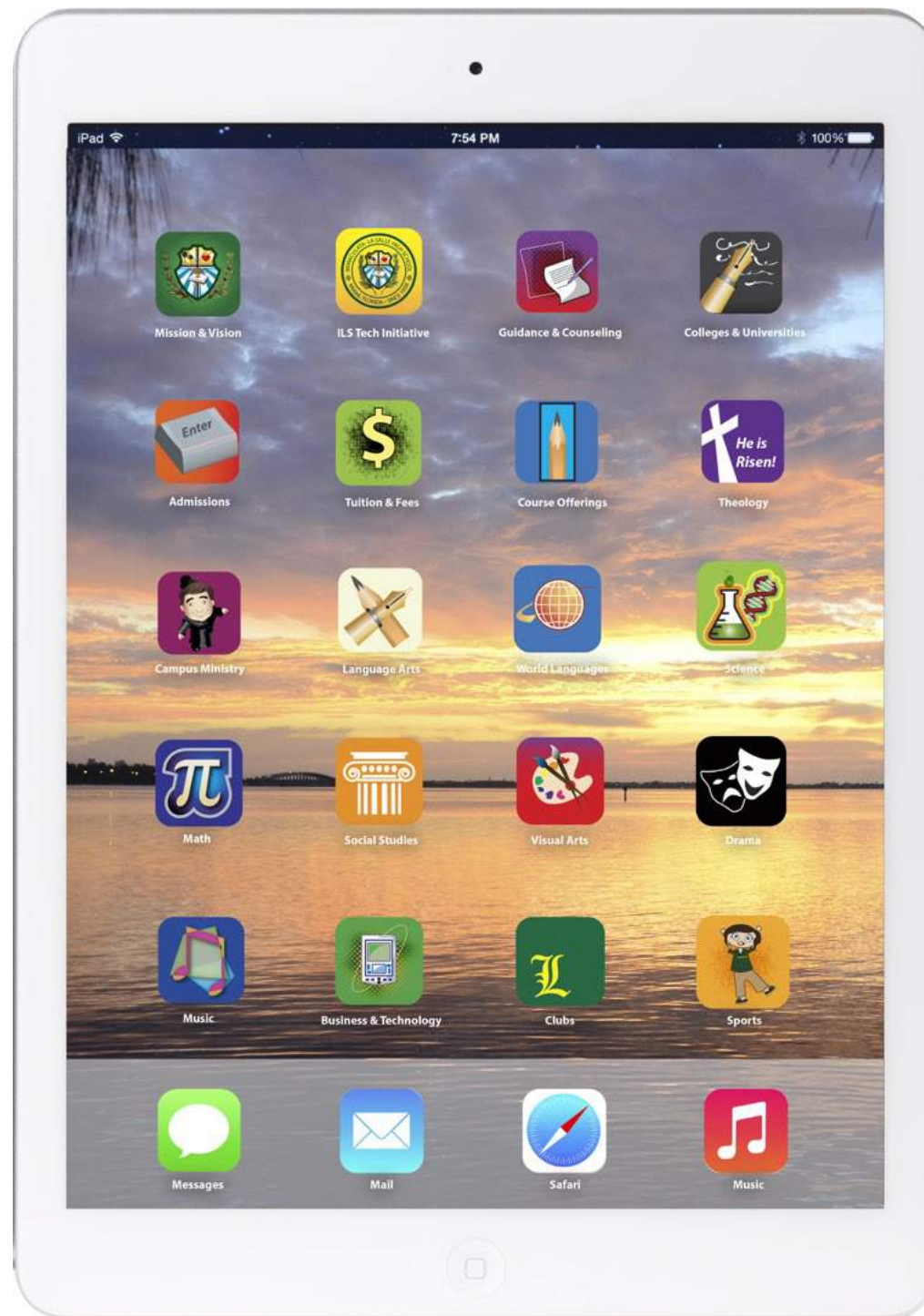


Ideas.
Innovations.
Inspirations.

The Game Plan



iLearn@ILS



Our Technology Philosophy

We, as facilitators of learning, believe that technology is a powerful tool that creates unique and relevant instructional experiences providing enriching, engaging, and varied sensory engagements that ultimately enhance the learning process. We are committed to nurturing active, lifelong learners preparing them to be responsible, contributing members of society and global citizens who can use technology as a tool to help shape their lives and their community.

WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY?

WRONG ANSWERS

- MAKE PREZIS
- START BLOGS
- CREATE WORDLES
- PUBLISH ANIMOTOS
- DESIGN FLIPCHARTS
- PRODUCE VIDEOS
- POST TO EDMODO
- USE WHITEBOARD
- DEVELOP APPS

RIGHT ANSWERS

- RAISE AWARENESS
- START CONVERSATIONS
- FIND ANSWERS
(TO THEIR QUESTIONS)
- JOIN PARTNERS
- CHANGE MINDS
- MAKE A DIFFERENCE
- TAKE ACTION
- DRIVE CHANGE

TECHNOLOGY IS A TOOL, NOT A
LEARNING OUTCOME.

