E. Russell Hicks Middle School: Magnet Program for Humanities, Media Technology, and Writing

RATIONALE: The proposed technology integration plan is designed to promote the development of a 21rst century learning environment in each magnet classroom. E. Russell Hicks Middle School had successfully integrated a 1:1 iPad program into its magnet curriculum beginning 2012. In 2014, iPad use expanded school wide through a federally funded 1:1 initiative. The initiative has provided staff with opportunities for more iPad professional development, integration, and experience. In order to expand the academic expectations and offerings, it is necessary to raise the bar for the magnet students. To do so, we are proposing to gradually "flip" the magnet classroom over the course of three years. This goal will be accomplished through the continued implementation of Apple products and applications inside and outside of the classroom. A functional flipped classroom will allow the magnet students a level of instructional depth and application never before possible. Additionally, magnet students will be utilizing and implementing technology in ways that far exceed the average E. Russell Hicks student. Finally, participation in a flipped learning environment will necessitate the rigor and responsibility required to be successful in higher education coursework.

NEEDS: In order to effectively "flip" the magnet classroom, our program is requesting the creation of individual Apple ID's for all magnet students. The creation of individual Apple ID's will allow magnet students the ability to seemingly transfer files from the iPad to the MacBook with the implementation of IOS 8 and OSX Yosemite. Additionally, students will be able to use all of the functions of iTunes U, such as the discussion portal.

PROGRESSION OF THE FLIPPED CLASSROOM ENVIRONMENT

	6		7		8
\Rightarrow	25% of classroom time will be flipped	\Rightarrow	50% of classroom time will be flipped	\Rightarrow	50% of classroom time will be flipped
\Rightarrow	Flipped activities will be sporadic	\Rightarrow	Flipped activities will be continuous	\Rightarrow	Student will engage in a 6 week entirely
⇒	Student will view various pre-recorded lectures, screencasts, videos, and podcasts outside of the classroom at least once a marking period (at minimum)	⇒	Student will view various pre-recorded lectures, screencasts, videos, and podcasts outside of the classroom at least twice a marking period (at minimum)	⇒	flipped capstone course Student will view various pre-recorded lectures, screencasts, videos, and podcasts outside of the classroom consistently
⇒	Student will create, collaborate, debate and problem solve inside of the classroom	⇒	Student will create, collaborate, debate and problem solve inside of the classroom	⇒	Student will create, collaborate, debate and problem solve inside of the classroom

CULMINATING PROJECT

	6		7		8
⇒	outlines his or her achievements during year	⇒	Student will produce a digital portfolio that outlines his or her achievements during year	⇒	Student will engage in a 6 week entirely flipped capstone course
⇒	six (using the Apple Productivity Suite) Student will complete a growth assessment		seven (using an Application outside of the Apple Productivity Suite)	\Rightarrow	Student will produce a digital portfolio that outlines his or her achievements over the
	via Google Forms Student will reflect upon their achievements	⇒	Student will complete a growth assessment via Google Forms		course of three years (Using various integrated applications)
	and present their portfolio to his or her parent.	⇒	Student will reflect upon their achievements and present their portfolio to his or her	⇒	Student will reflect upon their achievements and present their portfolio to his or her
⇒	Participate in the E. Russell Hicks Middle School College Fair	⇒	parent and a classmate. Participate in the E. Russell Hicks Middle School College Fair	⇒	parent and teacher Participate in the E. Russell Hicks Middle School College Fair

