, student's attitudes toward the writing process improve, as do the skills involved in that process. Brief, daily conferences allow feedback which encourages positive attitudes and continued progress in written work. Parental involvement helps extend the use of writing out of the academic realm into a needed skill in everyday life.

Parties held at the end of the month are arenas to highlight accomplishments by presentations of favorite publications. Refreshments made by students are shared with classmates, parents and administrators. Enthusiasm and eagerness for the next month's writing celebration are highly visible.

FOR MORE INFORMATION: Verne-Marie Kozak, Nancy Helberg-Smietana
Ruth L. Chaffee Elementary School
160 Superior Avenue
Newington, CT 06111
(203) 666-4687



Nancy Helberg-Smietana and
Verne-Marie Kozak

Computer Graphics/Creative Writing Project

This project combines English composition with art, using the computer as a motivational tool. This interdisciplinary approach improves both the writing and art skills of students while providing them with "hands-on" computer experience. Forming a link between art and English, the program stresses composition and poetry for students and reinforces their creative thought processes.

Students are given introductory lessons and demonstrations on the use of the computer and the Koala Pad, a computer graphics tool. Instruction is followed by supervised hands-on exercises. Once these are mastered, students begin working on their drawings, which will eventually generate an idea for a composition or a poem. All work is saved on disks for future use.

STUDENTS

The project is now in its second year. In the pilot year, approximately 40 fifth to eighth grade students participated. Most were below average, had behavior problems, or were truants.

Since the project is not part of the regular curriculum, students are scheduled for one 40 minute period per week. "The same students who weren't coming to school now get there before *me* in the morning," Joan Flasko, co-developer of the program said, "and I have to kick them out at the end of the day. They really enjoy this."

With simplified software programs, the project can be adapted for students as young as the second grade. Larger groups can be accommodated by having two or three students work on assignments together.

STAFF

The project was conceived and developed by Marilyn Smith, art teacher, and Joan Flasko, English teacher at the Roosevelt School in Bridgeport. They have jointly developed wall charts, hand-outs, and a color-coded disk catalog so that students can work independently during regularly scheduled classes.

Both teachers learned to operate computers on their own and have been using them in their classrooms for the past few years. They have also presented workshops to other teachers and have developed a bibliography of various software programs.

MATERIALS AND FACILITIES

This project is classroom-based. To successfully implement, teachers will need computer (s) and a printer; software; blank disks; explanatory wall charts and handouts with exercises. A computer graphics device and a color monitor will enhance student's work, but neither are required.

OUTSIDE RESOURCES

Schools without computers or printers may have parent groups or local businesses willing to purchase or loan them to the school.

OVERALL VALUE

"The only way to learn is to write," Flasko said. "This project takes regular learning and turns it into a fun experience." Because corrections are made on the computer, students no longer mind editing and re-editing. With each work, their writing improves.

Students are eager to show off their printed work to family and friends. Those involved in the project last year even had their works on display at the public library.

More important though, is the fact that since students need the approval of all of their teachers to continue their participation, their behavior and schoolwork improve in all subject areas.

FOR MORE INFORMATION: Marilyn Smith, Joan Flasko
Roosevelt School
680 Park Avenue
Bridgeport, CT 06604
(203) 576-8032



Joan Flasko and Marilyn Smith

Mass Media in the 20th Century

Through the use of wide variety of materials and activities, students familiarize themselves with the development, functions, and impact of the major forms of mass media in America today. No textbook is required. The project curriculum includes specific and recommended readings, a variety of discussion topics, and several independent "hands-on" projects from which students can learn while enjoying themselves.

STUDENTS

This unit has been used successfully with English and Language Arts students in the eleventh and twelfth grades at Ledyard Senior High School. Ability levels range from average to above average.

STAFF

Lance Rockefeller developed this program to expand the standard curriculum studies of contemporary fiction, vocabulary, and writing skills. The unit needs no further staff, although enrichment of the program would be possible with guest speakers.

MATERIALS AND FACILITIES

The project requires no textbook, although a text can be used in conjunction with some of the activities. In the past, some assignments have involved the use of Fletcher Littel's book *Coping with Television* (McDougal, Littel, and Co., 1973.) Most materials are taken from newspapers, magazines, television and radio broadcasts. This approach guarantees that materials are up-to-date.

OUTSIDE RESOURCES

Although none are needed, field trips and guest speakers will enhance students understanding of the concepts.

OVERALL VALUE

Since this project deals with "real-world" uses of language, it has proven successful at actively involving the "passive learner" in class discussions and activities.

Students develop the ability to recognize biases and propaganda in written and electronic media and gain an awareness of the technological development of the electronic media. They also develop an understanding of demographic studies, rating systems, and their impacts on programming.

"This project is a slight digression from the more formal, typical English style," said Rockefeller. "Students really get involved, and do not feel like they have just been assigned busy work."

FOR MORE INFORMATION: Lance Rockefeller
Ledyard Senior High School
24 Gallup Hill Road
Ledyard, CT 06839
(203) 464-9600



Lance Rockefeller

Curriculum Units Designed for Success

This program was developed for learning disabled students who have problems in reading. Using adolescent novels, various cognitive skills are targeted as needing improvement. These include vocabulary skills, written expression, listening skills, as well as literal, inferential, and applied levels of comprehension.

A variety of activities are used for various chapters in each novel. These activities include crossword puzzles, word searches, objective and essay questions, class discussions, and teacher-made cassette recordings.

Teachers interested in developing a unit for their curriculum area may receive sample packets. To date, units are available for the following: *The Adventures of Tom Sawyer*, *The Cay*, *A Day No Pigs Would Die*, *Five Were Missing*, *The Island of the Blue Dolphins*, *Old Yeller*, *The Outsiders*, *Savage Sam*, *Soup*, and *A Wrinkle in Time*.

STUDENTS

These units were developed for 7th and 8th graders in the Individualized Educational Program (I.E.P.) English and Language Arts classes at Clark Lane Junior High School in Waterford. Class sizes range from five to nine students, and units can be adapted for pupils of all ages and abilities. Approximately five novels are covered by each class during the school year.

STAFF

Janet Merkent and Candace Sullivan are special education teachers who have taught together for the past seven years. The program was developed and implemented as an extension of a graduate course completed by Merkent. This program can be implemented by a teacher without assistance or staff support.

MATERIALS AND FACILITIES

Materials for this unit include adolescent novels, dittos and student dictionaries. Merkent and Sullivan recommend that teachers also include films, filmstrips, records, cassettes and a variety of art materials.

OUTSIDE RESOURCES

Although they are not essential, the Regional Education Service Center and the public library have proved to be valuable resources.

OVERALL VALUE

The program promotes an interest in learning while building academic and affective skills. Students gain personal satisfaction and achieve success by reading novels and completing accompanying activities. They become sensitive to the character's varied personalities and lifestyles and identify universal needs which may apply to their own lives.

Units using similar activities are adaptable to other disciplines. For example, a science unit on smoking and tobacco was written and successfully implemented at the school.

FOR MORE INFORMATION: Janet Merkent, Candace Sullivan
Clark Lane Junior High School
105 Clark Lane
Waterford, CT 06385
(203) 443-2837



Candace Sullivan and Janet Merkent

Exploring Etymology and Onomastics

Students engage in individual and group research as they explore the character and roots of the English language. Emphasis is placed on vocabulary development through the introduction of Latin and Greek root words and the study of various ways in which words enter a language.

Students participate in two research projects, one in a small group format and the other independently. Groups create a dictionary of neologisms which include words from their surnames as well as those of school staff members. Independently students determine the origins and meanings of their given and surnames. Then they present this information symbolically on personal coats of arms.

STUDENTS

Students in eighth grade developmental reading classes at Cloonan Middle School participate in the program. Classes meet three times a week and range in number from 18 to 25. Though the entire program is used with above average students, elements can be adapted to other age groups and achievement levels.

STAFF

This unit was developed by Jeanne Martel, a developmental reading teacher, as part of an interdisciplinary unit for exceptional learners called "Egography."

MATERIALS AND FACILITIES

Reference books should be brought to the classroom if possible. Classroom copies of foreign language dictionaries and atlases should be made available. Students are expected to use the public library for other reference materials.

OUTSIDE RESOURCES

A field trip to the local public library is essential. The local historical society may provide information about speakers versed in onomastics.

OVERALL VALUE

Students increase their vocabularies, expand their knowledge of research techniques, gain experience in using written and human resources, and learn the dynamics of group enterprise. They often take ownership of the project and become relentless in their quest for information about their surnames. Spin-off projects are often generated into the fields of genealogy, heraldry, and historical research. By manipulating word parts and creating new words, students gain awareness of the structural characteristics of language. A sense of personal pride is generated and communication with parents and other relatives is encouraged. The teacher eventually becomes a facilitator rather than an instructor.

FOR MORE INFORMATION: Jeanne C. Martel
Cloonan Middle School
11 West North Street
Stamford, CT 06902
(203) 358-4544



Jeanne Martel

Communication Challenge

Students build their communication skills by communicating with students from another area using letters and video taped messages. Students obtain a realization of distance, geography and climate, and learn about people from other places.

Initial emphasis is placed on the art of communicating thoughts through letter writing. As relationships develop and familiarity is established, students plan a video taped message to their new "friends."

The tape is sent to the corresponding school, where they make a tape in response. Postcards and photographs are exchanged, giving students well-rounded pictures of similarities and differences.

STUDENTS

Over 50 students, ten and eleven years of age, have participated in this project, which is in its second year at the Main Street School in Old Saybrook. Students write letters at least once every two weeks, and videos are produced several times a year. After the initial video, students tape science experiments or oral presentations in various subject areas. The project can be successful with larger or smaller groups of varying ability levels.

STAFF

Julia Koch developed this program in cooperation with a teacher from a school in Cape Hatteras, North Carolina. The project is shared with friends and family members as a mutual learning experience, and it has the full support of the administration and staff.

MATERIALS AND FACILITIES

Each student begins with a basic English text and lessons in writing a friendly letter, sentence structure, vocabulary variation, spelling, and handwriting skills. In time, video equipment is needed to film student's activities.

There is no complicated set-up and VCR equipment can be used in the classroom as well as throughout the school. VCR equipment is not a must, for students can simply write letters and send cassette tapes instead.

OUTSIDE RESOURCES

None are required.

OVERALL VALUE

Students are excited about sharing with students from another state. Through the various letter writing exercises and video activities, students improve their skills in language arts, science and geography.

The entire class participates in every aspect of the project, be it guiding the camera tour, filming, narrating, planning scripts, editing, or evaluating the communication skills of self and peers. Students are encouraged to take risks. Confidence is developed as each student learns to make a plan and stick to it. Students enjoy receiving letters and tapes from their new found friends.

FOR MORE INFORMATION: Julia Koch
Main Street Middle School
308 Main Street
Old Saybrook, CT 06475
(203)388-3443



Julia Koch

Los Parentescos de la Familia/Family Relationships

This project is a "painless and enjoyable" way to practice family relations through role playing.

