

Venture Grants for Teachers

1. Jamie Hillard – Logan Elementary – The Logan Singers (Vocal Music)

This grant proposal is to develop a fifth and sixth grade extra-curricular choir called the Logan Singers. This opportunity will afford students a chance to participate in a musical ensemble that provides instruction on proper vocal technique, performance etiquette and foster a love of singing. The objective is to not only prepare students for the secondary level but also to allow the students the opportunity to give back to the community by singing at varied local venues. There is currently no time available for a choir in the elementary school day. The choir will meet each day 5 from 2:15 p.m. – 3:15 p.m. for rehearsal. Assessing the growth of the students singing will be evaluated at the conclusion of each performance. Grant funds would be used for music, folders, choir shirts and transportation to local venues.

2. Stacy Palilla/Debbie Wagner/Craig Replogle– Ebner Elementary –The Mileage Club

Students are provided instructional physical education with a certified teacher once every 10 school days. The Mileage Club is a structured, goal-oriented, physical activity that students can participate in during weeks when they do not have a physical education instructor. The Feelin' Good Mileage Club is a walking/running program for schools. Last year more than 2.5 million children in nearly 15,000 schools logged almost 30 million miles. This activity helped reduce playground-limited access, increase kids' learning readiness, and fight obesity. Students will participate in the "mapping of the course" process, enhancing the mathematical understanding of the concept of length. The goal of the program will be to help students develop their fitness levels while also building muscles, burning calories, reducing stress and creating good lifelong habits. Parents will be invited to participate during various "OPEN" Mileage Club opportunities. Students will participate in a pre- and post-survey measuring growth in self-esteem, self-perceived fitness levels, as well as student attitude toward fitness and fitness goals in general. Grant monies will be used to purchase Mileage Club Super Kit, Marker Cards, Club Certificates, Chains, Toe Tokens and incentives.

3. Cindy Gibbons – Learning Express @ WJ - Books for Kids

The goal of this program is to create a literacy rich pre-school classroom that extends into the house that will expose children to high quality literature. A story with a connecting home activity will be sent home for the child and parent to complete. All materials necessary to complete the project will be sent home in the book bag. A theme board will be displayed and will be used to build theme vocabulary and display the children's projects. Each month a mystery reader from the community will be invited to read to the students. Students who return the book and completed activity will be allowed to choose a book for their personal home library. Each student by the end of the year will have the opportunity to collect 8 books. Students will have the opportunity to take the book bag home twice per month. This project involves students, parents and the community. Evaluation of the program will be done through participating of students and parents, GRADE testing and parent feedback survey

4. Melissa Cutshall/Lori Bigelow/Shannon Davis/Amber Creamer/Mary Ann Pleva/Melanie Gority – Learning Express @ WJ – The Learning Express Quilting Bee

The Learning Express school-wide positive expectations project of Be Kind, Be Safe, Be Responsible along with their honeybee theme will culminate with the design and production of two large bee-themed quilts which will be hung in the stairwells providing the added benefit of an acoustically muffling effect in the stairwells, which will aid the students, especially those who adversely react to the loud and echoing stairwell as they travel back and forth to the gymnasium. The project will begin with teachers reading the Kindness Quilt during instruction time and books will be available in the classroom. Students will examine existing quilts, drawing attention to the individual squares that make up the entire quilt. Discussions will surround kindness themes. A parent/child activity will be held in conjunction with the Learning Express PBIS Parent Involvement goal where families will have the opportunity to make a quilt square with their child. Students in the Head Start program will also be given the opportunity to work on a square in the classroom setting. The quilt will be assembled and a final celebration will be held in the classrooms. This activity will help students identify the different communities of which they are a part; feel part of a greater school-wide community; understand what a story quilt is and how it can be used to reflect the people who put it together; and create a school quilt that reflects Learning Express beliefs and expectations.