Three Worlds of the Student



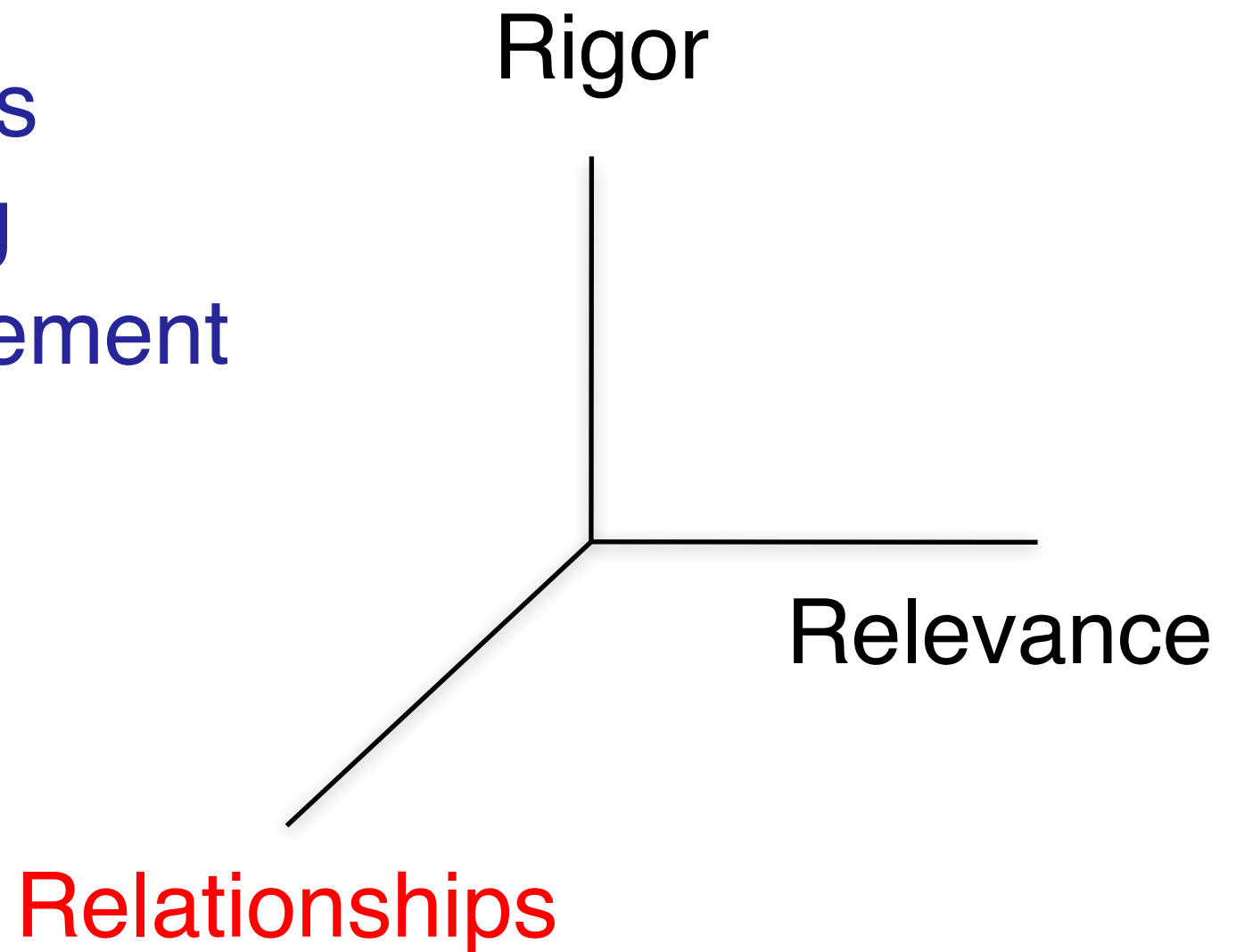
REAL WORLD

VIRTUAL WORLD

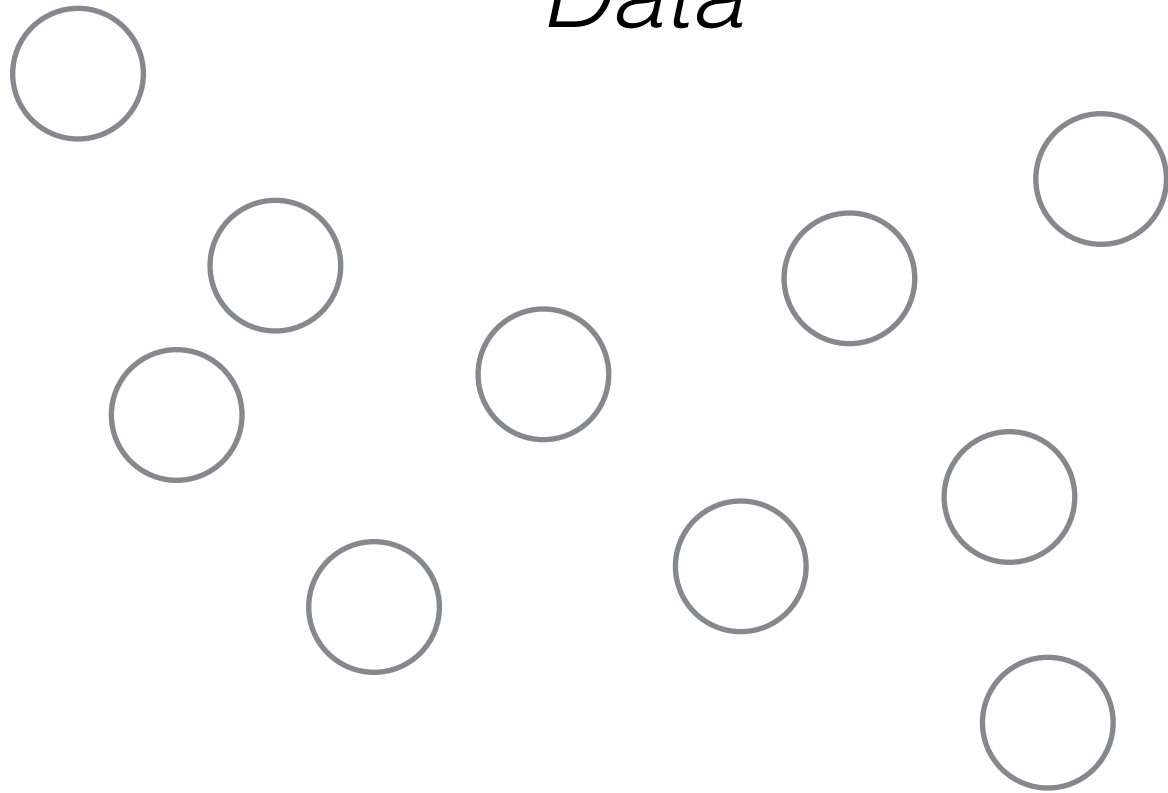
SCHOOL WORLD

Success Beyond the Test

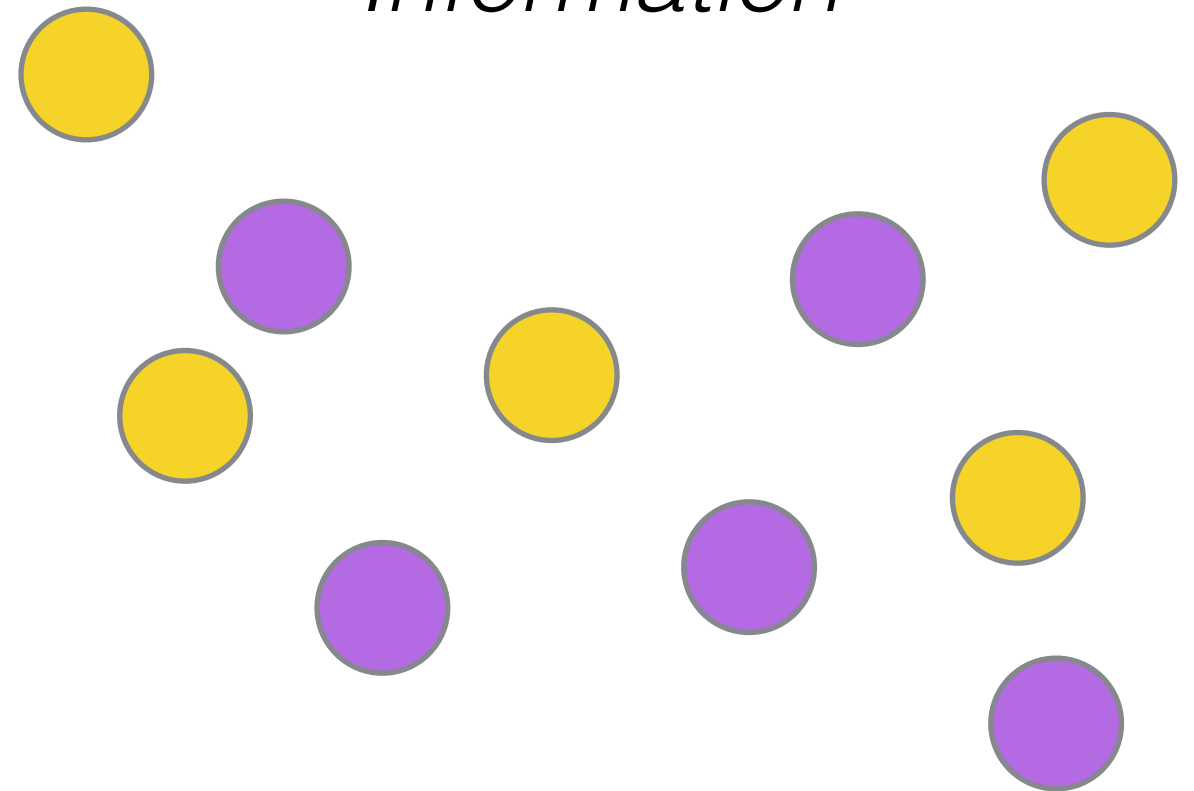
- Core Academics
- Stretch learning
- Learner Engagement
- Personal Skill Development