The focus of the project is vocabulary building. Each of the three lessons includes a vocabulary list of new words that are introduced to students through role-playing exercises.

Students are assigned roles by the teacher, who is equipped with a list of questions. Students answer questions about family relationships using their new vocabulary lists.

STUDENTS

This program is used with Spanish III students at Wethersfield High School. It is in its first year.

In only three lessons, students learn in a fun way what otherwise might have been a very laborious exercise. Vocabulary drills are made enjoyable, because students learn the words in context instead of by rote.

STAFF

This project was developed by Rose Wright. Other members of the staff plan to use it in the future.

MATERIALS AND FACILITIES

Mrs. Wright has prepared material for this unit, which is available to any teacher who wishes to implement it.

OUTSIDE RESOURCES

None are required.

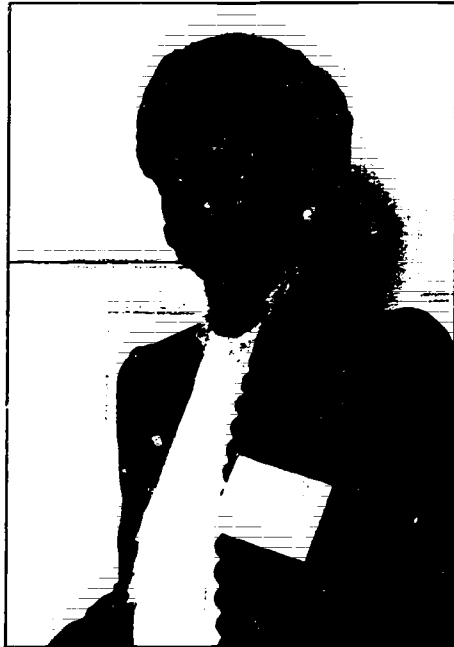
OVERALL VALUE

Wright has found that students are bored when relationships are taught in the traditional manner. Some students grasp the concepts, many do not.

"Students love the pace of this unit," said Wright, "and the fact that there is always a change of activity. There is a noticeable increase in their performance and they seem more enthusiastic." As a result, the participants acquire a better understanding of Hispanic views of the "extended family."

FOR MORE INFORMATION:

Rose Wright
Wethersfield High School
411 Wolcott Hill Road
Wethersfield, CT 06109
(203) 563-8181



Rose Wright

Ted E. Bear, Oral and Written Language

Kindergarten children write letters to Ted E. Bear using "invented spelling," a technique of writing letters of the sounds you hear in a word. The alternative is dictating letters to older children or adults.

Ted has his own personal mailbox in the classroom. Each day, students have the option of reading their letters to Ted, having the teacher read the letters to Ted, or having the letters remain private, for Ted only. Children are thrilled as they receive prompt replies from Ted, who is positive in his comments concerning the situations that prompt the letter.

He continually praises the children for their letters and their use of "invented spelling." Ted becomes an integral part of the language experience program in kindergarten, leading to such activities as "Favorite Stuffed Animal Day" and the Teddy Bear Picnic. Finally, a story is written and illustrated by each child and compiled into a book.

STUDENTS

This program has been used for the past six years with two kindergarten classes of various developmental levels at The Barkhamsted School in Pleasant Valley. Each class contains approximately twenty-five students, however, the project can be implemented with a larger or smaller group. Letters are read to and from Teddy daily for about twenty minutes. Time is allotted everyday for students to write their letters to Teddy.

STAFF

The project was developed by Deborah Wright-Vincent with the help of Helene Thompson, librarian.

"What's fun about this project is that the entire staff gets involved," said Wright-Vincent. "Ted occasionally receives letters from the principal, language arts consultant, librarian, and other staff members." Staff, parents, and students eagerly await Ted's arrival each year.

MATERIALS AND FACILITIES

A loveable teddy bear, mailbox, paper, pencils and markers are all that is needed to implement this project.

OUTSIDE RESOURCES

None are required, though Wright-Vincent did take her class to a teddy bear manufacturer, who explained the process of making the bears. The following year, one of those bears became Ted's sister Paula.

OVERALL VALUE

"Ted E. Bear" supports the Language Experience approach, which gives students the opportunity to build on their speaking and listening skills, as well as develop beginning reading and writing skills.

Through the use of a familiar and non-threatening friend such as Ted, students explore and discover oral and written language. Parents become actively involved with their children's learning. Students are encouraged, and seem to enjoy, writing at home. They are so enthusiastic about this writing experience that they continue to write to Ted after leaving the kindergarten class.

FOR MORE INFORMATION: Deborah Wright-Vincent
The Barkhamsted School
P.O. Box 162
Ripley Hill Road
Pleasant Valley, CT 06063
(203) 379-2729



Deborah Wright-Vincent

Law, Business Related



Mediation Project: Grades 3-6

The Mediation Project focuses on the training of students in conflict resolution skills. It enables them to resolve disputes peaceably, without adult intervention. While there are currently many conflict resolution programs in the United States in grades 7-12, there are relatively few programs in the elementary schools, particularly at the grade levels used in this program.

STUDENTS

All twenty-one students in Paula Steinmetz's third grade class at the Noah Webster School in Hartford are learning mediation skills. Since small groups are necessary for training sessions, seven students are trained during each of the three training cycles. Students from all ability groups and achievement levels are trained in the following: the conflict resolution process, problem solving, communication and listening skills. There are ten 45 minute training sessions in each cycle. Upon completion of training, two mediators are on duty throughout the day to approach classmates who are arguing or fighting. Mediation is strictly voluntary.

STAFF

Steinmetz, has developed a slide presentation explaining the purpose and format of the project, which has the enthusiastic support of the principal, and several other teachers on the staff.

MATERIALS AND FACILITIES

Ordinary classroom chairs are used in a semi-private area of the classroom for mediation sessions. Two green Girl Scout sashes are used to identify each mediator.

OUTSIDE RESOURCES

None are required.

OVERALL VALUE

Use of mediation has resulted in a decrease in the numbers of conflicts among students at the Noah Webster School. Students with behavioral problems who have been trained with the mediation process have shown a significant improvement in their behavior.

Interestingly, some students who are not academic achievers have demonstrated leadership abilities not otherwise apparent. An atmosphere of cooperation and helpfulness prevails in the classroom. Students have developed leadership skills, increased feelings of self-pride, self-confidence, and self-responsibility as well as an awareness of how their behavior affects others.

Moreover, students can use skills that they've acquired at home with their parents, other adults and siblings. The conflict resolution process is an excellent vehicle for the development of critical thinking, problem solving, listening and oral language expression skills.

FOR MORE INFORMATION: Paula Steinmetz
Noah Webster School
5 Cone Street
Hartford, CT 06105
(203) 523-4218



Paula Steinmetz

Physical Education

PEPRI

This is an individually identified, student-centered remedial physical fitness plan aimed at improving students' overall health and fitness. It gives students the opportunity to develop their own physical fitness program, tailored to their own individual capabilities.

This country has been for the past few years in the midst of a fitness "craze", while at the same time, evidence points to a lack of physical fitness among young people. Students in the program are tested to determine their capabilities, and then they enter into either a six or sixteen week intensive fitness program administered during free class periods. When students are deficient in more than one area, they are scheduled for additional sessions.

STUDENTS

During the 1984-1985 school year, "PEPRI" served between 125-150 students at the Martin Kellogg Middle School in Newington. All students involved in the program have demonstrated abilities below the 30th percentile in any or all of the three areas of fitness — endurance, strength and flexibility.

For optimum efficiency, class size is kept to between six and eight students. Each student is assured of individualized treatment and of a program that suits his or her fitness needs.

STAFF

The project was developed by Physical Education teachers Alice Dorn and Frank Wilkosz, assisted by supervisor Peter Cimini. The program requires close cooperation between the physical education teachers and school administration.

MATERIALS AND FACILITIES

"PEPRI" works best in a gymnasium or outdoor area. Mats, weights, a stopwatch, an exercise bike, jump ropes, climbing ropes and a chinning bar are helpful.

OUTSIDE RESOURCES

The University of Connecticut is an excellent resource for analyzing the results of physical fitness tests. Computer analysis is necessary to determine percentile ranges. The program can be easily adapted to any standard fitness test.

OVERALL VALUE

With such an emphasis on fitness in today's world, the value of this program is evident. Students work with existing equipment and facilities to improve their own physical fitness. The program requires minimum expenditures and helps students develop physical fitness attitudes that will accompany them into adult life.

FOR MORE INFORMATION: Alice Dorn, Frank Wilkosz
Martin Kellogg Middle School
155 Harding Avenue
Newington, CT 06111
(203) 666-5418



Alice Dorn



Frank Wilkosz

Stress Reduction and Relaxation Techniques for School and Home

This unit teaches students how to deal with stress associated with school or other daily living situations. It shows students how to identify stress, and then how to deal with it in safe, appropriate ways. These exercises offer students a variety of tangible, practical and useful methods of reducing stress, tension and anger:

1. Progressive muscle relaxation — alternately tightening and relaxing the muscles to develop better physiological awareness;
2. Autogenics — mentally relaxing overused muscles;
3. Deep diaphragmatic breathing exercises — controlling the body's functions in a natural way;
4. Visualization — using the imagination to create the vision of a peaceful place or situation; and
5. Biofeedback — an electronic monitor that gives students auditory feedback when they relax their muscles.

STUDENTS

Hyperactive, neurologically impaired and asthmatic children, as well as average groups of children in grades one through four succeed in reducing stress with this program. A relaxation unit, taught at the beginning of the school year, can subsequently be practiced in school and at home as the school year progresses. Although the program has been used primarily with younger children, the exercises can be adapted for any age.

STAFF

"Stress Reduction and Relaxation Techniques for School and Home" was developed by Marc Kronisch, a physical education teacher at the Annie E. Vinton school in Mansfield. Though it has received the support of the school psychologist, nurse, principal, and several classroom teachers, the program can be implemented without any additional support.

FACILITIES AND MATERIALS

Activities for this program can be conducted in any quiet, undisturbed room. A carpeted area or mats are helpful, but not essential. Biofeedback equipment, audio cassettes, and other packaged materials, though optional, can be ordered. Overall, the cost of adopting a relaxation program is minimal.

OUTSIDE RESOURCES

None are required, but there are a number of experts in the field who would be more than happy to share methods or techniques.

OVERALL VALUE

In recent years, health experts and researchers from a variety of disciplines have recognized the negative effects that stress can have on school-aged children. The relaxation techniques taught in the program enable students to understand and control their stress, making it work in positive rather than negative ways.

FOR MORE INFORMATION: Marc Kronisch
Annie E. Vinton Elementary School
306 Stafford Road
Mansfield, CT 06250
(203) 423-3086



Marc Kronisch

Everything That You Wanted to Know About a Learning Disability But Didn't Know Whom to Ask

This project involving guiding students with learning disabilities through a workbook aimed at developing an understanding of learning disabilities. The booklet is in a question and answer format with student activity pages. Once completed, students keep booklets for possible future reference.