5. Jason McGinnis – Altoona Area High School (K-12 Health/PE) – Lend a Hand

Lend a Hand is a district-wide program which would allow the schools, K-12, to give back to the community through service to others. The idea behind the project is to encourage community support through the collection of various items needed, i.e. clothes, food, etc., for various organizations throughout our community. Each elementary and each grade level in the secondary would participate as a “team” responsible for collecting an identified single item. Items would be collected and distributed prior to the holiday season. It is estimated that 4,000 students district-wide would participate. Benefactors of this program would include organizations such as the Mountain Lion Backpack Program, Teen Shelter, Women’s Shelter and the Altoona Food Bank. Many of our students use these services. Winners of the competition will be selected based on a percentage of items collected. Grant monies would be used for a DJ dance award for each level, elementary and secondary.

6. Brandy Juart/Vida Szabat – AAJHS (7th Grade Family & Consumer Science/9th Grade Foods for Healthy Living) Food Science Visuals

Science is often used to explain science behind our recipes and foods. The opportunity to incorporate videos from Foods Scientist Alton Brown will allow teachers to show short clips from his show **Good Eats** that actually demonstrate the science of what is being discussed in class. These visuals will further enhance the instruction of what is happening in the chemical process of baking and cooking. Students will get a better understanding of food science and the processes that occur while baking and cooking. The resources will include topics such as food safety, understanding how yeast works, making cheeses, and others. These resources will be incorporated into the curriculum and will affect approximately 240 9th grade students and approximately 600 7th grade students each year. The evaluation of the effectiveness of the resources will be determined by student response to questions and discussion following each video segment. Students will also be challenged with thought provoking questions about the science behind the foods.

7. Vida Szabat – AAJHS (9th Grade/Intro to Teen Issues) – Healthy Teen, Smart Teen

The Healthy Teen, Smart Teen project will further the education of students on the risk and benefits of social media as well as to the harms and practices of cyber bullying. According to the Statistic Brain that sources the Bureau of Justice Statistics, US Department of Health and Human Services, and the Cyber bullying Research Center have gather the following data: Pennsylvania is ranked number four with the highest level of bullying in the United States. 52% of teens have reported being cyber bullied in 2012 and 37% have been bullied while at school. With the ever-increasing use of social media both for positive and negative purposes has also become a huge epidemic for those to be bullied or harassed by others. It is important for students to learn how to use them properly and also understand the affects it can have on them and others by their words and actions. Grant funds will be used to purchase posters to add a visualization tool for students; a bullying bulletin board will be displayed on ways to stop bullying; educational DVDs will also be utilized to further the students understanding of how to express anger, stopping the pain, and bullying in general. Students will be introduced to Family relationships within the curriculum, Peer relationships as stated within the curriculum, Bullying as stated within the curriculum; students will be introduced to social media and their digital footprint which will lead to defining cyber bullying and why through social media it has started to become an ever-growing issue within the United States.

8. Vida Szabat – AAJHS (9th Grade/Adventures in Consumerism) – Budget Planner

Budgeting financial means among our youth is becoming a large concern. Many youth do not understand the concept of a dollar. There is an increase need for students to learn how to budget their money due to the decrease in age that they can obtain jobs. Many corporations are now starting to hire youth at the age of 15, which by federal law they can do. Within the Adventures in Consumerism curriculum, students learn about finances but never gain a hands-on experience with working with actual materials and reviewing the concept of planning a budget. This project will provide an emphasis of the importance of budgeting with the availability of hands-on activities provided by the grant funds further enhancing the curriculum of the course.