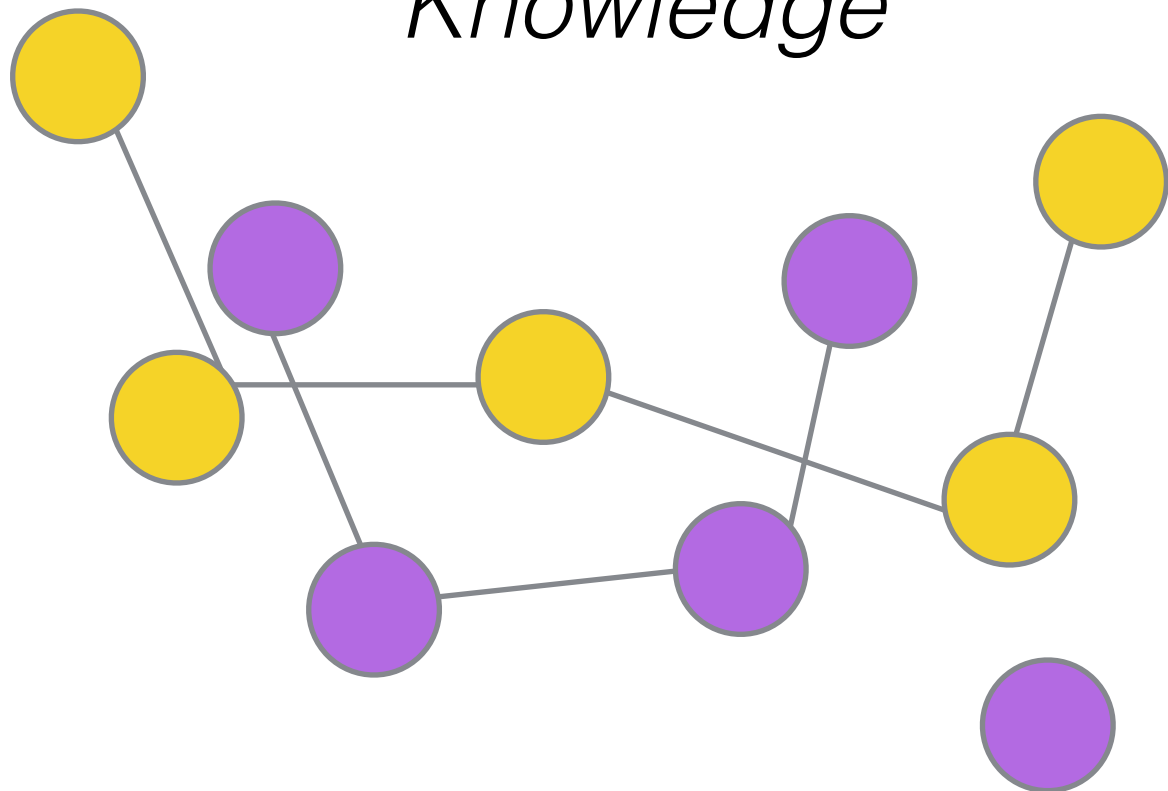
Data



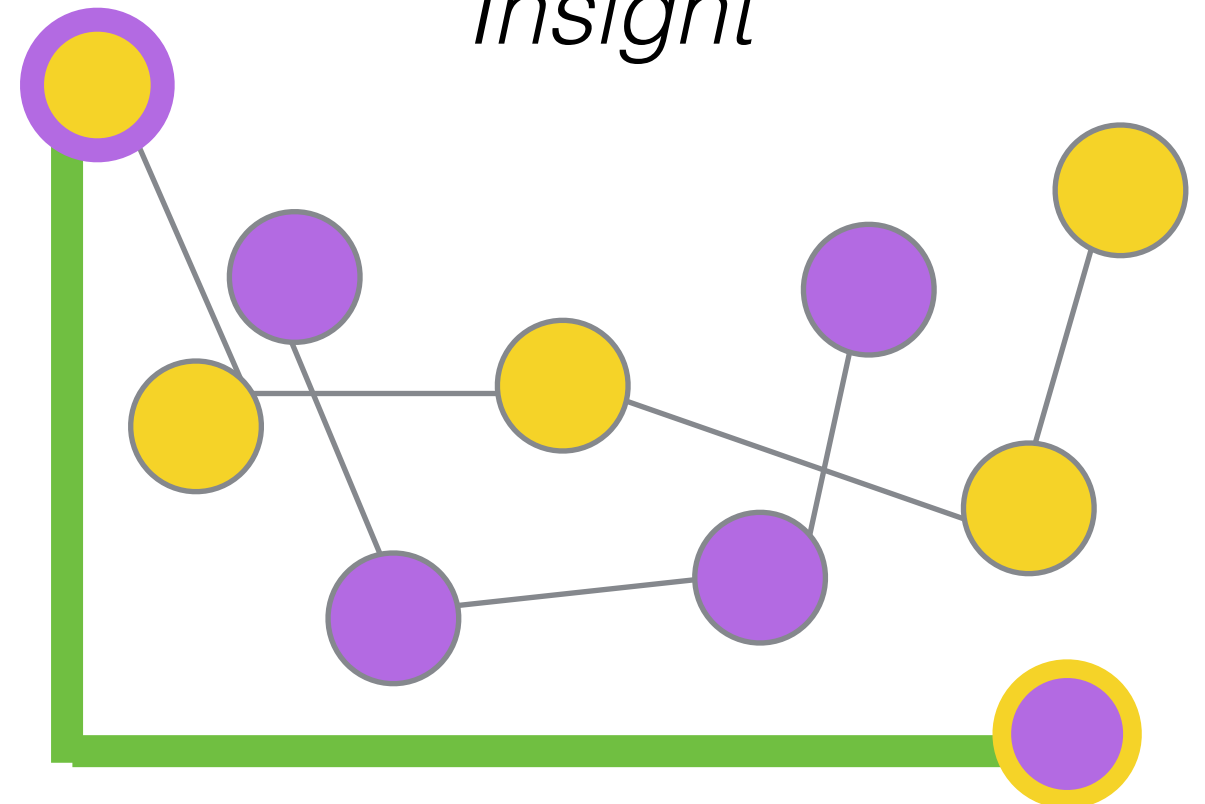
Information



Knowledge



Insight



Too Easy

- I get it right away...
- I already know how...
- This is a cinch...
- I'm sure to make an A...
- I'm coasting...
- I feel relaxed,,,
- I'm bored...
- No big effort necessary.



On Target

- I know some things...
- I have to think...
- I have to work...
- I have to persist...
- I hit some walls...
- I'm on my toes...
- I have to regroup...
- I feel challenged...
- Effort leads to success..