The purpose of the project is two-fold. The first is to supply information regarding the nature of learning disabilities to students, their families and teachers. Secondly, the booklet provides a greater degree of comfort and acceptance of the feelings that frequently accompany coping with a learning disability.

The concepts are presented using humorous illustrations and upbeat, informal language. In addition to the booklet, instructional guidelines and a short bibliography are available.

STUDENTS

The booklet has been used for 18 months with students in grades 4, 5, and 6. It was presented in a group setting of 6-8 students meeting 30 minutes weekly for eight sessions.

As in all groups, the supportive dynamics of interaction augment the purposes of the booklet. Groups were co-led by the special education teacher and a social worker.

Individual students in grades 3, 8, and 9 have also effectively worked through the booklet.

STAFF

This project was developed by Deborah Maxa, a learning disabilities teacher, and Helen Nix, a social worker at Pleasant Valley School in South Windsor. It has been enthusiastically received by the pupil services department, the superintendent of schools, the Connecticut State Department of Education, private psychologists and area pediatricians. The Association for Children with Learning Disabilities (ACLD), requested that it be made available to all ACLD chapters through the national conference in March 1986.

The project can be implemented by any classroom teacher in consultation with a special education teacher. A social worker or a psychologist would enhance the group process, but is not essential.

MATERIALS AND FACILITIES

Each student and leader needs their own copy of the booklet, which can be copied at minimal cost. A field trip to the resource room at the next level of education, whether it be the junior high school or college offering special education services is recommended.

OUTSIDE RESOURCES

None are required.

OVERALL VALUE

This project helps students, parents and teachers cope with learning disabilities.

School staff members have observed a significant change in the attitudes of children and their parents as well. Parents express greater understanding of their child's academic struggles and are better able to give emotional support.

FOR MORE INFORMATION: Helen Nix, Deborah Maxa
Pleasant Valley School
1737 Main Street
South Windsor, CT 06074
(203) 528-9711



Deborah Maxa and Helen Nix



Operation Egg-Drop

This project incorporates creative design and building principles to teach gravity, flight, and aerodynamics. Students research, design and build a spacecraft that when launched from the school roof with an astronaut (a raw egg!) in it, will land completely intact.

The project begins with students researching gravity, flight, rocket design and landing procedures. The spacecraft are built at home out of materials selected by the students. Students are required to bring their ships in the day before the launch.

STUDENTS

Operation Egg Drop has been used for the past nine years in the fifth grade at the Elmer T. Thienes Elementary School in Marlborough. The project takes three to four weeks to complete with students working at home and in the classroom. Class size varies, as do achievement levels.

"Operation Egg-Drop" can be implemented from 4th grade up to senior high school.

STAFF

The project was developed from a unit presented by Dr. Ralph Yulo, a professor at Eastern Connecticut State University, and adapted by Darrell Netto. The project has been used in Marlborough for the past nine years with the assistance of two other staff members, administration and parents. The project can be done without staff support, but on a smaller scale.

MATERIALS AND FACILITIES

The following items are necessary: two large posters, one identifying the Launch Area and the other identifying the splash down or landing area; a stretcher for the splashdown crew to recover each aircraft; two flags, one yellow saying "SCRAMBLED" and one white saying "MADE IT"; Operation Egg-Drop participation cards and ribbons for each successful mission.

OUTSIDE RESOURCES

Several books and filmstrips are available.

OVERALL VALUE

This project allows students of all abilities to be creative while learning about the concepts of flight. Students develop planning, perceptual and organizational skills while at the same time having fun.

"Students from other classes, faculty, parents and community members benefit from the Egg-Drop adventure," Netto said.

FOR MORE INFORMATION: Darrell Netto
Marlborough Elementary School
School Drive
Marlborough, CT 06447
(203) 295-9551



Darrell Netto

Are You Experimenting Safely?

This project introduces students to many safety concerns they will encounter in their school careers as well as in their personal lives.

Following teacher demonstrations and explanations, students participate in practice sessions. Upon completion of the project, students are tested. Discussion and reference materials extend classroom knowledge to activities in students' lives where safety is a factor.

This project can be used as a unit or broken up to suit a particular activity.

STUDENTS

This project began sixteen years ago as a prerequisite to science classes. Each year, all ninth grade students at The Brooklyn School in Brooklyn spend three to four weeks learning material that they will encounter in high school classes and beyond. Lecture sessions and small group demonstrations for all ability divisions are used.

STAFF

Developed by Ron Bergeron, this project can be implemented by any teacher familiar with science equipment and general safety rules.

MATERIALS AND FACILITIES

This project can be carried out in any classroom, but it is better demonstrated in a science lab with equipment and facilities. The project lists materials that should be available.

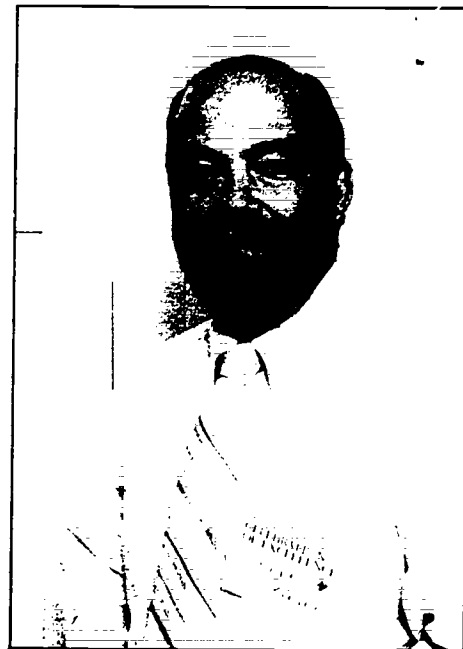
OUTSIDE RESOURCES

Field trips to science facilities at colleges, universities, and businesses where labwork is carried out will enhance the project. Viewing professionals in the field works to reinforce guidelines learned in the classroom setting.

OVERALL VALUE

This project makes students more "safety conscious." With legal liability an ever present issue today, a teacher demonstrating the "safe way" protects students by making them aware of the hazards that they may encounter, as well as what to do to avoid them.

FOR MORE INFORMATION: Ronald Bergeron
The Brooklyn School
Gorman Road
Brooklyn, CT 06234
(203) 774-9153



Ronald Bergeron

Chemistry: Principles and Processes

This project activates students interest in learning chemical principles. In eight laboratory experiments, students prepare such familiar products as paint, fragrances, soap, glue, and silvered mirrors. Students observe concrete examples for difficult abstract concepts.

All concepts normally presented in a first-year chemistry course are incorporated into this program. Students are motivated to understand the principles and perfect their products because at the end of each unit, student-made products are quality tested.

STUDENTS

This course has been used since 1974 with high school sophomores, juniors, and seniors. Students meet six periods a week — one double period in a lab and four single class periods in a classroom setting. The program in its entirety lasts the full school year.

There is enough flexibility in the lab assignments and text to make the units adaptable for below average, average and honor level students. The teacher can choose to use all or only some of the projects and problems available as appropriate to suit the academic level of the students.

STAFF

"Chemistry: Principles and Processes was developed and is being taught by Miriam Nagel at Avon High School. Other teachers in the Avon school system have also taught sections of the course.

The original pilot program for this course was prepared under a state grant for innovative education. Information about the program has been shared at conferences in the United States and Canada. Materials for the course have been shared with teachers throughout the U.S. and the world.

The course is supported by the entire school administration, who have encouraged students to enroll in the course, published the text, and obtained necessary supplies and equipment.

MATERIALS AND FACILITIES

This course can be taught wherever a conventional high school chemistry program that includes lab exercises is offered. Supplies are standard or locally available.

OUTSIDE RESOURCES

Honor students are given a standard advanced placement text for additional reading and practice problems. The course is enriched at all levels through the use of appropriate films which reinforce various topics in the program.

OVERALL VALUE

This course attracts students to chemistry. Enrollments are very high and academic achievement is consistently above average based on the results of the NSTA-ACS High School Cooperative Exam. In addition to academic achievement, students develop skills in writing and organizing information.

Several students have won honors in local chemistry competitions, and reports from graduates and parents are very favorable.

FOR MORE INFORMATION:

Miriam Nagel
Avon High School
510 West Avon Road
Avon, CT 06001
(203) 673-2551



Miriam Nagel

Properties of Materials

This project consists of a set of laboratory experiments and a lecture demonstration on the topics of stress, strain, elastic limits, surface tension, and buoyancy. Definitions and calculations associated with these concepts are discussed.

In a laboratory setting, students locate numbers of situations that illustrate the concepts listed. At each "station", they are presented with a card on which there are a series of questions and/or calculations. Students must form connections between the situation and the concept to solve the problem. Most physics texts contain the appropriate background necessary to complete each task.

STUDENTS

Approximately 200 eleventh and twelfth grade students participate in the program each year. Ability levels range from nonmathematical to Calculus level.

This project requires five class periods a week: three for labs and two for lecture demonstrations. The program is also adaptable to junior high physical science classes.

STAFF

This project was developed at Ridgefield High School by Arthur Amend and Arlene Kuryla. Though developed by two, only one teacher is necessary. The project has succeeded in the past through cooperation from the administrative staff, allowing flexibility in curriculum and scheduling. The Physics staff has added to the present set of experimental situations. Amend notes that everyone "approaches the instruction of this project with enthusiasm and talent."

MATERIALS AND FACILITIES

Although a physics laboratory is desirable, no requirements for water, gas, or electricity exist. Some equipment is necessary, at minimal cost.

OUTSIDE RESOURCES

The instructional staff may visit children's museums and read texts such as *Flying Circus of Physics* for new ideas to add to the sequence.

OVERALL VALUE

This project represents an inexpensive way to establish concept development in the area of materials and their properties. It generates natural interest and enthusiasm on the part of the students.

Each experiment develops knowledge, comprehension, and application skills. Students, responding to questions and problems, demonstrate analysis of concepts in a "real" situation.



Arthur Amend and Arlene Kuryla

FOR MORE INFORMATION: Arthur Amend, Arlene Kuryla
Ridgefield High School
North Salem Road
Ridgefield, CT 06877
(203) 438-3785

Periodic Table Rummy

Students use element cards from the Periodic Chart to learn families, periods and chemical bonding of elements. They collect cards of elements that belong to the same families or periods. The more cards they collect, the more points they receive. Points are also given for matching elements that can be bonded. Other rules can be added by the teacher, depending on the abilities of the group.

STUDENTS

This game has been used for five years in the eighth grade chemistry class at West Rocks Middle School in Norwalk. A sign-up sheet is used to give all students the opportunity to play the game. There is also a tournament to see who has achieved the most points.

STAFF

"Periodic Table Rummy" was developed by Jeannette Sawyer, as a result of several students' interest in playing cards. One other teacher has used the program for average and below average students at the high school.

MATERIALS AND FACILITIES

Students will need sets of "cards", one for each element in the periodic table. The more decks of cards available, the more students can play, especially on Tournament Day. Cards can be made by the students at minimal cost.