9. Vida Szabat – AAJHS (9th Grade/Introduction to Child Development) – Prenatal Development: Stepping Stone to the Future

At some point in a person's life, one will have contact with someone that is pregnant. Through this development there are a lot of developmental changes that the fetus is going through that will start their lifetime journey our on the right path. The Prenatal Development: Stepping-Stone to the Future project would be incorporated into the Introduction to Child Development curriculum providing valuable information through lessons and hands-on models that represent the fetal development. It would introduce the trimesters that the prenatal development is based around that help to break down the pregnancy into understandable content. Prenatal development is one of the most important aspects of a successful pregnancy and decisions made from the very beginning can affect the development of a fetus and progress into the life of the child later on. Grant funds would be used for the purchase of materials. Approximately 130 students per year take the Introduction to Child Development course. This program would be an addition to the curriculum. This course is taught five times within the school year.

10. Cindy Danish/John Chesney – AAJHS (9th Grade Level One Civics) - Understanding the General Assembly and History of PA

After instructing students on the PA General Assembly, students will get the opportunity to get hands-on experience by touring the State Capitol building in Harrisburg. Students will be able to role play at the Capitol Building through simulated stations on how a bill becomes a law in PA. Students will tour the Senate Chamber and learn about the structure, how Senators are seated, and what takes place during sessions. They will also be able to tour the House Chamber. Students will gain firsthand knowledge on how our state Legislative Branch works. A tour of the Rotunda and Supreme Court will also take place. As Civic teachers, we want the Level One students to become productive citizens of society and show them how democracy matters through their votes when they are of legal age. Less than 5 of the current students have visited Harrisburg and most of the students don't even venture out of Blair County. Each student in the Level One class will be evaluated and the teachers will determine the top 40 students who have met the predetermined criteria. Grant funds will be used for the cost of the trip including transportation and tickets to the State Museum.

11. Brandy Juart – AAJHS (9th Grade Foods for Healthy Living) - Farm to Table within the United States

The United States is filled with a plethora of cultural diversity that varies from region to region. Students will explore the ways our culture incorporates food and how it changes depending on the region of the country. Within the course Foods for Healthy Living, more lessons will be incorporated about how food goes through the process from farm to table. Students will later be learning about foods in other countries, but will begin that process with more information and labs. Labs will include background on how our regions have been influenced by the foods grown there as well as influences from early settlers in our country. There are 10 9th grade Foods for Healthy Living classes. Materials purchased from with grant funds will include Fresh Food Teacher guide, DVD, posters, bulletin board From a Farm Near You, Great Grains lessons and unit, resources about US food and culture and foods for labs. These materials will be used for future years.

12. Lori Piper – AAJHS (Grade 7/Team 2) – Traveling Science Show

7th grade students will be given the opportunity to explore science and teaching by creating and presenting lessons, labs, and activities to elementary school students. During marking periods 2, 3, and 4 several students will travel to Penn Lincoln Elementary School and teach science based lessons to 4th and 5th grade. With valuable input from elementary teachers, 7th grade students will brainstorm ideas, come up with a list of 5-6 lesson topics, create a teachable lesson, produce an activity or lab to complement the lesson, and create a means to wrap up the learning at the end of the lesson. The elementary will receive a hands-on approach from older students with the hope of creating an excitement for science while learning. With all the topics which need covered in elementary school and short time in which to prepare for the 4th grade PSSA science test, this project can provide additional means of reinforcing and showing science topics which might otherwise not get the attention it deserves. A small group of 7th grade students enrolled in the Renzulli Learning Program as their gifted support will act as lead teachers for this project. The remainder of the Level 3 classes will be given the opportunity to act as supporting teachers during the lessons, labs, etc. Grant funds will be used large lab materials and incidental materials.