Too Hard

- I don't know where to start...
- I can't figure it out...
- I'm spinning my wheels...
- I'm missing key skills...
- I feel frustrated...
- I feel angry...
- This makes no sense...
- Effort doesn't pay off...



The Achievement Zone

The Cone of Learning

sparkinsight.com

After 2 weeks,

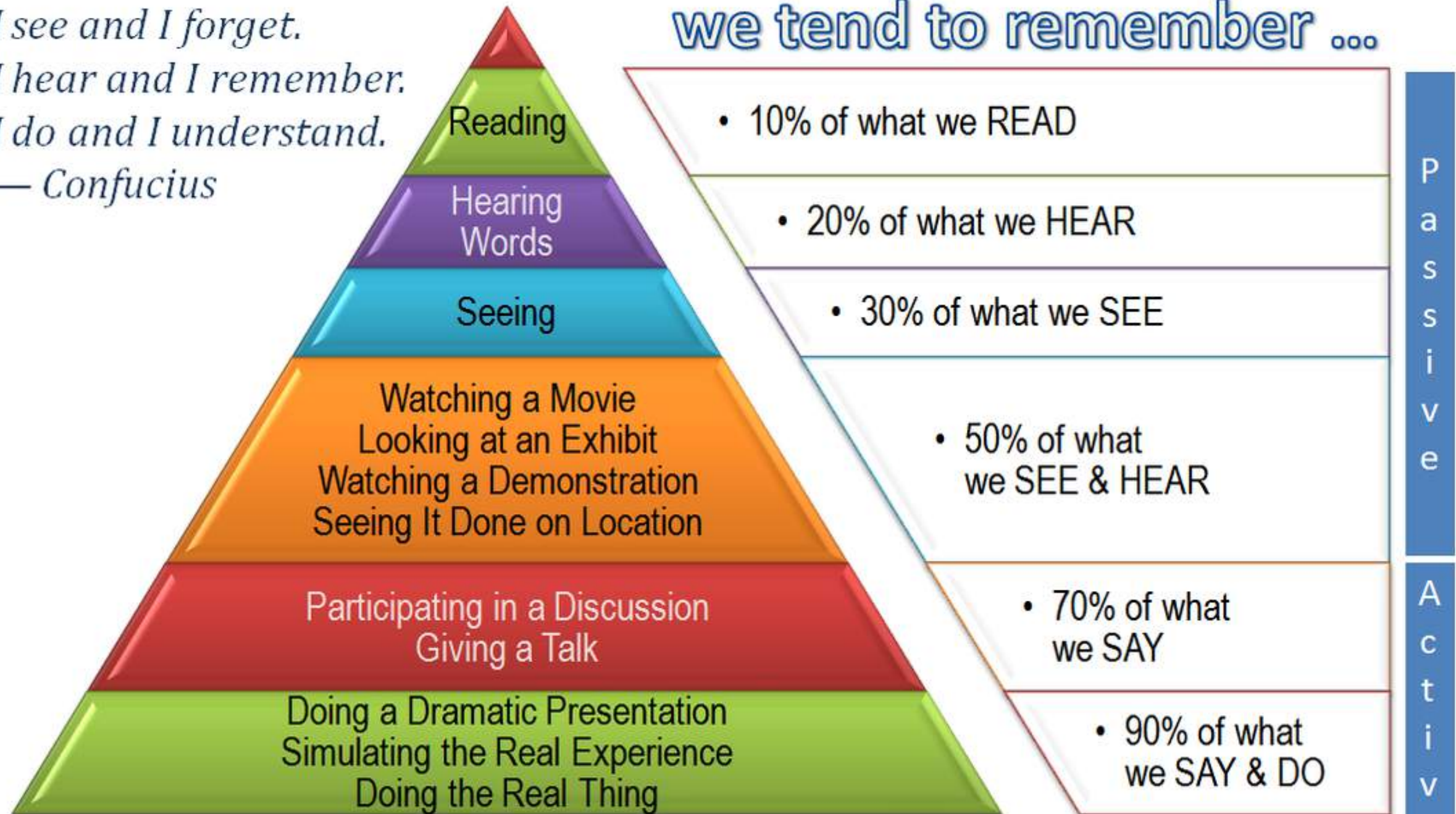
we tend to remember ...

I see and I forget.

I hear and I remember.

I do and I understand.

— Confucius



Source: Edgar Dale (1969)

Creating a Learning Environment for 21st Century Skills

Students working in teams to experience and explore relevant, real-world problems, questions, issues, and challenges; then creating presentations and products to share what they have learned.

Creating a Learning Environment for 21st Century Skills

.... permission to fail.

The Intelligence Revolution

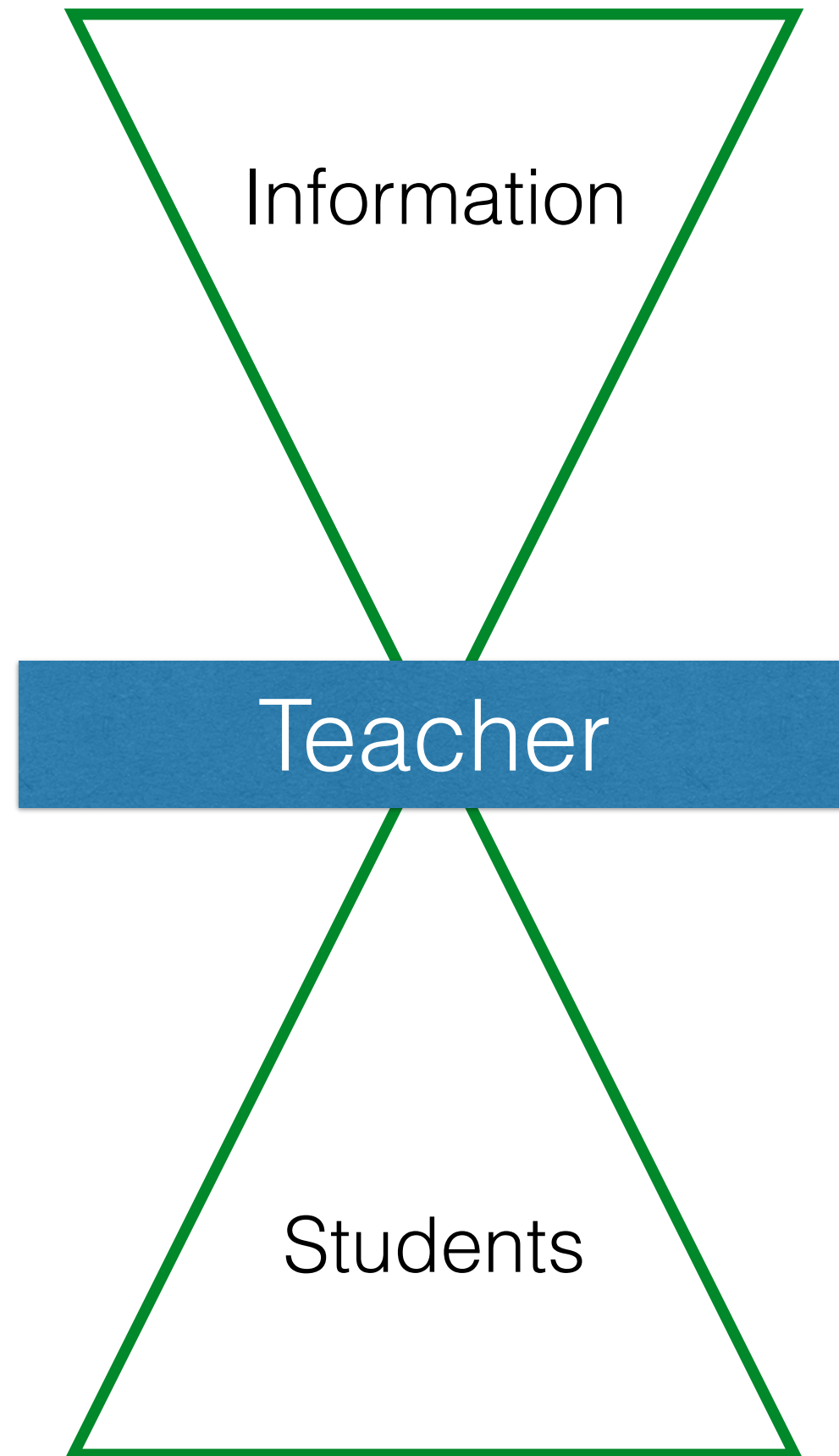
“Scientific Discovery
to Scientific Mastery”