A chemistry text and full periodic chart help students in formulation of families, periods and bonding elements.

OUTSIDE RESOURCES

None are necessary.

OVERALL VALUE

This program uses student's interest in card playing to promote a better understanding of the arrangement of elements in the periodic table. This approach gives students a positive, rather than negative attitude toward working with the table.

"This game puts the element of excitement into learning a very valuable part of the science of chemistry," said Sawyer. "Students forget they are learning and look upon each game as a challenge."

FOR MORE INFORMATION:

Jeanette Sawyer
West Rocks Middle School
West Rocks Road
Norwalk, CT 06851
(203) 847-1972



Jeanette Sawyer

Easy Metrics

This project fosters understanding of the metric system and conversions within it. Students can grasp metric relationships and the horizontal movement of the decimal with the help of a teacher-constructed chart showing the basic metric units.

Students must memorize the basic units, as well as prefixes for multiples and divisibles. They must then construct a 27-item chart from that information. Decimals are moved right or left according to the chart rule which is interpreted horizontally, the way a decimal would move.

The history of metrics, a description of the system, and an explanation of meter sticks precedes a lesson in which students estimate distances using metric measurements. Additional instructional materials include chart dittos, balance and weight sets, as well as metric glassware.

STUDENTS

This project was developed by Jane Tedeschi, a teacher at Shelton High School. It has been successfully used for 19 years for 9th grade science students. Tedeschi has no doubts that the project can be successful with other grade levels as well.

STAFF

All that is necessary is a teacher who has a firm grasp of the metric systems and its workings. No other staff assistance is needed.

MATERIALS AND FACILITIES

Expenditures for this program are minimal. Metric measuring devices should be available to all students, but it's not a necessity that each student have his own.

OUTSIDE RESOURCES

None are required.

OVERALL VALUE

"Easy Metrics" is an ideal way for students to acquaint themselves with the metric system. By using the easy conversion chart, the system becomes less inhibiting, and students feel better about using it.

Students have told Tedeschi that they have kept the chart and found it useful in other courses throughout their high school careers. "To me that shows that this project really works," she said. "They tell me that they keep the chart as an instant refresher."



Jane Tedeschi

FOR MORE INFORMATION: Jane Tedeschi
Shelton High School
Meadow Street
Shelton, CT 06484
(203) 735-8739

The Weather Works

Students learn basic weather concepts in this program which incorporates a wide variety of materials, hands-on activities and experiments. This science unit is divided into five parts: temperature, wind, air pressure, clouds and precipitation. Students make at least one weather instrument out of household materials for each part. They participate in group experiments, and carry out individual investigations.

Students also chart the weather and check forecasts daily. Reports are kept in individual folders. Throughout the unit there are writing and art projects related to the weather.

A complete package of materials is available. This includes a bibliography of materials and books used, copies of charts, diagrams, and pictures. Instructions for making instruments and art projects are also available, complete with directions for both group and individual experiments.

STUDENTS

This unit is used by a third grade and special needs class whose achievement levels range from 3rd through 5th grade. Though this program was used for grades three through five, it is adaptable to various grade levels.

STAFF

"The Weather Works" was developed by Lucille Palmer, a third grade teacher at The Frisbie School in Wolcott, and Jane Brown, a special education teacher there. This project was supported enthusiastically by staff members and administration.

MATERIALS AND FACILITIES

Students set up a weather-center, displaying their weather instruments, charts, and daily forecasts.

Though activities and investigations in this student-directed center are carried out individually, they can be done as a whole group in a traditional classroom setting.

This program has many activities which enhance it but are not necessary for its success. These would include filmstrips, records, and art projects. All that is necessary is paper, pencil, and some readily available household products like styrofoam cups and paper fasteners.

OUTSIDE RESOURCES

Though not necessary, a field trip to a weather station gives students the opportunity to see the operation of weather equipment first hand. Guest speakers, such as a weather forecaster from a local television station, let students ask questions about the weather and careers in forecasting.

OVERALL VALUE

From this project, students get a first-hand understanding of the mysteries of our weather. They acquire an enthusiasm and more positive attitude toward learning, as well as an improved awareness of changes in the environment.

In addition, students practice predicting, observing, following directions, graphing, and measurement skills. Palmer said that sharing and cooperation also increase because of the project.

FOR MORE INFORMATION: Lucille Palmer, Jane Brown
The Frisbie School
24 Todd Road
Wolcott, CT 06716
(203) 879-0530



Lucille Palmer and Jane Brown

Three-Dimensional Map Modeling

Through the use of simple materials, students grasp the concepts of map making, and have fun doing it. Students construct three dimensional models of topographic maps and marine charts. The models are made out of cardboard or other similar materials.

STUDENTS

The project is used in science classes, grades six to 12 at the Morgan High School in Clinton. Achievement levels may vary, and in fact, lower ability students can excel and achieve a success that often dispels part of their negative self-image. The program can be implemented one-on-one or in a class-size group.

STAFF

The project was developed by David Lopath, to demonstrate to his class the submarine topography of Long Island Sound. An outgrowth of a marine science/oceanography class, it is now used in all levels of earth science. It has been adapted by several of Lopath's colleagues at his school and others.

MATERIALS AND FACILITIES

The materials for the project are inexpensive and easy to find. The idea is to keep maps simple and easy to construct.

OUTSIDE RESOURCES

In an extension of the project, an advanced oceanography class, students use a research vessel to take soundings of the area. They then plot the data in chart form and construct a scale model of the area, which is still in use today by local fishermen.

OVERALL VALUE

The three-dimensional map-making project allows students to conceptualize a "flat" two-dimensional map into a 3-D visual by the process of modeling.

Students develop observation, measurement, and construction skills as a result of this program. Lopath notes that though there are no direct measurement outcomes of the project, "the obvious enthusiasm of the students is proof of its success."

FOR MORE INFORMATION: David Lopath
Morgan High School
Room 81
Clinton, CT 06413
(203) 669-5701



David Lopath

Respiration: Its Control and Capacity

Students learn to measure their own vital capacities and become conscious of others' health in comparison to their own.

The project involves students thinking about the effects that smoking and air pollutants have on their lungs and respiratory centers. Each gathers personal data and compares that to a "norm chart." They use homemade and commercial spirometers, instruments that measure the volume of air entering and leaving the lungs. They also use a simple self-made apparatus which demonstrates that carbon dioxide is produced during breathing.

Finally, with laboratory partners, students perform a series of nine experiments to show that the chief stimulus to the respiratory center is carbon dioxide.

STUDENTS

This program has been used in two ninth grade honor biology groups, as well as in all tenth grade biology sections. A follow-up with the groups in their senior year checks the effects of lung growth or capacity changes. Groups range between 20-25 students in both class and laboratory activities. It is best to begin this project at the ninth grade level since much of the data reflects and depends on age and weight developmental patterns. The project can be adapted for the primary grades.

STAFF

"Respiration: Its Control and Capacity" was developed by Thomas Vincent Malley, at the Lewis S. Mills High School in Burlington. He has also trained another biology teacher at the school to administer the program. Malley noted that "every year he does this project, staff rush in for their annual lung check. The program appears to have a lasting impact."

MATERIALS AND FACILITIES

Special diagrams on respiration from the National Tuberculosis Association are useful. No special room is needed, just an overhead projector and filmstrip machine.

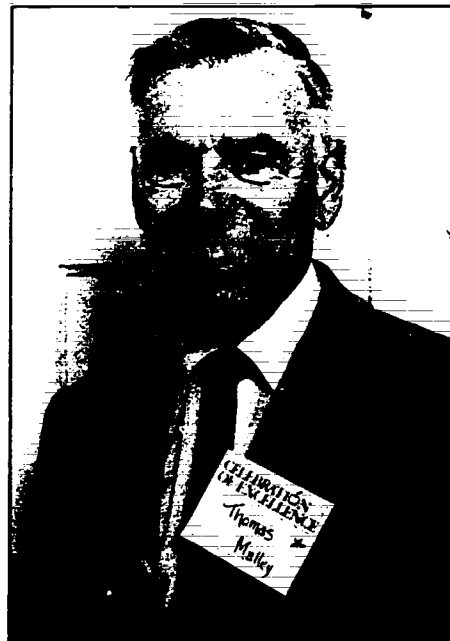
OUTSIDE RESOURCES

None are required.

OVERALL VALUE

Students are extremely interested in their own health. They are highly self-motivated towards finding their own vital capacities, their implications and their comparative value to the "norm". Students quickly understand that diseases and disorders are the result of interference by outside factors. They become directly involved in gathering and analyzing data that may have a lasting effect on their attitudes toward maintaining their own personal well-being.

FOR MORE INFORMATION: Thomas Malley
Lewis S. Mills High School
Route 4 and Lyon Road
Burlington, CT 06013
(203) 673-0423



Thomas Malley

Let's Go Fly a Kite!

This program develops thinking and problem solving skills while integrating scientific concepts, history, art and language arts into one project.

After researching the basic concepts of flight as they relate to lift, gravity and drag, students are asked to design and build a kite. Art and design are integrated into the project as students search out successful kite designs.

Some students keep journals of the stages of their kite development, while others write poems about their experiences. This project involves cooperation, sharing of ideas, perseverance, sensitivity and patience.

At the conclusion, students make comparisons of the different styles, as well as their successes and failures. They also compare kites with the same design to see what flight variations are caused as a result of differences in materials, bridle construction, and tail length. An instructional packet with background information, kite styles, and bibliography is available.

STUDENTS

The program is used with a third grade class of 24 students at the Hurlbutt Elementary School in Weston. It is adaptable to a wide range of grade levels and can work well with a group of any size.

STAFF

This unit was developed by Eileen Bengtson, who last summer presented a seminar on this project to the PIMMS Science Fellows from both the elementary and secondary levels. The unit can be administered by one teacher or by a group of teachers.



Eileen Bengtson

MATERIALS AND FACILITIES

Students are encouraged to work on the project at home and at school. Class time is used to discuss scientific principles of flight, the history of kites, and journals and poems students have written. Research is done at the town library, while construction is done at home.

OUTSIDE RESOURCES

Other teachers, older students, and townspeople are valuable resources on the history, design and principles of flight.

OVERALL VALUE

Designing and constructing kites gives students the opportunity to use thinking and problem solving skills. Students view failure as a challenge, instead of as a condition of poor performance. As well as encouraging artistic design and creativity, Bengtson points out that "the project is simply a lot of fun!"

FOR MORE INFORMATION: Eileen Bengtson
Hurlbutt Elementary School
9 School Road
Weston, CT 06883
(203) 222-2522

Simple Machines

Students perform a series of five experiments using simple machines to learn how they function. They calculate mechanical advantage and the efficiency of simple machines used alone and in combinations.

Students do three experiments with simple machines, one with a combination of two machines, and a motion experiment involving a toy bulldozer. From these, they learn that physics is not just a theoretical subject but also a part of their daily lives.

STUDENTS

This activity has been used successfully for over ten years with junior and senior physics classes at Coventry High School. Students should complete all laboratory work in one week. Each lab group of 2-4 students must have a different method. This activity can be adapted for younger students.