13. Alyssa Becher/Cindy Danish – AAJHS (9th Grade Level I English) – JUST WRITE

Ninth grade students will become authors of their own children's book and will work in a collaborative effort with the 1st grade classes from Penn Lincoln who will be the illustrators of the book. Students will be taught the writing process and will meet with the guest speaker and local author, Peggy Baker. Ms. Baker will meet with the 9th grade students to talk about the writing process and will give each child a soft cover of her book for them to keep. Students will visit the public library to peruse the books in the children's room. Students will brainstorm and start the writing process. Once the stories are written, students will take a field trip to Penn Lincoln and be paired with a 1st grade student. They will read their story to the student and the first grader will illustrate each page, with the help of their 9th grade partner. The final product will be sent to Copy-Rite and will be spiral bound. A copy of the book will be distributed to the Penn Lincoln students. 9th grade students will then take a trip to Barnes & Noble to purchase a book of their own. The grant funds will be used for book binding materials, author Peggy Baker's books, book purchase at Barnes & Noble, one bus to Barnes & Noble. It will involve 60 9th grade students and 60 Penn Lincoln 1st grade students.

14. Dawn Morden/Cathy Keefe/Dave Aboud/Amy Martin/Pete Kishpaugh – AAHS/Penn Lincoln (10 -12/K-6) – Curriculum Connections at Penn Lincoln

AAHS K.I.N.D. (Kids In New Directions) students and selected students from other groups at AAHS will build on connections established during the 2012-13 school year with Penn Lincoln students. AAHS students will collaborate with AAHS teachers to prepare lessons based on "Time for Kids", a classroom magazine that aims to engage students while presenting them with high-quality nonfiction writing to build reading and critical thinking skills. The weekly magazine will be delivered to AAHS first for the K.I.N.D. students to read and prepare notes to the Penn Lincoln students about something interesting in the news magazine. They will also prepare a lesson once a month from one of the magazines that will be presented to the elementary students to practice their presentation /instruction skills. Puppets that were purchased last year through an AASD Foundation Venture grant will also be used. It is hoped that this will allow the AAHS students to increase their communication skills, creativity, self-confidence and social interaction skills and give the elementary students a chance to improve their reading and critical thinking skills.

15. Dawn Morden/Dave Aboud – AAHS (10-12)– K.I.N.D Incentives

The K.I.N.D (Kids In New Directions) would like to continue their incentive-based program started last year to help support, encourage and provide incentives and special opportunities for at-risk students. Students will earn KIND cash through daily attendance, weekly completed work, acceptable grades, attitude and improvement of behavior. KIND cash can buy items from the school store, lunch with a friend, lunch with a special guest, take-out lunch, snacks, privilege of listening to music while working, grocery gift cards and food coupons.

16. Robin DeShong/Meghan Bradley/Kim Shope – AAHS (10 -12) – AAHS Attendance Counts

The AAHS Science Department would like to continue a school-wide attendance reward, promotion and intervention project for high school students. Marking period rewards will be offered to students with perfect attendance for the marking period. Rewards include an ice cream sundae party, cupcake decorating party, strawberry shortcake party, tie dye t-shirt party, special lunch and public recognition in school area. The project could tentatively culminate with a Curve Game Field Trip for 100 students with perfect attendance all year.