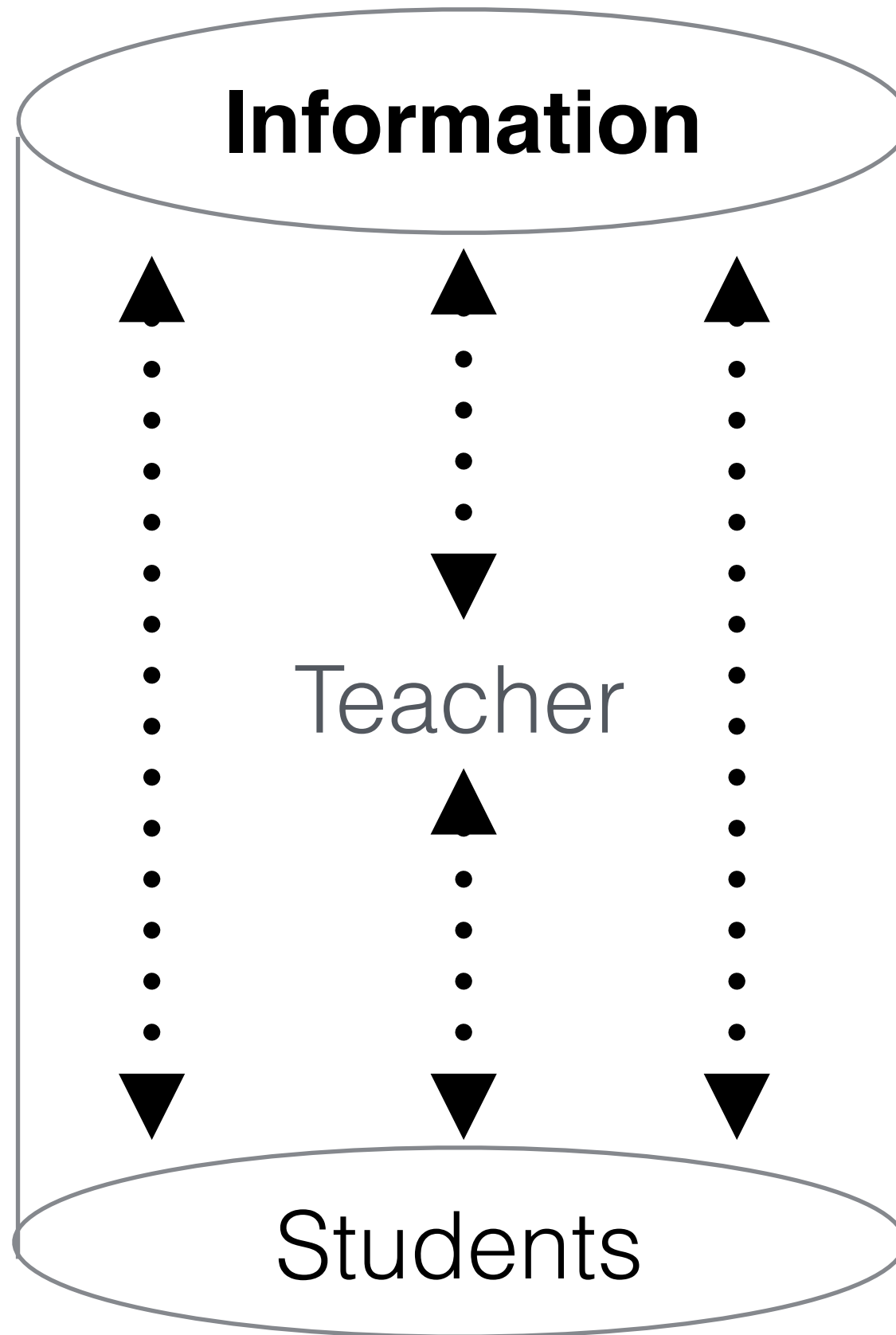
The Intelligence Revolution

Books → Renaissance
Internet & Computing ↑

From Novelty to Sophistication

“Solution Fluency”







How do you teach success beyond the test?

NEW YORK TIMES BESTSELLER

UPDATED AND EXPANDED

“Words leap off the page.”

— *USA Today*

brain rules

12 Principles for Surviving and Thriving
at Work, Home, and School

J O H N M E D I N A

Includes link to *Brain Rules* film





Exercise





Survival

Everyone is a genius.

But if you judge a fish
on its ability to climb a tree,
it will live its whole life believing
it is stupid.