APPLE PRODUCTS

	6		7		8
iΤυ	nes U				
\Rightarrow	Student as user	\Rightarrow	Student as user	\Rightarrow	Student as user and creator
$\begin{array}{c} \Rightarrow \\ \Rightarrow \end{array}$	Participate in smaller class sessions Navigate outlines, exit to the internet for information, participate in discussions	$\begin{array}{c} \Rightarrow \\ \Rightarrow \end{array}$	Participate in full lesson courses Navigate outlines, exit to the internet for Information, learns the tools of creating a		Participate and create full courses for lessons and/or units Navigate and create outlines, exit to the
⇒	Frequency: once per semester (at minimum)	⇒	course, participate in discussions	⇒	internet for information, participate in discussions Administer a course Frequency: regular basis
iBc	ooks Author				
⇒	Student as user	\Rightarrow	Student as user	\Rightarrow	Student as author
\Rightarrow	Books are used as a separate entity Occasional use of teacher produced cross- curricular iBooks	$\begin{array}{c} \uparrow \\ \uparrow \\ \end{array}$, , ,		Books are used as both an instructional and productivity tool Full implementation of one cross-curricular teacher created iBook
iM	ovie and Garage Band				
	Master the functionality of iMovie for the iPad Learn to manipulate IMovie for the	$\stackrel{\uparrow}{\rightarrow}$			Create a full length movie using IMovie for the MacBook Create, edit, and import an original score
⇒	MacBook Record voiceover in Garage Band and transfer it to iMovie	$\begin{array}{c} \Rightarrow \\ \Rightarrow \\ \Rightarrow \end{array}$	Create an iMovie with mild differentiations from the IPad on the MacBook Continue to perfect use of Garage Band Import pre-recorded music from Garage Band to iMovie	⇒	from Garage Band to iMovie Utilize iMovie to create exit portfolio

APPLE PRODUCTS

6	7	8	
Quicktime			
\Rightarrow Student as user	\Rightarrow Student as user	\Rightarrow Student as user and creator	
⇒ Student will view teacher produced screencasts for instructional purposes	⇒ Student will view teacher produced screencasts for instructional purposes	⇒ Student will view and produce screencasts for instructional purposes	
⇒ Teacher will create screencasts to be used as a separate entitity	⇒ Student will learn the functionality of Quicktime	⇒ Student will master the functionality of Quicktime	
	 ⇒ Student will produce a sample screencast ⇒ Teacher will create screencasts and import 	⇒ Student will create screencasts as a means of presentation	
	them into various programs (iTunes U)	⇒ Teacher will create screencasts and evaluate student produced screencasts	

APPLICATIONS

APPLICATIONS	
Continuous Implementation Across Grade Levels	
Apple Productivity Suite	
\Rightarrow Student as user and creator	
\Rightarrow Student will master usage and navigation of Pages, Keynote, and Numbers	
\Rightarrow Student will create, import, export, and annotate documents using the above programs	
⇒ Teachers will allow for student choice in utilizing these programs to maximize their effectiveness	
Showbie	
\Rightarrow Student as user	
⇒ Teacher as administrator	
\Rightarrow Teacher will use assign, collect, and review assignments produced in various other applications	
\Rightarrow Students will import and export assignments via the application	
\Rightarrow Student will organize and manage paperwork	
⇒ Teacher will produce and student will receive real time feedback on assignments	
Nearpod	
\Rightarrow Student as user	
\Rightarrow Teacher will produce various presentations with interactive elements	
\Rightarrow Teacher and student will receive real time feedback	
\Rightarrow Student will participate in an interactive learning environment by participating in polls, questioning, and product creation	
\Rightarrow Digital document based questions	
Socrative	
\Rightarrow Student as user	
\Rightarrow Student will engage in various forms of digital assessments	
\Rightarrow Teacher and student will receive real time feedback and data	
\Rightarrow Frequency will range from intermediate to daily use	

APPLICATIONS

Adobe
\Rightarrow Both student and teacher as user
\Rightarrow Annotation tool
\Rightarrow Student will export assignments in PDF form and teacher will annotate and return using Adobe
Type on PDF and SmartForms
\Rightarrow Student as user
\Rightarrow PDF annotation tool
Notes Applications
\Rightarrow Liniot (post-it application)
\Rightarrow Muralily (digital mural)
\Rightarrow Corkulous (digital corkboard)
\Rightarrow Evernote and Penultimate (digital notebooks)
\Rightarrow Simple Minds (mind map and graphic organizer maker)
\Rightarrow Notes
Professional Use of Google Digital Ecosystem
\Rightarrow Teacher will store and share information via Google Drive
\Rightarrow Teacher will create digital assessments utilizing Google Forms
\Rightarrow Teacher will master usage and navigation of Google Docs

Notation

These are applications that are used most frequently in all magnet classrooms. Teachers have the liberty to utilize applications that are unique to their classroom and/or content area. This is by no means a comprehensive list of all the applications utilized in the magnet classroom. Each day the magnet team is adding to this list and perfecting I Pad usage in the classroom.

