

Lewis Pod O'Pads-World Languages

Classroom Grant

Billings School District 2 Lewis and Clark

Steve Pomroy
1315 Lewis Ave
Billings, 59101

mountainst@billingssschools.org
O: 4062815900

Teresa Mountains

1315 Lewis Ave
Billings, 59101

mountainst@billingssschools.org
O: 4062815947

Application Form

Report Fields

Project Name*

Name of project

Lewis Pod O'Pads-World Languages

Amount Requested

Amount requested on application.

\$1,000.00

Grade Level

Please select grade level below.

Middle School (7-8)

Primary Subject Area

Please select the primary subject area of your grant.

Other

School

Please select your school from the list below

Lewis and Clark Middle School

Number of Students Served

Please enter the number of students that will be served by this grant.

360

Project Cost

What is the total cost of your project?

1007.24

Statement of Need

Please describe the need for this project. For example, how will this project impact student learning?

Our current Pod 'O 16 iPads has proved popular with our technology minded middle school students. The variety of apps and built in media functions make these tablets engaging for learning new concepts and reinforcing curriculum in an interactive format. Our teachers have moved from station or group work with the original 8 iPads to creating many partner activities to utilize the current pod.

In order to meet the needs of 21st century learners, students need access to current technology. Digital tablets such as an iPad2 are an affordable device with computing capabilities similar to laptops but with cloud based storage. Adding 7 more iPads will give students more opportunities to actively work in the digital environment and learn ethical use of not only the information they access and create, but also the use of shared resources. We will address ISTE's NETs Standards as well as World Language Standards for Students

2. Social, ethical, and human issues, Students practice responsible use of technology systems, information and software.

3. Technology productivity tools Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

and 4. Technology communications tools Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences

5, For World Languages the extra Ipads will make individual work possible. It will enable our Spanish students to create a variety of projects that will help students to be more engaged and learn Spanish and with more Ipads in we can use them on daily assignments as each student would have more opportunities to use new technologies online to make it more fun and real with the tech world the students live in today. It will line up with the National standards for World Languages and help students hear authentic Spanish speakers around the globe and how to communicate within the language by answering with sound bites from sound cloud and make connections and comparisons to their own heritages. It will expose the students to lots of Spanish Culture as well as some Italian and Portuguese. I will explain more of "the how" in the project description.

Primary Goal

Please describe the primary goal of the project and how it blends with School District 2 goals and curriculum.

Each digital experience offers an opportunity to model and expect ethical use of technology systems, information, and software (ISTE Standard 2 - See attachment 1). Every collaborative lesson with library and teaching staff at Lewis & Clark includes an aspect of digital citizenship whether it is citing sources for a research project, finding images in the public domain to use in a presentation, or talking about publishing student created work with Creative Commons attributes. Students are also expected to care for the shared devices (expectations are covered) Multiple learning styles can all benefit with an Ipad. Photo editing, sound recording, dictation, and drawing Apps create original projects students can also use site like Thingling & Quizlet. We will be able to bring National Standards into the 21st century bringing Communication, Culture, Connections, Comparisons and Communities. Ipad is a tool to bring a far greater world knowledge to the students (see attachment 2&3.).

Project Description

Briefly identify the major activities and materials involved in your project.

This project involves continuing the creation of a classroom Pod of iPads for students to use collaboratively on projects and for lessons. The pod will be accessible in the Library for teachers to check out and use for classroom projects. Typically they will go to a room for a few days to a week and be used in a learning station model. At this point the library portion of the grant will beef up the pod's infrastructure - streamlining the recharging process and creating an iPad loaded with teacher tools (software such as Plicker, Near Pod Teacher, Relection; accessories such as a stand to turn the iPad into a document camera. Licenses of Apps purchased for the Pod will now be at a reduced price since we have more than 20. All projects are stored in the cloud - student D2Google accounts or classroom folders with a teacher's folder in our Lewis Pod 'O Pads Dropbox account. New Apps installation and back-ups are facilitated on one of the library workstations.

World language components of the 5 C's of the Montana State standards interconnect quite often and also tie into other disciplines as well. Below are some sample lessons I would love to be able to do with my 7th and 8th grade students

COMMUNICATIONS

1. There are many free online resources that can help the student practice flash cards for vocab practice as well as interactive sites for speaking and writing spanish. This year we have used Quizlet, google docs, and plan to use soundcloud for recording spanish dialog

2. using Toontastic I would have the students create a comic strip based on shopping as they learn clothing and colors displaying how they would communicate when shopping for clothes

CULTURE & COMMUNITIES

1.create a scavenger hunt with QR3 codes when students are learning about the origins of Latin American and Spanish music (we also do 3 lessons of Zumba to tie lessons together as I am a licensed instructor) 2. Thingling is a great tool to bring this & other activities where students can see & listen to info & videos on any topic in Spanish. The headphones would be used for Thingling and Soundcloud bits.

3. Slide share was a resource to incorporate holidays around the globe. We have fiesta celebrations around Spanish speaking holidays and they always learn about the culture and history in which it come from.