- 17. Meghan Bradley/Jason Geis/Peter Kishpaugh – AAHS (Physics) – Children’s Science Book Project**
Students at AAHS will work in teams of one, two or three to write and illustrate a children’s book. Physics, Academic Physics and Honors Physics students will select a topic from any branch of science and conduct research to learn interesting facts about their topic. The students will then work together to write and illustrate an 8-12 page book for students in kindergarten through sixth grades. Two copies of each team’s books will be professionally printed by Gazette Printers. One set will be kept at AAHS for science and child care classrooms and one set will be made available to teachers in all the district’s elementary schools. AAHS students will also have the opportunity to read their books to small groups of elementary students at Penn Lincoln.
- 18. Sharon Wall/Laura Kozdra/Ronald Bowser – AAHS (Art - All Levels) – One Line at a Time: The Art of Zentangle**
Zentangle methods for teaching pattern and design can be applied to all age groups and levels. The methods help students to learn how to utilize simple lines and shapes to create intricate, original pattern designs without intimidating the students. Their confidence levels develop as they accomplish each step of the complexity and their overall focus is improved. Funds will be used to purchase Zentangle Classroom Packs and art supplies.
- 19. Nicole Harris/Kelli Livermore/Tanya Lucas – AAHS (10-12 English & Literacy Coach) – AAHS BookChat**
BookChat is a book club that was piloted at AAHS last year and had a positive response from several students. Book clubs can be an effective way to engage high school students in literature and develop an appreciation for the act of reading. BookChat would be a monthly book club open to all students during the school year. Several copies of the novels for each month will be purchased to be shared within the group. After each monthly BookChat, books read will be collected and given to the English teachers to use in their classroom libraries.
- 20. AAHS Literacy in Action Squad Members – AAHS (10-12/All Departments) – One Book, One School**
One school, one book is a program designed to create a shared reading experience within a single school community. A novel is chosen and activities at school coordinate and enrich the shared reading experience. Novels will be available through the library and select teachers throughout the building. Students, faculty and staff will be encouraged to participate. This program is modeled after All City Reads that have been done across the United States. A unique benefit of this project is that it promotes conversation and communication between staff and students.
- 21. Adam Mathias/Amy Brisbin – AAHS (Life Skills-Special Education) – Make Reading the Main Event**
The project will motivate students in life skills classes to read and to practice reading on a daily basis through a reading incentive program. The individualized project will focus on students’ abilities and needs, setting realistic goals for all students. Goals will match student’s ability levels. Students will monitor their own progress with reading and log information a given log sheet. Students will earn small prizes for meeting individual goals and a reward party will be held at the end of the project for all students.
- 22. Holly Metzler – AAHS (10-12) – Tower of Books Challenge**
An incentive program will be introduced to students who have been identified as struggling readers at the high school level. Motivation can impact a reader’s persistence in reading. Students with high amounts of motivation are more likely to read and apply the use of comprehensive strategies while reading. Through the Towers of Books Challenge, struggling readers will be encouraged to read books and monitor their progress. Students’ successes in reading and creating their tower of books will be celebrated through activities and rewards.

23. Christine Falger/Michael Steininger – AAHS (Grade 10/Science) – Chemistry Podcasts

Students will be responsible for recording chemistry experiments in the classroom and creating podcasts explaining the experiment and reporting all outcomes about the experiment using the “Explain Everything” easy recorder app. The students would then be able to show their podcast to the students within their class as well as other classes. These podcasts could be utilized to aid students with their understanding. Funds would be used to purchase two Ipads and the apps.

24. Christine Falger/Michael Steininger – AAHS (Grade 10/Science) – AAHS Chemistry Symposium

Students in Physical Science, General Chemistry and Academic Chemistry will be asked to build a model of an atom using various mediums. Students will then work together to research and make connections between their individual atom and a particular family of elements. They will then work as a team to design hands-on activities that encompasses all of the elements. Lastly, the students will participate in a science symposium where they will showcase their individual work and their group work. This will be open to the entire student body as well as faculty and administration. Funds will be used for materials for the projects, food to be provided throughout the exhibit and prizes that will be awarded.

25. Michael Steininger/Christine Falger – AAHS (Grade 10/Science) – Spectroscopes

Students will build their own spectroscopes and calibrate them using known wavelengths of an element. This will incorporate scientific understanding, mathematics, accuracy and precision. The spectroscopes will then be used to complete a lab procedure and analyze the data.

26. Stephen Westrick/AAHS Mentoring Squad - AAHS (10 – 12) – Mentoring Incentives – for dropout prevention

In its 4th year of operation, the Mentoring Squad continues to work within the District’s dropout prevention program to assist at-risk students to earn an AAHS diploma. Squad members track at-risk students’ grades, attendance, and behaviors as the students make progress toward individual and group goals. Whether it is poor grades, poor attendance, poor behavior, social issues, or external factors, all at-risk kids need to be provided with the maximum amount of opportunities and motivation to experience academic success. The purpose of the Mentoring program is to reduce the number of students that drop out of AAHS. 45+ students are the focus throughout the course of the school year. Student grades, attendance, and discipline will be tracked. Students can work toward group incentives. Last year for gatherings were offered to students, a pizza party, holiday decorating contest, breakfast and a barbeque at the end of the year. Students in the program have to work with their mentors on goals to gain access to each gathering. These incentives are intended to increase positive behavior and student attendance among at-risk students. Grant funds will be used in order to for the Squad to offer 4 gatherings this year.