STAFF

This laboratory activity was developed from a number of physics texts, lab books and personal experiences by David Chatel, Chairman of the Coventry High School Science Department.

MATERIALS AND FACILITIES

A physics text with some description of simple machines, work and efficiency problems is helpful. Prepared lab sheets for levers, inclined planes, pulleys, wheels and axles, and screws can be used. A standard lab area in which students are able to leave equipment set up from day-to-day is recommended.

Additional equipment from home — bathroom scales, block and tackle, car jack, and cable pull — are not required but are usually of interest to students.

OUTSIDE RESOURCES

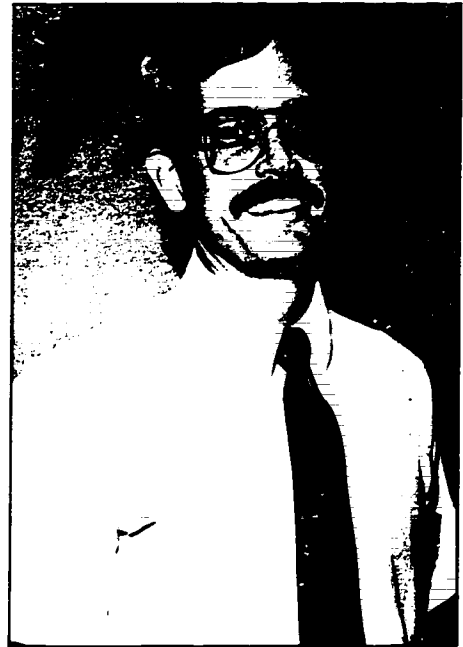
None are required.

OVERALL VALUE

According to Chatel, this project generates enthusiasm which carries over to other areas of study.

Students are highly motivated when given the opportunity to "do something" with few restraints. The highlight of the project is a demonstration of vertical motion in which students "lift" the instructor with a toy bulldozer. "The challenge of moving 750+ newtons with one newton is exciting," said Chatel. "Students initially perceive the task as impossible, but after gaining an understanding of simple machines, they find it very easy to do. The practical knowledge is then theirs for the rest of their lives," he said.

FOR MORE INFORMATION: David Chatel
Coventry High School
78 Ripley Hill Road
Coventry, CT 06238
(203) 742-7346



David Chatel

Disease, Technology, Society: Understanding the Connections

This program focuses on prevention and control of disease, through knowledge and responsible decision-making. Biology texts and lecture discussions stress concepts of microbiology, the study of microorganisms and their effects on other forms of life. Laboratory explanations involve cultivation, staining, microscopic examination of bacteria, and skills identified with the "scientific method."

Discussions in the unit deal with communicable, hereditary, congenital, deficiency and degenerative diseases. Because sexually transmitted diseases represent a threat to teen-age health, students research and analyze why these diseases are common among 15-19 year olds. They also design a plan of action to control these diseases. A value clarification activity helps students communicate their feelings and attitudes toward bio-social issues.

STUDENTS

This project was implemented in biology classes, grades 9, 10, and 11, which meet 5-6 times per week. Average class size for the project is twenty students.

STAFF

Strategies for the program were developed by Jean Burkus, a science teacher at Amity Regional Junior High School. She advises that teachers who wish to use this program should have some training in microbiology.

MATERIALS AND FACILITIES

A classroom with laboratory facilities is necessary. Students should be supplied with biology texts, and should also have access to a library for research. A teaching guide, lesson plans, and student work samples are available.

OUTSIDE RESOURCES

Though none are required, a trip to the pathology lab of a hospital is recommended. Guest speakers from commercial laboratories and V.D. clinics are also helpful.

The National Foundation of Birth Defects, the American Cancer Society, the Connecticut Lung Association, Planned Parenthood, the American Heart Association, and other community agencies have literature and audiovisual material that may be helpful.

OVERALL VALUE

The activities in "Disease, Technology, Society" builds awareness of some of the complicated issues involving infectious diseases. This project is timely considering the "epidemic of fear" caused by the increase in the number of cases of the deadly disease AIDS. Students learn the correct uses of terminology, the application of microbiological concepts, and critical thinking skills as a result of the program.

According to Burkus, students learn to appreciate differences in values from family, peer groups, and subcultural experiences.

FOR MORE INFORMATION: Jean Burkus
Amity Regional Junior High School
Ohman Avenue
Orange, CT 06477
(203) 397-9235



Jean Burkus

Graphic Representation of Surveys

Students conduct a survey and portray the results. Various uses of graphs are discussed in class, and examples from newspapers and magazines are used extensively to show different ways to convey information.

Students then select topics and conduct surveys of the student body, check their results, and begin transferring those results into graph forms. They have the option of constructing line, bar, circle, scatter and picture graphs. The data are summarized and presented to the class, and a written summary is submitted to the teacher.

STUDENTS

The program has been used for the past five years in eighth grade classes at the Gideon Wells Middle School in Glastonbury. It can be implemented from grade 6 through 12 at various ability levels. Class sizes range from 20-30 students meeting daily.

STAFF

This project was developed by Marianne Cavanaugh and Deborah Mulcahy with Francine Lynch participating in the initial development. The interdisciplinary project was developed and adapted to address a need in the problem solving-math curriculum. Teachers can implement the project without any outside assistance. The administration has been supportive of this project and graphs are displayed throughout the school.

MATERIALS AND FACILITIES

Teachers are able to implement this program in a regular classroom setting. Audio visual representations from newspapers and magazines are helpful.

OUTSIDE RESOURCES

Salesmen, computer operators, and insurance agents frequently use graphs. These people give students an understanding of how graphs can be used everyday by people on-the-job.

OVERALL VALUE

This activity teaches students how to present visual information effectively. Students develop an increased confidence in math abilities and public speaking skills as a result.

"Students enjoy conducting their surveys and creatively expressing their results through classroom presentation," Cavanaugh said. "It helps them to see their creative abilities surface."

Teachers enjoy assigning this project because it gives them another way of assessing student understanding instead of the usual testing situation.

FOR MORE INFORMATION: Deborah Mulcahy, Marianne Cavanaugh,
Francine Lynch
Gideon Wells Middle School
1029 Neipsic Road
Glastonbury, CT 06033
(203) 633-5231 (x530)



Marianne Cavanaugh, Deborah Mulcahy,
and Francine Lynch

Planning a Vacation by Car

This project provides students with a realistic opportunity to use road maps and travel guides. Students use developmental worksheets to learn map reading and budgeting of both time and money.

Working with one traveling companion, students select a destination by lottery, used detailed explanation sheets, travel guides, teacher support and an example of a completed trip on paper in planning a vacation by car of no less than ten and no more than 14 days.

The finished project contains an itinerary, a worksheet showing: miles traveled, routes taken, towns and/or states stayed in, tourist attraction costs, lodging expenses, meals, automobile expenses, as well as miscellaneous expenses. A completed map of the journey is also required.

STUDENTS

This project has been used for nine years with approximately 825 students in grades 7-10. The entire lesson takes about three weeks to complete, including testing and movie presentation. Classes meet once daily for 45 minutes. Students range in ability from honor students to learning disabled and resource students. Class sizes range from a high of about 28 to a low of 19.

STAFF

"Planning a Vacation" was developed by Eugenie Langhorne, a teacher at Enrico Fermi High School in Enfield. No additional support is needed for the project.

MATERIALS AND FACILITIES

Two days early in the project are spent discussing the basics of map reading. In addition, each student is given a list of states and is responsible for the correct spelling of each. A full set of up-to-date Mobil Travel Guides is provided by the school library for use in class during the project.

OUTSIDE RESOURCES

None are required.

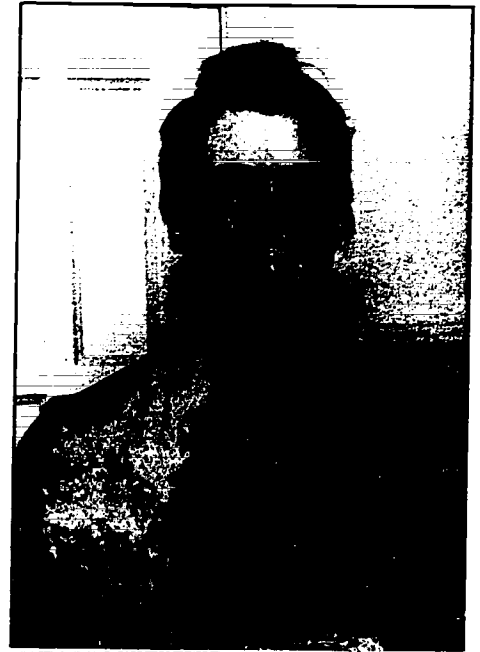
OVERALL VALUE

Through this project, students learn to realistically budget time and money, gain knowledge about their country's geographic and cultural make-up, learn map reading skills and the use of travel guides, as well as improve spelling and general mathematic skills.

According to Langhorne, "enthusiasm runs high and when given during the first quarter of the school year, the project can generate interest in the rest of the course. Students have seen that learning can be both fun and worthwhile."

FOR MORE INFORMATION:

Eugenie Langhorne
Enrico Fermi High School
124 North Maple Street
Enfield, CT 06082
(203) 763-2301



Eugenie Langhorne



American Biography: A Meeting of the Minds

"American Biography: A Meeting of the Minds" is a "learn by becoming" activity which allows students to gain for themselves an in-depth understanding of some aspects of history from the point of view of a historical personality.

In this unit, students create research-based impersonations of chosen historical characters who engage in a series of conversations in which biographical information is shared and attitudes and opinions are compared and discussed. To enhance elements of realism and drama, students don the appropriately researched garb of their characters during final conversations.

The idea for the unit and its name come from the television program entitled "Meeting of Minds" which aired on PBS. The creation of Steve Allen, who also hosted the show, "Meeting of Minds" was a weekly gathering of famous and diverse personalities who engaged in a lively and informative exchange of ideas.

STUDENTS

The "Meeting of Minds" unit was developed as a component of East Hampton's program for talented and gifted students. Participation is open to fifth grade members of the program's talent pool. It is a ten-week unit, with students meeting once-a-week for fifty minutes. Because the conversational aspect of the activity is essential, it should be carried out in groups of not more than seven students.

Though developed for above-average students, the program can be adapted for use in a regular classroom.

STAFF

The unit was developed and is implemented by Madlyn Bynum as a social studies component of the "Challenge and Enrichment" program. Fifth grade teachers support the project by welcoming the impersonators into their classrooms where the final conversations take place.

MATERIALS AND FACILITIES

A meeting space where conversation can be carried on freely is ideal for this project. Access to biographical materials may also help students in their search for information.

OUTSIDE RESOURCES

A trip to the school or public library and possibly to the high school prop room would be useful undertakings for the success of this project.