CCSS CONNECTIONS

GRADE 6

ELA

RL.6.1 – Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.7 – Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

RI.6.7 – Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop coherent understanding of a topic or issue.

W.6.6 – Use technology, including the internet, to produce and publish writing as well as to interact to collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.

W.6.7 – Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 – Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

SL.6.2 – Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4 – Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5 – Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS CONNECTIONS

GRADE 7

ELA

RL.7.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.7 – Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).

RI.7.7 – Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).

W7.6 – Use technology, including the internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W7.7 – Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W7.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.7.2 – Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

SL.7.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 – Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Technology Integration Plan (2014-2015)

CCSS CONNECTIONS

GRADE 8

ELA

RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.7 – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RI.8.7 – Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.

W.8.6 – Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

W.8.7 – Conduct short research projects to answer a question (including a self-generated question) drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8 – Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

SL.8.2 – Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

SL.8.4 – Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 – Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.8.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS CONNECTIONS

Continuous Implementation Across Grade Levels

History/Social Studies (Reading)

Key Ideas and Details:

2. Determine the main ideas or information of a primary or secondary source; summarize the source, basing the summary on information in the text rather than on prior knowledge or opinions.

Integration of Knowledge and Ideas:

7. Integrate graphical information (e.g. pictures, videos, maps, time lines) with other information in a print or digital text.

History/Social Studies (Writing)

Text Types and Purposes:

Write arguments focused on *discipline-specific content* in which they:

Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons, data, and evidence logically to support the claim.

Support the claim with logical reasoning and detailed, accurate data and evidence (science) or information from credible primary, secondary, and tertiary sources (history).

Use words and phrases as well as domain-specific vocabulary to make clear the relationships among claims, reasons, data and evidence.

Sustain an objective style and tone.

Provide a concluding statement or section that follows logically from the argument.

Write informative/explanatory texts, including the narration of historical events or scientific procedures/experiments, in which they:

Introduce and establish a topic and organize information under concepts or into categories.

Develop a topic that has historical or scientific significance using well-chosen, relevant facts, data, details, quotations, examples, or other information.

Use varied links and sentence structures to create cohesion and clarify information and ideas.

Use precise language and domain-specific vocabulary and sustain a formal, objective style appropriate for a reader seeking information.

Provide a conclusion that follow logically from the information or explanation presented.

Production and Distribution of Writing

6. Use technology, including the internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.

Research to Build Knowledge

8. Gather relevant information from multiple print and digital sources using effectively tailored searches; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.

MSDE CRITERIA FOR EXCELLENCE-GATE PROGRAM GUIDELINES

Continuous Implementation Across Grade Levels						
2.1.2 – Extended learning experiences are provided for more in-depth examinations of topics present in the regular curriculum and the examination of topics related to, but not included in, the regular curriculum.						
2.3 – Greater emphasis is placed on development and application of creative and critical thinking skills.						
2.4 – Curriculum content includes interdisciplinary studies requiring the integration of both concepts and methodology from different disciplines.						
2.6 – A wide variety of appropriate resources are used, including primary sources, specialized reference materials, technology, and experts in the field.						
2.8 – Instructional strategies for gifted and talented students provide greater learner involvement in educational decision making. These include:						
- Choice of materials, activities, and/or content						
- Development of criteria for self-assessment						
- Self-evaluation of products and processes						
- Provision of diverse opportunities to create and invent in areas of individual interest						
- Choice of strategies and modalities to approach content						
- Choice of outcomes and/or forms of products						
2.10 – Instructional strategies for gifted and talented students are selected to elicit the students' use of higher level critical and creative thinking skills at an earlier age and in greater depth. These strategies include involving the student in:						
- Convergent and divergent production						
- Questioning strategies which focus on analysis, synthesis, and evaluation						
- Problem seeking as well as problem solving						
- Predicting, hypothesizing, collecting and verifying data, and forming supportable conclusions						
- Complex and abstract reasoning						
2.15 – Resources beyond the school setting are used to provide appropriate educational experiences for gifted and talented students. These educational experiences may include collaboration with:						
- Community agencies -Businesses -Colleges and universities						
- Cultural institutions -Experts in various fields						