Wiring



Attention



Short-term Memory



Long-term Memory



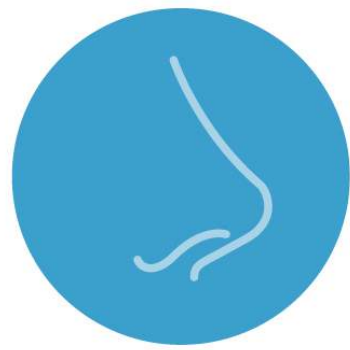
Sleep



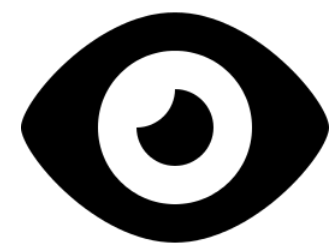


Stress

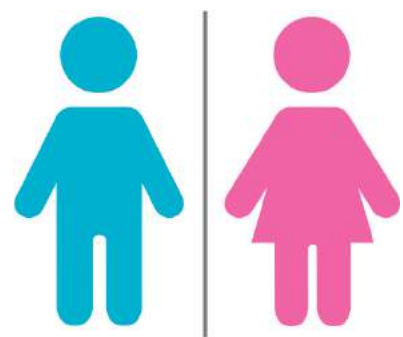




Sensory Integration



Vision



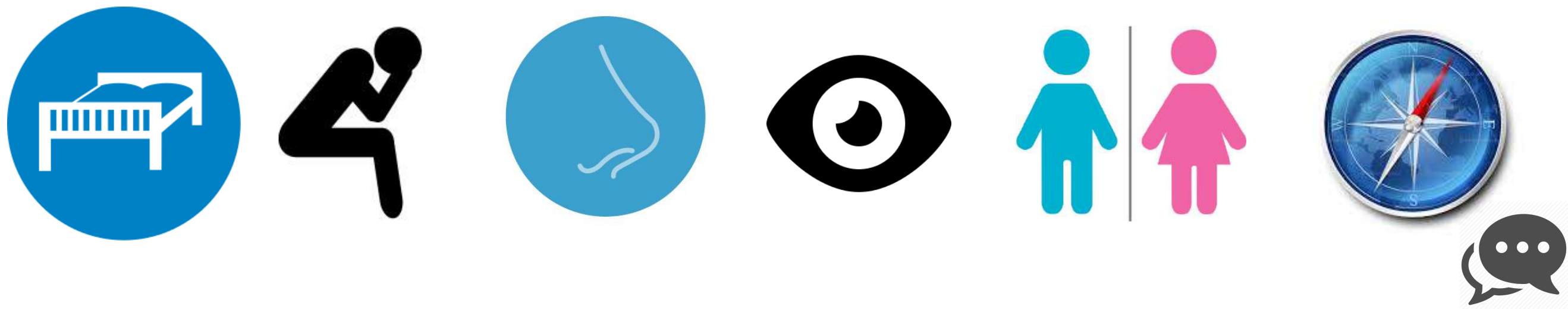
Gender



Exploration



How do you support one or multiple brain rules in your classroom?

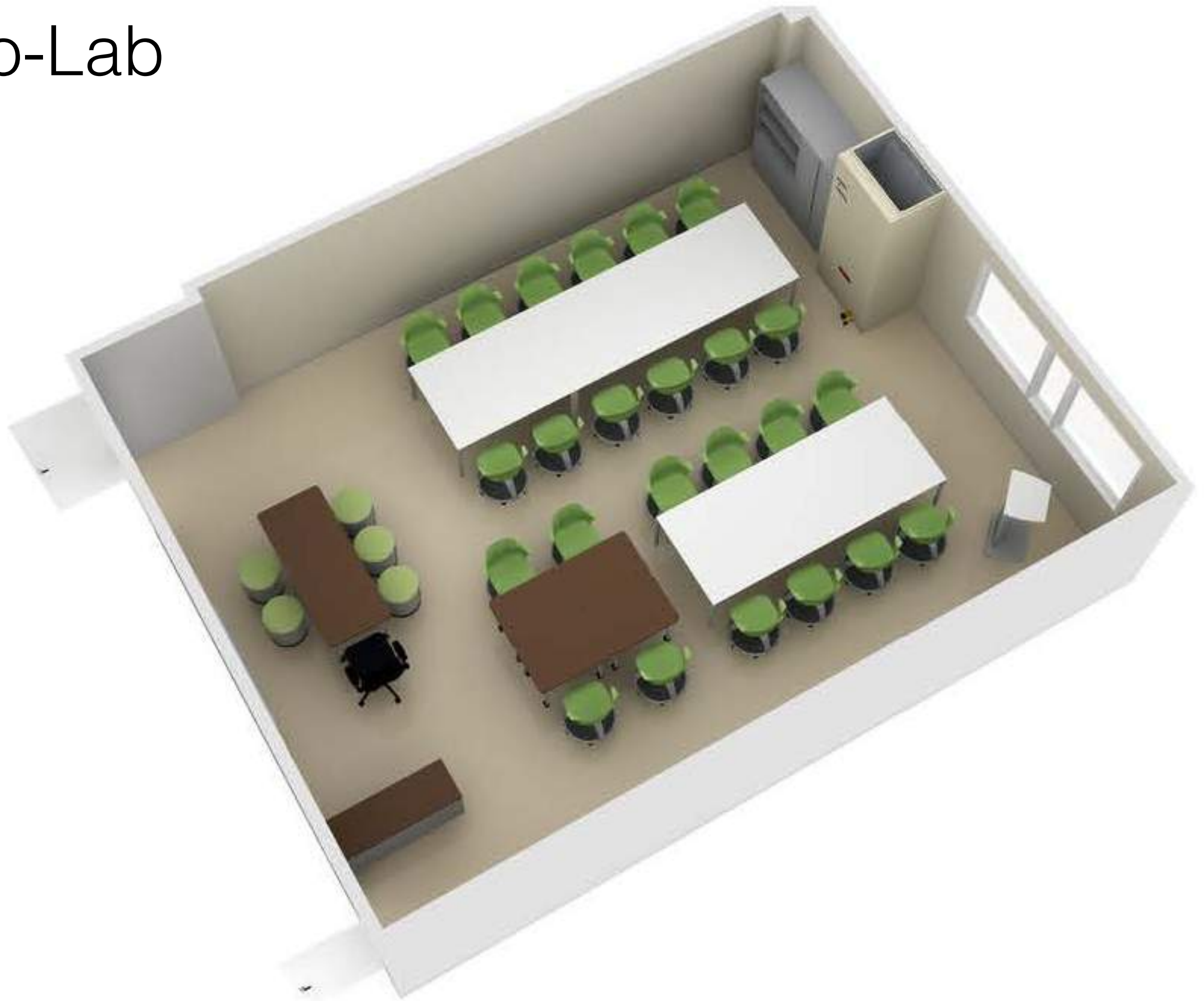


The New Learning Environment



A personal learning experience in a paperless environment where the student can see, hear, and touch the content thus allowing the teacher to provide custom learning based on student performance.