OVERALL VALUE

The challenge of "Meeting of Minds" is for students to use higher level thinking skills than they have used in the past. A high degree of interest and interaction are generated by this program, as well as students experiencing the fun of shared fantasy. Each time the unit is conducted, it is a new and exciting undertaking that makes "Meeting of Minds" a highly successful and enjoyable teaching unit.

FOR MORE INFORMATION: Madlyn Bynum
Center School
7 Summit Street
East Hampton, CT 06424
(203) 267-2527



Madlyn Bynum

Fifth Grade Fleet

The "Fifth Grade Fleet" project was initiated to help students better understand American History. Each student was required to build a ship that was significant in the making of this nation. This includes research on an approved ships so that a students can thoroughly familiarize with their history and importance.

Ships are made from scratch, utilizing materials of the students' choice. They are given 3-4 weeks to complete their projects. Daily logs are kept by all students to show the specific amount of time spent on the project. The finished ships are turned in along with the logs and brief summaries. In addition, some students choose to dress as the captain of their ship, and pretend to be that person when giving their presentation to the class.

Students are awarded certificates as mementos for being part of the fleet. Students whose ships are judged to be the best in specific categories receive small engraved plaques. Upon completion of the project, ships and logs are displayed in the school library.

STUDENTS

This project has been used for the last five years with fifth graders at the Flanders Elementary School in East Lyme. Class size for the project ranged from 22-26. All students have participated, including those in special education classes. The project would also be ideal for junior high students.

STAFF

"Fifth Grade Fleet" was developed by Janie Pressley Butts, who said: "All this project needs is an enthusiastic teacher, one with a desire to make learning come alive."

MATERIALS AND FACILITIES

Students supply their own materials and use the library of their choice to do the necessary research.

OUTSIDE RESOURCES

As a culminating activity, a person knowledgeable about navigation could come and speak to the class.

OVERALL VALUE

This project is an original idea not part of the regular curriculum. Therefore, each student's finished product is unique. Students benefit from this project in that they develop higher level thinking skills related to analysis, synthesis and evaluation.

"The 'Fifth Grade Fleet' project deepens students interest in history, as well as supports shared experiences, promotes self-confidence, and fosters pride in the finished product," said Butts.

FOR MORE INFORMATION:

Janie Butts
Flanders Elementary School
Boston Post Road
Old Lyme, CT 06333
(203) 739-8475



Janie Butts

The Crisis in South Africa and American Foreign Policy

"The Crisis in South Africa and American Foreign Policy" departs from the traditional current events lessons and investigates a current topic using community resources, primary and secondary sources and a variety of learning techniques.

At the onset, students were unfamiliar with terms such as: apartheid, pass laws, constructive engagement, Afrikaners, Boers homelands; people such as Winnie and Nelson Mandela, President Botha, Bishop Tutu, Steve Biko and Oliver Tambo. Emphasis was placed on having students become comfortable with associated names, places and terms. Students went to school, town and city libraries and brought pertinent articles to class.

The teacher copied for each student a speech by Bishop Desmond Tutu, a report by Senator Edward Kennedy on his visit to South Africa, an administration description of the American Policy of Constructive Engagement, and a compilation of Apartheid laws obtained from the United Nations Book Store. Students, divided into groups, read, discussed and summarized for the class an area of apartheid law relating to sports, family life, education, work and travel.

Due to this unusual approach to teaching, students seemed to have shown increased enthusiasm over the United State's role in world affairs and the limits of power.

STUDENTS

Fifty-two above average 8th grade U.S. history students meeting five times a week participated in this unit. It is a two to three week unit which is then ongoing throughout the year. This type of unit was used successfully in a tenth grade World History II class investigating the crisis in Guatemala a few years ago.

It can be effective wherever there is a crisis involving U.S. interests and where there is material easily accessible. "*Third World Poverty and Hunger*" would fit easily into this category.

The program could also work well with average ability students.

STAFF

The project was developed by Alice Ellner, a Social Studies teacher at the Wooster Intermediate School in Stratford. It has the full support of the school administration which actively encourages creative teaching methods.

MATERIALS AND FACILITIES

A VCR, copy machine, and access to school and public libraries are needed for the project. A record player, slide projector and a large space should be available, depending on the speakers' needs.

OUTSIDE RESOURCES

Area universities were contacted for South African students willing to speak on the topic. A South African woman spoke to the combined classes on "Growing Up Coloured in South Africa." The teacher also taped a series on South Africa from public television.

OVERALL VALUE

Student interest is provoked and maintained by this multi-learning approach to a current crisis, the subject becomes more relevant and takes on a greater sense of reality and urgency. The classroom becomes an exciting place as the students, made comfortable through visual experience with strange names and terms, are able to discuss and debate ideas that they get from the media.

Through this exercise, note taking, listening and writing skills are strengthened. Students learn how to find and organize material, thus releasing them from sole dependence on the textbook and encyclopedia. Classroom studies many times are carried over to family discussion, strengthening family ties.

FOR MORE INFORMATION: Alice Ellner
Wooster Intermediate School
150 Lincoln Street
Stratford, CT 06497
(203) 385-4275



Alice Ellner

History From a Personal Point of View

Children discover there is history to be learned from within their own families in this project that illustrates the relationship between history and people. Students gain respect and appreciation for themselves and their families, and return to their "textbook history" with renewed vigor, enthusiasm and understanding.

For the project, students interview older members of their family to discover how generations differ and to see family development as living history. After a class brainstorming session on possible events to include, students make timelines of their own lives. Another brainstorming session raises similar questions for fathers, mothers, aunts, uncles, cousins and/or grandparents. Students listen for different responses to similar questions from one generation to another.

Interviews are shared with the class on an "as you feel comfortable" basis. Some interviews may be shared orally from notes while others may be written out as reports. Demographic data is collected for class graphing and charting, which can be used within students' reports. Some interviews may be taped or video recorded.

STUDENTS

This project has been in use at the 4th grade level since 1981, but is adaptable to any grade level up through 8th. A class meeting three times a week for 50 minutes should complete the program in 4-5 weeks.

All students can participate, limited only by a negative family response to the project for personal reasons. Intent of discussion and sharing will be a key factor.

Letters and notices are sent to families prior to the start of the program. Children's natural curiosity about their background, and parents pride in sharing it is the reason that this program has been such a success.

STAFF

"History From a Personal Point of View" was developed by Buckley Johnson, a 4th grade teacher at the Highcrest School in Wethersfield. It is a sub-program of a larger project teaching the history of Wethersfield. Used by all 4th grade teachers in the community, it has the enthusiastic support of the administration and the Board of Education. Already shared at several conferences, the project has been adapted by other communities in Connecticut. It has been recognized for its excellence by the Connecticut Council on the Social Studies and the Connecticut League of Historical Societies.

MATERIALS AND FACILITIES

No specific tool other than teacher observation of the project is necessary.

OUTSIDE RESOURCES

Obviously, the greatest resource is the wealth of knowledge that family members can provide students. The project is not possible without teacher guidance, but once that is set, students set the parameters, develop the content and create lessons themselves.

OVERALL VALUE

"Lessons for life is the chief value of this unit," says Johnson. "It is important that children recognize and appreciate not only their own uniqueness but that of others. The program helps them see that history is the story of real people as they react to the world around them."

This project is of special importance at the 4th grade level, where this may be the first real exposure to history. "History From a Personal Point of View" imparts a view which may last through the rest of their studies in this area. The unit begins with experiences the children have had at a concrete level, giving them a more solid foundation to build abstract levels on later in their school careers.

FOR MORE INFORMATION: Buckley Johnson
Highcrest School
95 Highcrest Road
Wethersfield, CT 06109
(203) 563-1362



Buckley Johnson

The Name's the Same

This program features monthly communication between students in two towns with the same name. The towns, Old Saybrook, Connecticut and Saybrook, Illinois, are linked because the Illinois town was settled by founders from Connecticut. By corresponding with children from another area, students learn what kinds of settlers founded the Illinois town and why.

The program shows how pioneers' lives changed as they moved to new areas, and how the towns are historically linked. Students compare and contrast their lives and surroundings, and gain a better understanding of people who live in a different region.

STUDENTS

Two third grade classes of widely varying levels of achievement are currently involved in the program, but it can be adapted to any grade level. The regular social studies or language arts period is sufficient to complete the unit.

The project began in late September with the exchange of class lists, and concluded at the end of the school year with a visit from the Illinois correspondents in honor of Founder's Weekend.

STAFF

Facilitator of "The Name's The Same" is Mary Decker, a teacher at the Kathleen E. Goodwin Elementary School in Old Saybrook. She has received administrative support, but noted that it is possible to implement the program without assistance from other staff members. Because of the nature of this particular program, there is a close association between staff and the town committee for the 350th celebration of the founding of Connecticut.



Mary Decker

MATERIALS AND FACILITIES

All work for the program is done in class with school materials, which may include composition and construction paper, audio cassette tapes, film, and state and local maps. Work folders are kept throughout the school year.

OUTSIDE RESOURCES

None are required.

OVERALL VALUE

"The Name's The Same" develops communication skills, reinforces language arts techniques, and improves map skills and historical analysis. Students participating in the program are eager to continue, as they realize that their learning experience can be the start of a lasting friendship with someone far away.

FOR MORE INFORMATION: Mary Decker
Kathleen Goodwin Elementary School
80 Old Boston Post Road
Old Saybrook, CT 06475
(203) 388-3446

Genealogy: Your Past Revisited

Genealogy: "Your Past Revisited" explores individual family histories and traces each student's roots through the use of interviewing and research skills.

By formulating questions, notetaking, recording data, locating and organizing information, planning, interpreting, and documenting facts, students develop an awareness of themselves as unique individuals.

The project was developed as a curriculum unit for gifted and talented students, grades 3-8. Students in the CREST (Creative Resources Enriching Student Talents) program were introduced to the unit as a minicourse in genealogy.

As a culminating activity, students are encouraged to share their histories with their families and classmates. Group projects include a family folktale collection, "A Trunkful of Family Folktales", family night, taster's table of ethnic recipes, demonstration of ethnic folk dances, a family sing-a-long, and a folksinging performance for the local historical society.

STUDENTS

Approximately twelve gifted and talented students, grades 3-6, participated in this program. These same students have participated since the project's inception in 1981. The project is shared each year with other 5th and 6th grade social studies classrooms.

STAFF

Claire Krause, social studies teacher at the Lebanon Elementary School, developed this program. Any resource teacher, or regular classroom teacher can initiate this project, as it is suitable for all students. Since most of the work is done at home, the time requirements are 10-15 hours in the classroom.

Instrumental in the process of this program are special resource people in the community, such as a local geneologist, a local historian knowledgeable about old cemeteries in town, a folksinger, dancer and storyteller. The project can be accomplished without this support, but use of community resources and people provides motivation for the activities.

MATERIALS AND FACILITIES

This project requires no more space than that in a regular classroom. An annotated bibliography of books is used, which may already be in the school or public libraries. Family records (birth, marriage, death certificates, family trees, household artifacts from the past, old photographs, etc) are gathered from private collections. A slide projector and tape recorder are also necessary.