27. Stephen Westrick/Mike Adams – AAHS (10 -12) – Outdoor Odyssey for Personal Choices Class

The Personal Choices class and K.I.N.D. is part of the AAHS and district's dropout prevention efforts. The class is comprised of high at-risk students with a history of poor attendance, low academic performance and behavioral difficulties. The course is designed to help students create a more positive plan for future success. The course uses adventure-learning aspects to help motivate students to set high expectations both inside and outside of the classroom. Adventure learning is a type of instruction where students learn through performing physical tasks. Students then relate the skills learned in these tasks to success in school and life. First used by the U.S. Military, adventure-learning concepts were written into broad curriculums by groups like Project Adventure, INC. The Personal Choices class is using these adventure learning concepts at a low level. Students are presently playing cooperative games, and problem solving activities to learn the concepts of teamwork, perseverance, positive decision-making and achieving goals. The Outdoor Odyssey program allows students to continue this exploration of adventure learning in such higher-level activities as a climbing wall, high ropes course and leadership reaction course. This trip will engage these at-risk students in concepts for teamwork and cooperation, while still learning to take responsibility for their own future success. Approximately 30 students will be affected. The total cost is \$2,208.

28. Sue Burk/Dawn Morden/Steve Westrick/Cathy Keefe – AAHS/Penn Lincoln (10th Grade Gifted) – Conservation Education

10th grade gifted students will participate in a pilot program in which they will explore in depth a topic of interest, this year the topic will be conservation education with the help of The Pittsburgh Zoo and PPG Aquarium, and then give back to younger students at Penn Lincoln Elementary School. Through this project gifted high school students will enrich young learners at Penn Lincoln. Because of the high level poverty and lack of opportunities for extracurricular learning experiences, students will benefit from the enhancement to their science program. An additional goal is that all students will gain critical social and emotional skills that transcend academic learning. Conservation education is of great importance. It spurs us to make choices and to take actions, which conserve our environment and wild places. The Conservation Education Department is dedicated to inspiring people of all ages about the beauty, wonder, and irreplaceable value of all life on our planet. Gifted students will participate in the pre-visit lesson from the Pittsburgh Zoo's teacher resources, "A Plan for Survival." In small groups, students will explore a book selected from a group recommended texts by the Pittsburgh Zoo and PPG Aquarium. Students will discuss their particular books, and will create a presentation and interactive project that will be presented to Penn Lincoln students. The project will culminate in the 10th grade students visiting the Pittsburgh Zoo and PPG Aquarium to participate in a higher educational, "In-Zoo Activity," from the "A Plan for Survival," packet. Project will include 17 10th grade gifted students and approximately 180 elementary students. Grant funds would be used for transportation to Pittsburgh, admission to Pittsburgh Zoo and interactive program, books, and materials for activities.

29. Tom Palfey/Jill Helsel/Jason McGinnis/Julie Schmoke/Meade Simmingon – AAHS (10 – 12/Physical Education) – FITNESSGRAM

The AAHS physical education staff would like to update their benchmark to the FITNESSGRAM program from the old Presidential Physical Fitness program that has become outdated. This program includes a health-related fitness assessment, as well as educational and motivational tools, to support educators and empower students to adopt an active lifestyle. The Presidential Youth Fitness Program provides a model of the components that should be part of fitness education within a school's quality physical education program. The resources to be used are: assessment, professional development, and awards and recognition. Childhood obesity is at an all-time high and leads to early death later in life. The Physical Education Department feels it is imperative to establish good health habits at an early age. FITNESSGRAM will be used in assessing the students of AAHS in PE class. This program will affect 1650 AAHS students. Total Cost: \$1402. Grant funds would be used toward the FITNESSGRAM annual cost/one-time set-up and awards and recognitions.