Co-Lab



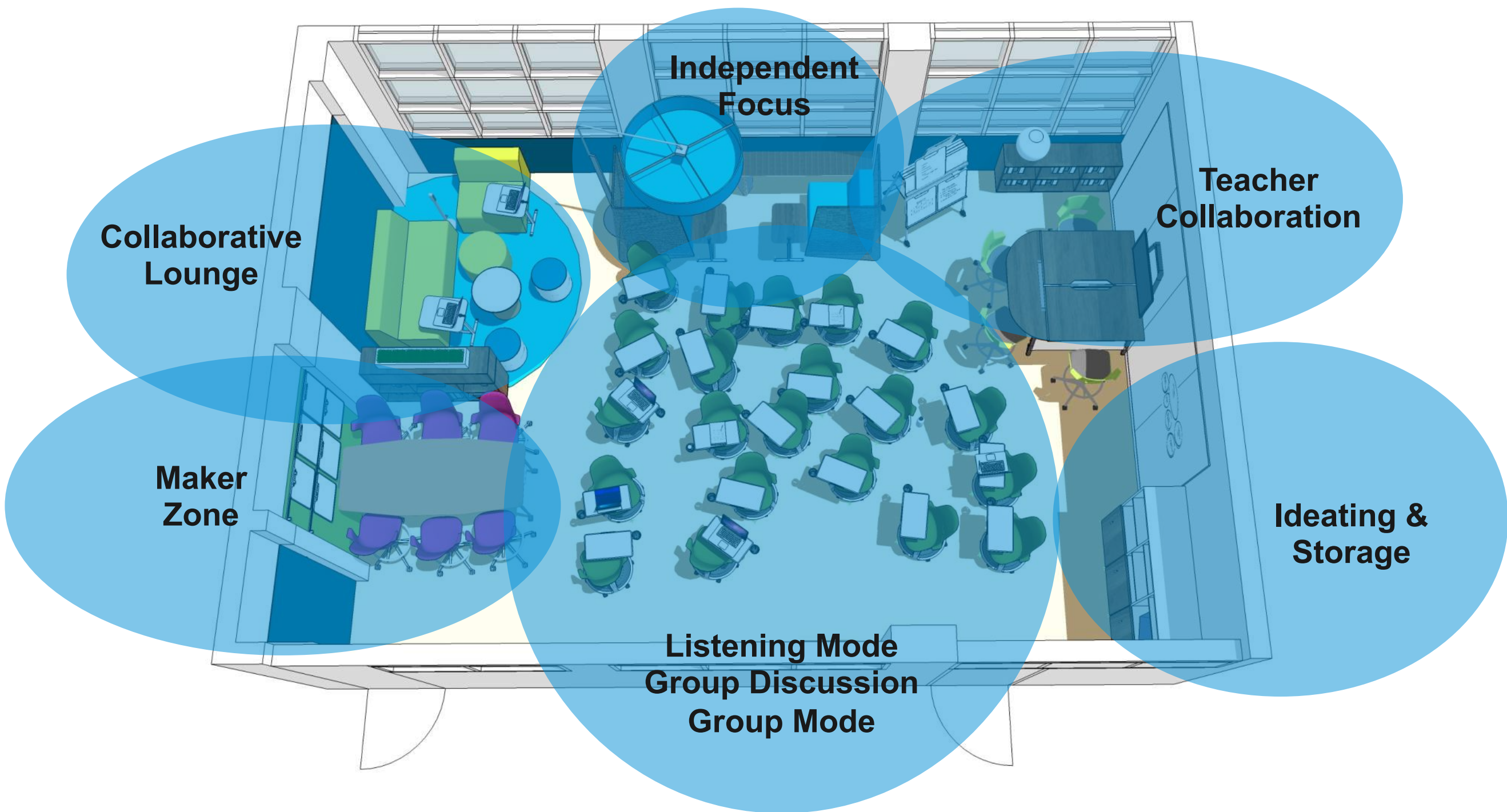
Language Arts Makerspace



Language Arts Makerspace







**Independent
Focus**

**Collaborative
Lounge**

**Teacher
Collaboration**

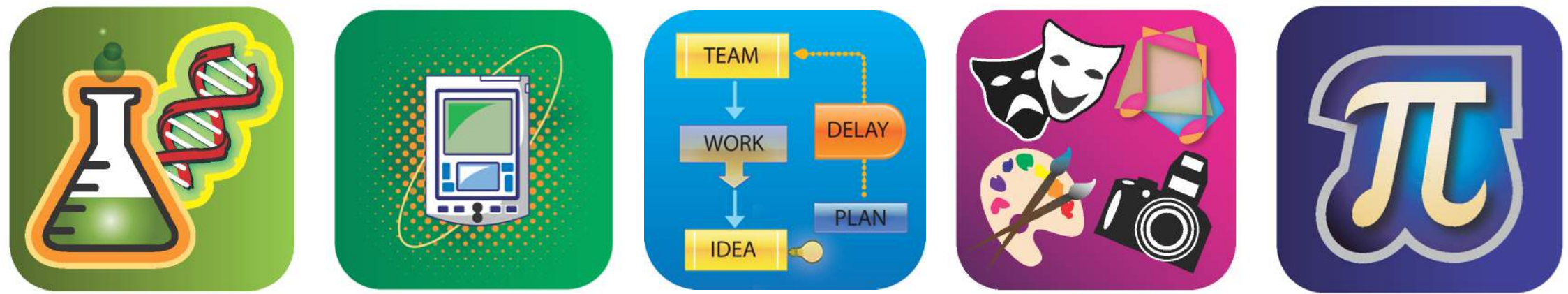
**Maker
Zone**

**Ideating &
Storage**

**Listening Mode
Group Discussion
Group Mode**

Kahoot!

Surf the web to kahoot.it



Apps Supporting the Curriculum



Changing the mindset.

Coincidence or not?

IF

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

EQUALS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

THEN

K+N+O+W+L+E+D+G+E

11+14+15+23+12+5+4+7+5= 96%

H+A+R+D+W+O+R+K

8+1+18+4+23+15+18+11 = 98%

BOTH ARE IMPORTANT BUT FALL SHORT OF 100%

BUT

A+T+T+I+T+U+D+E

1+20+20+9+20+21+4+5= **100%**

Communicating Proof of Learning

- A. tell a story
- B. a movie or song
- C. an interactive poster
- D. draw, paint, model
- E. all of the above