CONNECTIONS-

1.The ipads are used to research a Spanish Speaking country & then go on to create a travel brochure w/ readwritethink.org. We first learn about the Spanish speaking countries do the individual project tying in similarities to other cultures when we have heritage day fiesta on the last day of school (currency knowledge learned earlier is also used in this project)

2. My 8th graders do a more extensive project on a country then later go on to act as a foreign exchange student in that country & use the verbs ser and estar to describe themselves, their mock host family, they research housing in the country and region and then describe their dwelling place.

3, Next year hoping to get to use google forms for weekly dialog

COMPARISONS-

1.using an online currency converted the students will be exposed to the value of currency when we learn about food, ordering in a restaurant and the currencies used in the Spanish speaking world.

2. I would like for to them to also use QR3 codes to shop for similar objects around the world and also a do a shopping spree at Corte Ingles (a store out of Spain)as I was not able to implement this just yet but hope to next quarter or beginning of next year.

3. When they learn weather conditions students can learn about the weather hands on in Spanish with Yahoo.es under the weather tab and have a clearer understanding of weather in the southern and northern hemispheres

4.8th grade also did amazing presentations from what they found on yahoo.es and did a weather report all in Spanish! Their grew a greater knowledge as they compared and learned about other communities as well as their own.

Professional Development

If your project includes professional development how will it improve student performance?

Pod'O Pad teachers freely share their experiences and introduce the rest of the Lewis staff to creative applications of both technology and tools during PIR days and informally "across the hall". The group of teachers involved in this Finale phase will provide inspiration, instruction, and troubleshooting to their Lewis colleagues.

This year I was overjoyed to be accepted into the TILT program and love, love all the learning and tools that Shelly Stanton facilitates to us. I am excited to put more technology as a tool to engage my middle school students to a world that is familiar to them. I saw research that stated the average student in a full day of class was only called on once. I try to call on every student at least once in my class. This stirred me up to make myself more knowledgeable to find ways to communicate more with all my students via technology

Project Timeline

When will you implement your project?

The iPads in this grant cycle will be available as soon as they are received, Apps are loaded, and the screen covers applied. Apps are installed through a desktop computer in the library so that current backups of each device are available when needed. Purchased Apps are requested through Deana Elder, Computer Engineer in the Technology Dept., usually with a two day turn around time.

For World Language it would be the same with the projects for this school year for the final quarter and continue into next year and continue as I continue to learn more through TILT.

Plan for Evaluation

How will you evaluate student outcomes for your project?

Many of the iPad projects are scored with rubrics. Others are based on a sequential submission of tasks completed.

Whether you are looking at the traditional (revised, Bloom's pyramid with "Creating" at the top) or the new Cog graphic, sharing information that students construct themselves and receiving authentic feedback can be accomplished in the web environment the Apps make so easy on the iPads.

The finished product of the

1. Scavenger hunt with QR3 completion will be one form of evaluation
2. Weather report & assignment for countries would be a rubric & homework participation grade
3. Comic strip with toontastic or go Animate graded by rubric
4. Mock purchasing of items at Corte Ingles will demonstrate knowledge of numbers and vocab.
5. The travel brochure will also be graded with a rubric.

They also help students to make Comparisons, connections and communicate to communities which at this stage are higher level thinking skills under our state standards for World Language

Project Budget

Please explain how the funds from this grant will be spent to support your project goal. You can either type or upload a project budget to show how funds will be used. Please identify other funding sources if applicable.

ed foundation 2 projects.pptx
see attachment 1

Supervisor Approval*

I have received approval from my supervisor to apply for this grant.

yes

Attachment 1

Please attach any photos, pages from catalogs, or other documents below. This is completely optional.

budget cost.docx

Attachment 2

NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION.docx

Attachment 3

blooms_gears_ipad_720x952.docx

File Attachment Summary

Applicant File Uploads

- ed foundation 2 projects.pptx - File could not be converted
- budget cost.docx
- NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION.docx
- blooms_gears_ipad_720x952.docx

File Troubleshooting

Files not included will be available online when viewing the submission or request unless the file type is not compatible with software available on your computer. To view the file online, open the appropriate application or request and click on the file name link. The file will also be able to be printed separately from your computer.

Files unable to be included in the packets can affect the ease the packet may be read by the staff and evaluators at the grant maker. Please take a moment to read the common causes for files not converting and, if possible, resolve this issue.

Please note: If you have already submitted the form, you will need to contact the grant maker to request they return it to draft form for you to be able to make changes.

Common issues:

- The file type uploaded is not supported in print packets.
 - Supported file types are:
 - PDF files (Adobe Acrobat)
 - Common image formats (JPEG, GIF, PNG)
 - Microsoft Office formats (Word, Excel)
 - Text files (.txt)
 - Comma Separated Value files (.csv)

If you are using an unusual file type, please see if a more standard file format may be used. Often unusual file formats will not be able to be opened or read by the staff or evaluators of the organization you are applying to for funds.