30. Betsy Giansante – AAHS (IAHS – B5/9 – 12 Grades) – IAHS Incentives

This program is comprised of 9th – 12th grade at-risk students with IEPs. Extra effort is made to encourage the students to attend school on a regular basis and to do well in their classes. The goal is to make this a class where students want to come and where they feel safe and are comfortable. At this time, students are attending 3 hours per day. It was designed for the students to slowly enter back into the regular education setting. The program was originally designed to help at-risk special education students and at the current time, the students have been attending on a regular basis. Many of these students, however, are at risk of dropping out due to many reasons. Students are awarded points in a variety of ways, which can be later turned in for items of their choice. These incentives include things such as baking in the classroom, lunch in the classroom, lunch with a guest, a trip to the school store, music while working, gift cards, take out lunch, etc. Grant funds would be used to support baking in the classroom, lunches with guests, take out lunch, gift cards, food coupons, miscellaneous items.

31. James Krug – AAHS (AAHS Planetarium – HS/Public/Elementary) – Project Apollo Planetarium Renovation

Project Apollo Planetarium Renovation is a project designed to improve the educational impact of the lobby area of the Neil Armstrong Planetarium. The Neil Armstrong Planetarium is an excellent educational facility; however, the lobby area has been largely ignored as an additional area to enhance the educational opportunity of the facility. Using grant funds, current stored, purchased, and donated Planetarium artwork will be custom framed and permanently mounted to the lobby walls. Additionally, photosearch educational activities will be created to go along with the mounted artwork for the Academic Astronomy classes, visiting elementary school sky show groups, and the public while they are waiting in the lobby for their sky show to begin. This will create a valuable learning center and it will link perfectly to the Planetarium's namesake, Apollo astronaut and first man on the Moon, Neil Armstrong. For the 2013-2014 school year, every 6th grade Penn Lincoln elementary student will visit the Planetarium. Attendance for the public sky shows has increased averaging nearly 500 attendees per year.

32. Robyn DeShong/Nicole Zernick/Tabitha Quinn – (AAHS – Academic English 12 and 10-12 all levels (GACTC – Culinary Arts Program) – Serving Both Sides of the Table: Promoting Business Etiquette and Career Acquisition Skills

In complementing the career development and awareness standards, the project is to promote career acquisition skills and business etiquette through researching, writing, and speaking. Students will be able to research career goals, plan and apply for mock employment through their writing and interviewing as for internships, career preparation and employment opportunities. The goal is establish a partnership with 60 Academic English 12 students and 25 GACTC Culinary Arts Program students and their staff with 10-15 members of the AASD Stakeholder's Committee and other community business leaders. Teachers will provide on-site in-class workshops on writing and communicating in a global and local job market. In like manner, GACTC Culinary Arts students will be learning, training and preparing a luncheon for the formal business luncheon for the post-mock interview reflection session. Grant funds will be utilized for costs for the luncheon at GACTC and other materials.

33. Jeffie Singo – AAHS (Family & Consumer Science/ 10 – 12) – Repurposed Athletic Uniforms

The AAHS has accumulated athletic uniforms, which are no longer needed for student wear. In an effort to repurpose, reuse and extend the life of these uniforms the Specialty Fashion Classes will design, sew and revamp the uniforms into pillows, banners, dolls or other student generated designs. This project will present the students in the Fashion Specialty classes with the challenge and practice of design and sewing skills. Students will need to brainstorm ideas for use of the items, create sketches of designs, use newly developed sewing skills to create the product, deliver product to selected beneficiaries. Grant funds will be used for the purchase of materials such as thread, batting for stuffing, and trim/ribbon.