OUTSIDE RESOURCES

Field trips to libraries and museums are encouraged but are not vital to the success of the project. The CREST group has taken trips to Old Sturbridge Village, Mystic Seaport, the Center for Connecticut Studies, the Connecticut State Library, the Connecticut Historical Society, The Museum of Connecticut History, and the Old Lebanon Cemetery.

The librarian at the State Library is very helpful in explaining which geneological records students can find there. The school and local libraries are helpful in locating books for the project.

OVERALL VALUE

The project is an excellent way to introduce students to oral history techniques. Library skills are developed using primary source material. This is an especially timely unit in light of the present focus on the Statue of Liberty restoration and the contributions of immigrants to the U.S.

The project garners an interest in history and geography as students research their ancestral homes, as well as develops national pride as students explore the factors that led people to chose America as the land of opportunity.

FOR MORE INFORMATION: Claire Krause
Lebanon Elementary School
Route 207
Lebanon, CT 06249
(203) 642-7593



Claire Krause

Honorable Mention 1986 Projects



Dr. Ruth Kuhlrig
"Spending Money"
West Vine Street School,
Pawcatuck, CT

Mrs. Kertsin B. Lindner
"Summer Reading Project"
Deep River Elementary School
Deep River, CT

Sharon D. Ledoux
"Food for Thought"
Burr District School,
Higganum, CT

Kay W. Bousquet
"Children as Authors"
Putnam Middle School,
Putnam, CT

Mary Jeans
"Designing Rooms in Miniature"
Earl M. Witt Middle School
Stafford Springs, CT

Patricia S. Proctor
"Dramatic Production — A Synthesis
of the Arts"
The Brooklyn School, Brooklyn,
CT

Patricia Proctor & Sue Gardner
"Bridging the Gap: Peer Tutoring
With Computers"
Brooklyn Elementary School
Brooklyn, CT

Ken Royal
"The Royal Reading System"
Center Elementary School
Brookfield, CT

Samuel R. Lewbel
"The Great Holiday Library Search"
Rochambeau Middle School
Southbury, CT

Carol M. Ouellette
"Developing Model Paragraphs
to Integrate the Language Arts"
Center School, East Hampton, CT

Barbara Levine
"Word Power"
Mohegan School, Uncasville, CT

Stella Ericson & Betty Page
"Students Produce a Television
News Program"
Guilford High School,
Guilford, CT

Mrs. Janet Brochu
"Extra Credit Science Corner"
Earl M. Witt Middle School
Stafford Springs, CT

David W. Hoyt
"The Unknown Lab"
New Milford Middle School
New Milford, CT

Lucille Palme
"The Math Drill Team"
Frisbie Elementary School
Wolcott, CT

Elizabeth Zito
"Beginning Experiences With Low
Resolution Computer Graphics"
Simon Lake School, Milford, CT

West Hills Staff
Teacher Committee of West
Hills Schools Team Approach at
West Hills
"Road Map to Research"
West Hills Follow Through
Magnet School, New Haven, CT

Darlisa Ritter
"Dimensions for Special Days"
Long Hill School, Shelton, CT

Sharon A. Mohyde
"The SPIRIT of Advertising"
Wooster Intermediate School
Stratford, CT

Jennifer A. March
"Democracy at Work"
Central Avenue School,
Naugatuck, CT

Joan K. Gurecki
"The Presidents (Washington
through Reagan)"
Casimir Pulaski School
Meriden, CT

Susanne Duffy & Barbara Leach
"Political Decision Making"
Amity Regional Sr. High School
Woodbridge, CT

Sally S. Brockett
"Learning With PRIDE"
No. Branford Intermediate School
No. Branford, CT

Joyce Narden
"to Saturnalia"
Amity Regional Sr. High School
Woodbridge, CT

Frank Samuelson, Jr.
"Alternative Education in the
Middle School - the Oxford
Alternative Program"
Great Oak Middle School
Oxford, CT

Pamela Granucci
"Wonderful Whales"
Highland School, Cheshire, CT

William J. ... Physical Education
...
... Pulmonary Resuscitation-
...
...
Newington High School
Newington, CT

Joan T. Wojciewhowski
"Discover the Pythagorea Theorem
Through the Use of Tangram"
Enfield High School, Enfield, CT

Frederick C. FitzGerald, Jr.
"The Mean Middle Schooler"
East Hartford Middle School
East Hartford, CT

Eugene Bourquin
"Applied Science and Technology"
Avon High School, Avon, CT

Mrs. Jean Brush Hill
"TWR (Thinking Writing Reading)
Workshop"
West Woods School,
Hamden, CT

Kathleen E. Dinneen
"Weathering the Stormy Years
of Adolescence"
Susan S. Sheridan Middle School
New Haven, CT

Joan Velms
"Sentence Patterns Revisited"
Shelton High School, Shelton, CT

Richard Notarangelo
"Via-Kids - A Video Newsmagazine"
Wesley Elementary School
Middletown, CT

Susan W. Lance
"A Trip to Transylvania"
Wooster Intermediate School
Stratford, CT

Marianne Cavanaugh, Francine
Lynch, Deborah Mulcahy
"A Mathematical Approach to Is-
lamic Tile Design"
Gideon Welles Jr. High School
Glastonbury, CT

Barry R. Bernstein
"A Practical Multi Facet Approach,
Evaluation & Program"
Regional Occupational Training
Center, Manchester, CT

Kathleen C. Mullan
"GEOGRAPHY: A Shaper
of History"
Windsor High School,
Windsor, CT

Mary Donna Lyons
"Poetry in the Latin Classroom"
Enfield High School, Enfield, CT

F. Francine Koelsch
"Magic Scissors Books"
Silver Lane Elementary School
East Hartford, CT

Constance Kapral
"Taking the First Step in Orienteering:
A Problem-Solving Approach"
Hopewell School,
Glastonbury, CT

Mary Monroe Kolek &
Carol C. Stocks
"Project Worth"
So. Windsor High School
So. Windsor, CT

Christina MacDonald &
Laurie Flathers
"Homemaking & Foods - A.A.L.P."
Enfield High School, Enfield, CT

David W. Avezzi
"Using Physiology in a Practical Ap-
proach to Teaching Physical Fitness"
Union School, Unionville, CT

Joan C. Walden
"Art Awareness"
No. Street Elementary,
Greenwich, CT

Timothy R. Garner
"The Stock Market/World of Finance"
...
... CT

Jeanne C. Martel
"Self-Discovery Through
Discovering Others"
Cloonan Middle School,
Stamford, CT

Jary Sue Jibilian
"Utopia: Form and Function
of the Personal Dwelling"
Cloonan Middle School,
Stamford, CT

Louise P. Winter
"Geometry in December"
Tokeneke School, Darien, CT

Ines F. Maisannes
"Stained Glass Without Constraint"
Andrew Warde High School,
Fairfield, CT

Wendy S. Lister
"Stages of Life"
Stark Elementary School
Stamford, CT

Honorable Mention 1986 Projects



Edward J. Spillane
*"Developing Futuristic Concepts
 & Attitudes Using the Traditional
 English Literature Program"*
 Windham High School
 Willimantic, CT

Cheryl E. Sanderson
*"Using the Community as a
 Teaching Arena for Students With
 Severe Handicaps"*
 EASTCONN Early Childhood
 Center at Southeast School
 Mansfield Center, CT

Samuel R. Lewbel
"Chronicle of a Trip West"
 Rochambeau Middle School
 Southbury, CT

Rita M. Lapati
"Living Literature"
 Newtown Middle School,
 Newtown, CT

Nancy Thurmond
"Getting Down to Business"
 Huckleberry Hill
 Elementary School
 Brookfield, CT

Joanne Woodington
"Completely Capturing Consonants"
 Goshen Center School,
 Goshen, CT

Douglas Goodrich &
 Ronald Carrizzo
"Archaeology Simulation Dig"
 Rogers Park Jr. High School
 Danbury, CT

Cheryl A. Dering
"Laboratory Assistant"
 Watertown High School,
 Watertown, CT

Ronald Carrizzo
"Greek Mythology Riddles"
 Rogers Park Jr. High School
 Danbury, CT

James Howson
*"Totalitarianism and the Abuse
 of Power Through Literature"*
 Rochambeau Middle School
 Southbury, CT

Sandra H. Brenner
*"Enrichment Through Community
 Resources"*
 Northville School, New Milford,
 CT

Jane M. Kessler
*"Estimation Skills Usable
 in the Real World"*
 Cheshire High School,
 Cheshire, CT

Sylvia Burke & Michael Marak
*"Coastal Concerns: A Study of
 the CT Coastal Environment"*
 Spring Glen School, Hamden, CT

Alfred Brancato
"Science + Fun = Learning"
 Center School, Stratford, CT

Jane C. D. Tedeschi
"Introduction to Chemistry Syllabus"
 Shelton High School, House 4
 Shelton, CT

Ms. Phyllis McQueeney &
 Ms. Lillian Rosenthal
*"Interdisciplinary Cultural
 Geography Exchange"*
 Dag Hammarskjöld Middle School
 Wallingford, CT

Vivian E. Johnson
*"The Dream, The Dreamer,
 Living the Dream"*
 Spring Glen School, Hamden, CT

Samuel Goldenberg & Judi Hunter
"Public Transportation"
 ACES Academy, Hamden, CT

Anne E. Cuyler
"Career Bears"
 Ridge Road School,
 No. Haven, CT

Beryl Irene Bailey
"We Too Sing America"
 Jackie Robinson Middle School
 New Haven, CT

Mary S. Wilson
"School Corridor Graphics"
 Amity Regional Jr. High School
 Bethany, CT

Mr. Lynn McGilvray
*"Instrument-Toons of
 Orchestral Instruments"*
 Wooster Intermediate School
 Stratford, CT

Frank Leroze
"Project Adventure"
 Strong Middle School,
 Durham, CT

Nancy A. Charest
*"The Skeletal System: An
 Integrated Unit of Study"*
 Worthington Hooker School
 New Haven, CT

Mary Thomas-Chutney
"Astronomy"
 West Woods School,
 Hamden, CT

Norma Goralski
"The School Store: Math and More:"
 Roaring Brook School, Avon, CT

Linette A. Braman
*"USA: Understanding Sections
 of America"*
 Timothy Edwards Middle School
 South Windsor, CT

Marion W. Gaylor
*"Timely W.O.W.s (Words of
 Wisdom)"*
 Hazardville Memorial School
 Enfield, CT

Robert T. Buckley
"Any Mail for Me?"
 Avon High School, Avon, CT

Claudia A. Wilcox
"Spelling Readiness"
 Center Road School, Vernon, CT

Marie Anne Gauvin
*"Effective Use of the
 Bilingual Dictionary"*
 Silas Deane Middle School
 Wethersfield, CT

Allan S. Marks
"Call of the Wild"
 East Hartford Middle School,
 East Hartford, CT

Barbara F. Quinby & John Chever
*"Project C.I.L.D. (Computers
 Help In Learning Development)"*
 Manchester High School, Manch-
 ester, CT