- The file caused an error while being converted to PDF.
 - The file path is too long or contains special characters such as (%&^*()@# \$!)
Example: c:/documents/foundant/marketing/spring2012/programs/events/walkathon2012.doc
c:/documents/foundant/walkathon@mall.doc
 - The most common cause for errors is due to the document being password protected

Please check your file to make sure password protection is turned off in the document. If your file name is too long or contains special characters, try saving the file to your desktop, removing any special characters and uploading the file again from your desktop to the application.

- A virus was detected in the file so it was not uploaded to the system



Enlarge

Colors:



Rocketfish™ Mobile - Case for Most 7" Tablets - Black

Model: RF-UN7F2B | SKU: 8932648 | Customer Rating: ★★★★★ 4.1 (446 customer reviews)

LOW PRICE GUARANTEE

Add to Cart

\$29.99

FREE SHIPPING
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2 sets of headphones from Radio Shack 11.98



WEB ONLY

Model: KPH7 | Catalog #: 55054145

Koss® KPH7 Portable Headphones

\$5.99

★★★★★

- Limited lifetime warranty
- Frequency response: 80-18,000Hz

Free Ground Shipping on orders over \$25 Details
See All Available Promotions

AVAILABILITY:

ONLINE: In-Stock

Usually ships in 1 - 3 business days

+ ADD TO CART

2 relatively pre-teen proof screen protectors \$19.98



iPad sold separately

Compare

ZAGG - Invisible Shield for Apple® iPad™ Screen

Model: BBAPPADSD SKU: 9894338

Compatible with Apple iPad screen; scratch-resistant, military-grade material; improves grip

Customer Reviews: ★★★★★ 3.2 of 5 (201 reviews)

Not Available for Shipping

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Original Price: \$29.99
You Save: \$20.00

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- Get up to 6% Back in Rewards: See How

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Save money. Live better.

Online Specials to stretch your tax refund!

New customer? Sign In | Help

Value of the Day | Weekly Ad | Store Finder | Registry | Gift Cards

Track My Orders | My Account | My Lists

See All Departments

Search All Departments Search

Go

My Cart (16)

My Store: Billings

Cart

Please note:

- Items in your cart are not reserved until you complete your purchase.
- For support or returns of items purchased from a Marketplace Retailer, please contact the seller directly. These items are not returnable to Walmart.com or Walmart stores. Click "See returns policy" in the Store Pickup or Ship column for more information.

Continue Shopping

Proceed to Checkout

Cart Items	Ship to Home or Store Pickup?	Price	Quantity	Total
 Vibe Sound DJ Style Soft Touch Vintage Design Headphones 3.5mm Connection - Green Save for later Remove	Sold and Shipped by Altatac Arrives by 3/27 with Standard Shipping Select faster shipping speeds during checkout See arrival date details See shipping and returns policy	List Price: \$49.99 \$7.99	16 Update	\$127.84

Subtotal: (16 items) \$127.84

Estimates calculated for Billings, MT 59102

Altatac Estimated Shipping Free

Estimated Order Total: \$127.84

Proceed to checkout to view final order total, including taxes, fees, shipping and optional gifting charges.

Proceed to Checkout

PayPal available in checkout

Total \$1007.24

NATIONAL STANDARDS FOR FOREIGN LANGUAGE EDUCATION



A COLLABORATIVE PROJECT OF ACTFL, AATF, AATG, AATI, AATSP, ACL, ACTR, CLASS AND NCJLT-ATJ

With the help of a three-year grant from the US Department of Education and the National Endowment for the Humanities, an eleven-member task force, representing a variety of languages, levels of instruction, program models, and geographic regions, undertook the task of defining content standards — what students should know and be able to do — in foreign language education. The final document, *Standards for Foreign Language Learning: Preparing for the 21st Century*, first published in 1996, represents an unprecedented consensus among educators, business leaders, government, and the community on the definition and role of foreign language instruction in American education. This visionary document has been used by teachers, administrators, and curriculum developers at both state and local levels to begin to improve foreign language education in our nation's schools. The NEW 3rd Edition *Standards for Foreign Language Learning in the 21st Century*, revised including Arabic standards, is now available.

STANDARDS ORDERING

ACTFL continues to play a leadership role in the collaborative project that was responsible for the development of national content standards for foreign language education. The project continues to operate, focusing now on professional standards, and the development of programs and publications to assist in the implementation of standards nationwide.

STATEMENT OF PHILOSOPHY

Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.

STANDARDS FOR FOREIGN LANGUAGE LEARNING

COMMUNICATION

COMMUNICATE IN LANGUAGES OTHER THAN ENGLISH

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES

GAIN KNOWLEDGE AND UNDERSTANDING OF OTHER CULTURES

- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

CONNECTIONS

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION

- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

COMPARISONS

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE

- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
- **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME & AROUND THE WORLD

- **Standard 5.1:** Students use the language both within and beyond the school setting
- **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Bloomin' Apps iPad edition



Bloom's Revised Taxonomy

The interlocking of cognitive processes

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The interlocking of cognitive processes (21211112+ Kathy Schrock, All rights reserved).

Bloom's Revised Taxonomy

iPad edition

Bloomin' Apps