34. Kelli Livermore – AAHS (10-12) – Improving Vocabulary with Interactive Word Walls

Each year students must learn and use hundreds of new words in their various academic disciplines. They are required to perform complex tasks using new vocabulary. The use of a word wall in a classroom can be a highly effective teaching strategy to improve literacy skills and content knowledge. From building prior knowledge to providing contextualized information, word walls are an extremely effective learning and teaching tool. Word walls also lend themselves to the visual learner; they just need to see it to get it. This project will promote the use of word walls to support student engagement with new concepts and vocabulary. Vocabulary is the key to comprehension. Interactive word walls make words accessible to all students in the classroom. Grant funds would be used for materials to create the word walls for various academic disciplines. This grant will affect approximately 300 students in individual classrooms. Use of the word walls will reinforce the school-wide vocabulary initiative which impacts the entire school.

Educator-in-Residence Grants

1. Dr. Lawrence Pennington/Rich Adams -Juniata Gap Elementary – Project Rocket

The Juniata Gap Elementary Project Rocket is a student reinforcement program that has four primary goals; Respect, taking personal Ownership, Choices and Kindness. Students are encouraged to demonstrate behavior that is consistent with the goals of the program. Students will have the opportunity to earn “rocket fuel” which they can accumulate to earn prizes and assemblies. Two of the assembly programs, which will be offered to all students, will contain a strong science based educational opportunity. The assembly programs not only serve as a motivation for students but also enrichment to the science curriculum. St. Francis University’s Science Outreach Center will offer an assembly in November and Carnegie Science Center will offer a Space Encounters program February 28.

**2. AAHS – David Borst/M. Bradley/J. Geis/P. Kishpaugh/R. Menard/ S. Beaver – (AAHS Physics/Drama)
AAJHS – MB Dodge/J. Welsh/ L. Piper/J. Klingeman - (AAJHS Science/Drama)**

Invention of Edison

Pittsburgh CLO (Civic Light Opera) Gallery of Heroes presents the *Invention of Edison*, a 50-minute musical about the make or break moment behind the man we may or may not know and ultimately how that moment changed the world forever. This musical will bring history to life as the life of Thomas Edison is portrayed. Students will become more familiar with the life and work of one of America’s greatest innovators. This is a cross-curricular connection between science, history and the arts. The 1st performance will include all AAHS students currently enrolled in physics, which is the vast majority of the junior class, approximately 600 students. Drama students will also be attending. The 2nd performance will be held immediately after school for AAJHS science and drama students. Expected attendance for the 2nd performance is approximately 400 students. CLO provides educator guides which science teachers will use to prepare students for the visit. If approved, show is scheduled for March 28, 2014. Both shows will be held in the AAHS auditorium.

3. Justina McCaulley – AAJHS (8th Grade/Social Studies) – Past vs. Present

Jim Stephens from Historic Cold Spring Village in Cape May, NJ will visit with three 8th grade social studies classes via the PolyCom Video Conference System in the Altoona Area Junior High School Library. Students will connect current everyday objects to the object’s past time equivalent. Students will explore early America to enrich their social studies curriculum. Students will be able to ask question of Mr. Stephens, an historian, which will greatly broaden their understanding. 75 -90 students will participate in the visit and question and answer period with Mr. Stephens.

4. Nancee Crider/Mark Sapita – AAHS (10 – 12 Health) – Drugs and Alcohol: IT’S NO ILLUSION

Richard Benninghoff is a motivational speaker and magician. Using magic, he presents a 40-minute anti-drug presentation. He challenges students to stay focused on what is important, understand the distractions that keep one from achieving their goals, to find the magic from within, and the importance of making sound decisions. This program will be offered to all students taking fall and spring health classes and will be performed at the end of each semester. Approximately 500 students will be invited to attend his presentations.