Yvonne J. Griffin
*"Marriage & Family—Marriage
 for Credit"*
 Hartford Public High School
 Hartford, CT

Gerald J. Bilogean
*"Internation Date
 Line/Time Indicator"*
 Ellington High School
 Ellington, CT

MaryAnn McAdams
"The BART Car"
 Keeney Streer School,
 Manchester, CT

Valerie Sady
"A Novel Writing Experience"
 Keeney Street School,
 Manchester, CT

Sandra K. Later
"Employment Office"
 Edward Morley School
 West Hartford, CT

James F. Mahoney
"Software Improvement"
 Turn of River Middle School
 Stamford, CT

Emily Slomski
"Mock Interviews—Career Planning"
 Enrico Fermi High School
 Enfield, CT

Basil D. Roberts
*"Human Growth &
 Development Seminars"*
 All Elementary Schools
 Grades 4, 5, 6
 Glastonbury, CT

Maureen Bourn, Susan Condren,
 Sharon Rosen
"Memorobics"
 Pleasant Valley School
 South Windsor, CT

Raymond Johnson
"A Taste of Shakespeare"
 Hockanum School
 East Hartford, CT

Adeline Merrill
"An Essay for all Seasons"
 East Ridge Middle School
 Ridgefield, CT

Anne L. Sessa
"Reading Club"
 Northeast Elementary School
 Stamford, CT

Eleanor M. Hegedus
"Shakespeare... To be in Connecticut"
 Rowayton School,
 Rowayton, CT

Pasqualina "Pat" Yacovacci
*"Filling a Void—The Neglected Con-
 tributions of Black Scientists"*
 Bassick High School
 Bridgeport, CT

Linda Levine & Linda Sumpter
"Teenage Suicide Prevention"
 Turn of River Middle School
 Stamford, CT

Etta M. Endahl
"Reminiscing With the Elderly"
 Saxe Middle School
 New Canaan, CT

Joan Moen
"Through the Lens of the Masters"
 Roger Ludlowe High School
 Fairfield, CT

Honorable Mention 1986 Projects



Susan H. Spear
"Around the World in 180 Days"
John B. Sliney School,
Branford, CT

Bonnie Roman
"Contemporary Life Skills"
Amity Regional Jr. High School
Bethany, CT

Jacqueline Murray Pancak
"Handicap Awareness Unit"
Wooster Intermediate School
Stratford, CT

Patricia Karpacz &
Arlene Cumming
"Shipwrecked"
John Read Middle School
Redding, CT

Glenda Green & Mary Johnson
"Watching Smart: A Guide to
Critical Television Viewing"
Pomperaug Elementary School
Southbury, CT

Margaret L. Ford
"CONNECTICUT: The
Constitution State"
Bethel Middle School, Bethel, CT

Nancy A. Broughel
"A Constitutional Convention"
Sherman School, Sherman, CT

Charles Raymond & James Lauer
"World War I: Causes & Conclusions"
New Milford High School
New Milford, CT

Robert Kummer & Alice Nelson
"A Study of Connecticut's History
Through Connecticut Minutes"
Black Rock School,
Thomaston, CT

Santino Pollicita
"A Unit in Handicap Awareness
for Intermediate Grade:"
Tariffville School
Tariffville, CT

Arthur Hovey
"Capacitance and Capacitors"
Amity Regional High School
Woodbridge, CT

Irene Hochman
"Cooperative Writing"
Dunbar Hill School,
Hamden, CT

Gail Grzegorowicz
"Monthly Reading Game"
Francis E. Korn School,
Durham, CT

Frances C. Bennet
"Ten Minute Writing"
Hamden High School,
Hamden, CT

Patricia P. Ziman
"Fantastic Fridays"
Lafayette School, Shelton, CT

Kathleen Schwanfelder
"Seventh Graders Become
World Travelers"
Branford High School, Branford,
CT

Lynn H. Nesshoever
"Creative Newspaper Project"
Wooster Intermediate School
Stratford, CT

Judie C. Goldenthal
"You Can Bank On It"
King Phillip Elementary School
West Hartford, CT

Dr. Rolfe W. Wenner
"Model Assessment: Course
Evaluation Process"
Farmington High School
Farmington, CT

Judy Glass
"Letras y Sonidos"
Ramon Emeterio Betances School
Hartford, CT

Chuck Bush
"A Unit in Handicap Awareness
for Intermediate Grades"
Tariffville School
Tariffville, CT

James Melzen
"Peer Response Group
Writing Conferences"
Buttonball Lane School
Glastonbury, CT

Carol Bennett
"Llama to Thermoskyship:
Transportation Systems"
Tolland Middle School,
Tolland, CT

James S. Fuller
"Better Writing with Peer Editing"
Avon Middle School, Avon, CT

Margaret Fitzgerald
"Peer Counseling"
Enfield High School, Enfield, CT

Judith G. Schumacher
"Movement Math for Kindergarten"
Windermere School
Ellington, Ct

Patricia Cobb
"Parent-Child Education Center"
Weaver High School, Hartford,
CT

Laura R. Boutilier
"Legal Rights and Responsibilities
of Teens"
Illing jr. High School
Manchester, CT

Valentine Kropiwnicki
"Special Industrial Arts
for Special People"
Enfield High School, Enfield, CT

Mrs. Trudy Aarons
"Smiley Bags" - Weekly Take Home
Packets"
Silver Lane School
East Hartford, CT

Santino Pollicita
"Fun & Facts
About Italian
Culture"
Wethersfield High
School
Wethersfield, CT

James Twitchell &
Richard Ramagli
"Substance Abuse Program"
Cranbury Elementary School
Norwalk, CT

Mrs. Louise Fay Despres
"Parlez-Moi: Support Materials for
the PBS Television Series"
New Canaan High School
New Canaan, CT

Mrs. Rhoda Dix &
Mrs. Constance Seremet
"ME Project"
Turn of River Middle School
Stamford, CT

Susan R. Stelmach
"Senior Speech Month"
Westhill High School
Stamford, CT

Mrs. Rhoda Dix &
Mrs. Constance Seremet
"Stereotyping"
Turn of River Middle School
Stamford, CT

Clare Elizabeth Brokaw
"Planet Ocean: Exploring
Earth's Final Frontier"
North Street School,
Greenwich, CT

Mrs. Louise Fay Despres
"A.P. French Literature: Six Authors"
New Canaan High School
New Canaan, CT

Donna R. Miller &
Steve Wallerstein
"Arts Alive Day"
Eastern jr. High School
Riverside, CT

Phyllis Garrison
"Career Speaker Program"
Bassick High School
Bridgeport, CT

Awardees

INTERDISCIPLINARY

Karen Porter, *Higganum*
Warner Lord, Wilma Maus, Patricia Muggleston, *Madison*
Arlene Liror, *Higganum*
Franklin Gross, *Colchester*
Samuel Lewbel, *Southbury*
Sylvia Burke and Michael Marak, *Hamden*
Anne Keegan, *West Hartford*
William Farr and Christine Smith, *Bolton*
Vicki Ehrenzweig, *Stamford*
Pamela Lavender and Susan Shaff-Shafton, *Stamford*
Billie M. Kapp, *Coventry*
Jane Hammer, *Trumbull*
Jary Sue Jibilian, *Stamford*
Jeanne Kolar, *Groton*, and Rosemary Pahl, *Glastonbury*
Lauren Brazicki and Michelle Collins, *Waterford*
Jean Gaumer, *Ridgefield*

ART, MUSIC

Susan Reiter, *Higganum*
Margaret Kangley, *Deep River*
Carol Baldwin, *Rockville*

HOME ECONOMICS

Susan Hall, *Jewett City*

LANGUAGE ARTS, FOREIGN LANGUAGE

Donna Whitham, *Old Saybrook*
Lauren Cass, *Monroe*
Celeste Gavin, *East Lyme*
Richard Hampton, *Stratford*
Mary Marrandino, *Hamden*
Charles Ewers, *Ledyard*
Michael Gudaitis, *Avon*
Shirley Coe, *Guilford*
Verne-Marie Kozak and Nancy Helberg-Smietana, *Newington*
Marilyn Smith and Joan Flasko, *Bridgeport*
Lance Rockefeller, *Ledyard*
Jane Merkent and Candace Sullivan, *Waterford*
Jeanne Martel, *Stamford*
Julia Koch, *Old Saybrook*
Rose Wright, *Wethersfield*
Deborah Wright-Vincent, *Pleasant Valley*

LAW, BUSINESS RELATED

Paula Steinmetz, *Hartford*

PHYSICAL EDUCATION

Alice Dorn and Frank Wilkosz, *Newington*
Marc Kronisch, *Mansfield*
Helen Nix and Deborah Maxa, *South Windsor*

SCIENCE, MATH

Darrell Netto, *Marlborough*
Ronald Bergeron, *Brooklyn*
Miriam Nagel, *Avon*
Arthur Amend, Arlene Kuryla, *Ridgefield*
Jeannette Sawyer, *Norwalk*
Jane Tedeschi, *Shelton*
Lucille Palmer and Jane Brown, *Wolcott*
David Lopath, *Clinch*
Thomas Malley, *Burlington*
Eileen Bengston, *Weston*
David Chatel, *Cosentary*
Jeanne Burkus, *Orange*
Deborah Mulcahy, Marianne Cavanaugh and Francine Lynch, *Glastonbury*
Eugenie Langhorne, *Enfield*

SOCIAL STUDIES

Madlyn Bynum, *East Hampton*
Janie Butts, *Old Lyme*
Alice Ellner, *Stratford*
Buckley Johnson, *Wethersfield*
Mary Decker, *Old Saybrook*
Claire Krausc, *Lebanon*

Thoughts On Celebration of Excellence



"I want to thank you for making our children winners. They are the real winners, of course, and they are the ones who will reap the benefits of this program for years to come."

Arlene Lirot
Celebration of Excellence winner

"The exchanging of ideas among those at the institute is the beginning of the establishment of a network of sharing throughout the state. There is no doubt that the enthusiasm generated at the workshop will carry over into classrooms throughout Connecticut... I feel rejuvenated since my work has been publicly recognized as having merit, and I have been given the opportunity to work with others whose creativity and dynamism is inspirational."

Charles Ewers
Celebration of Excellence winner

"Working, laughing, and thinking for five days with twenty celebrants, was exhausting, refreshing, enervating, rejuvenating and frustrating... So many alive, active people filled with the joy of teaching."

Warner Lord
Celebration of Excellence winner

"Public education is one of our greatest and most important resources. If our economy is to work, our educational system has to work. We depend on our educational system to provide the kind of employees we need to continue to function."

John Schneider
SNET
Project Manager
Celebration of Excellence

"Recognition is a fundamental component in our education system. We must salute the fine jobs that our teachers are doing, and not be so quick to criticize them."

Alfred W. Van Sinderen
SNET
Director and former Chairman

"Every good teacher will become a pioneer and a missionary in the cause of educational improvement."

Henry Barnard
Commissioner of Education, 1845