$$26) \frac{a-2}{9} = \frac{2}{3}$$

$$18 = 3(a-2)$$

$$18 = 3a - 6$$

$$\frac{24}{3} = \frac{3a}{3}$$

$$8 = a$$

$$28) \frac{3}{7} = \frac{c+4}{35}$$

$$7(c+4) = 105$$

$$7c + 28 = 105$$

$$\frac{7c}{7} = \frac{77}{7}$$

$$c = 11$$

$$30) \frac{7}{k-2} = \frac{5}{8}$$

$$5(k-2) = 56$$

$$5k - 10 = 56$$

$$\frac{5k}{5} = \frac{66}{5}$$

$$k = 13.2$$

$$32) \frac{q+2}{5} = \frac{2q-11}{7}$$

$$5(2q-11) = 7(q+2)$$

$$10q - 55 = 7q + 14$$

$$34) \frac{1}{14} = \frac{x}{35}$$

$$\frac{14x}{14} = \frac{35}{14}$$

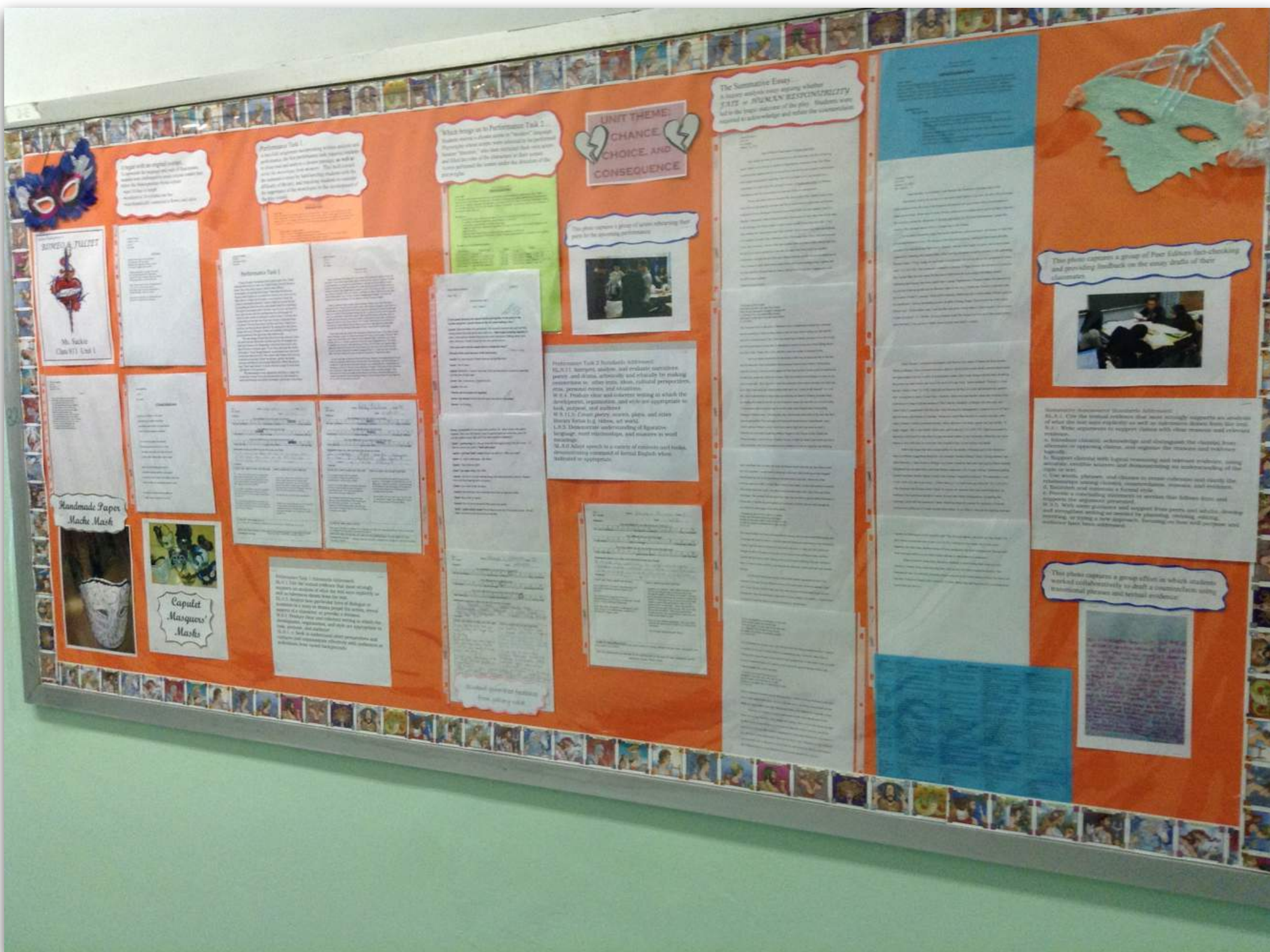
$$x = 2.5 \text{ or}$$

2 hours & a half

App Used



Notability



Animal Farm Questions/Comments/Insights

Add content that will support our Socratic discussion tomorrow.

What group of people do the cats and the sheep represent

Irony is expressed in chapter 4 showing what the animals think they're fighting for, compared to what they're actually fighting for.

Old Major: Marx&Lennin
Animalism: Marxism
Snowball: Trotsky
Napoleon: Stalin

Question

I do not understand how the animals have "faulty memory" and don't remember the original commandments. They just seem to edit the commandments when something goes wrong

Napoleon

Forcing hens to produce lots of eggs, even worse than how much Mr Jones made them produce, so the situation actually became worse

Insight :)

Tightening noose of oppression: when the animals completely listen to leader, Napoleon, (like Boxer) rather

Question

I do not understand the theme of the satirical analysis of the allegorical deconstruction.

Insight

The animals such as Boxer and Clover (the working class) do not fully understand the ideals for which they are fighting for and believe they are fighting to protect themselves from human oppression while in reality they are fighting to defend the regime of the pigs from being threatened and overthrown. Napoleon and Snowball towards the other pigs and animals

Cartoon



Hens

Do the hens give up their children? Was there a dream in which the ch

Benjamin

Benjamin is a representation for the people who understand that the pigs corrupts. From the beginning he does anything

The pigs

The pigs say that everyone is equal and create rules that everyone must follow. The pigs then change the laws

Napoleon- Stalin

Snowball- Trotsky

Squealer- Napoleon's propaganda

Theme 2

Don't understand tightening the noose of oppression

Question

George Orwell includes different people and farms to represent different European rulers/dictators and countries. I think Mr. Frederick is Hitler and Pinchfield is Germany. Who is Mr. Pilkington? What country does Foxwood represent?

Reply to Ins

It's not that I think it's just afraid to mind. Clover internalizes the situation on the farm and summarizing the oppression perfectly but is too afraid to speak her mind.

Question for Discussion

Why does Napoleon Snowball? What is the significance of Napoleon building the windmill

Insight

Horses that are so smart that as really smart of the dumbest animal book

Question

I don't understand Benjamin's role

Napoleon

Napoleon threatens and intimidates the other pigs in that if the animals don't follow what he says they will come back to the farm

Question

I do not understand the theme of "tightening noose of oppression"

Mollie might represent working class

Question

Who is the cat? Napoleon threatens and intimidates the other pigs in that if the animals don't follow what he says they will come back to the farm

Squealer: Propaganda

Squealer obviously is propaganda but also is a representation for the theory of "propaganda changing history" He literally changes history as well as the rules on the farm. It is discovered that Squealer has been painting over the original commandments with new ones. The pigs are developing human habits. Squealer is able to persuade the other animals.

Character development

Character Development

Propaganda is represented by Squealer. Squealer is able to persuade the animals easily and is constantly delivering information to the other animals. Whether the information is accurate depends on what Napoleon allows the animals to believe.

Boxer is a pig the oppressed

Mollie

Mollie represents the white. I am not sure but I think the White Pigs hold fear over the other animals by constantly threatening them that Jones

Characters

How is it that Old Major is both Marx AND Lenin?

Marx and Lenin

He is a leader who gives them the animalistic/Marxist leads the revolution. And yet he died actual revolutionary character of Old Major. Lenin, who was the backbone of the revolution



Napoleonn ha

Napoleonn ha... Ma... ow... to... cor... wh... how the... the comparis... saririzing if it's not actual making fun of the Russian Revolution?

Satire

I don't agree with how the pigs are comparing themselves to the animals. It's not actually making fun of the Russian Revolution?

The animals think they don't want human customs anything



App Used



Book Creator

Section 4 iLearn



ICREATE

iLearn at ILS is one of the best iPad programs I have ever seen coming out of a high school. Being part of this Technology class has really been an eye-opener for me, and just how impactful this program is for so many people. Being a tour guide for a few visits, I took a few looks at the different kinds of people wanting to see how La Salle implements the iPad into their academic curriculum. It is proud to say that we were the first to have this important program, and the fact that La Salle now has bragging rights is something not too many high schools can say.

Now, how can iLearn here at ILS be an ever better program? Thus far, iLearn has been nothing but a positive experience for me, so it will be challenging to find a flaw. Probably one of my main concerns revolves around the students using the iPads. Some students think that the iPad is a toy 100% of the time, and they seem to be the burden for all of the blacklisting that is happening at the school. If students had a sense of where they were, there would not be so much of an issue regarding inappropriate applications during school hours.

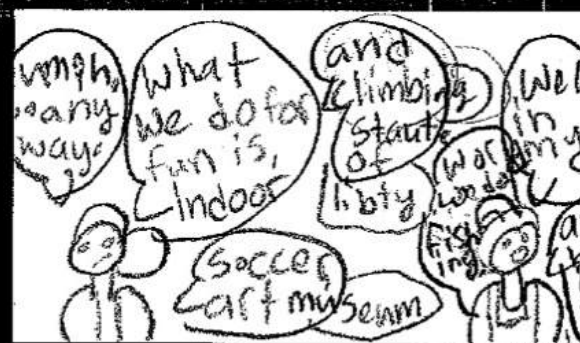
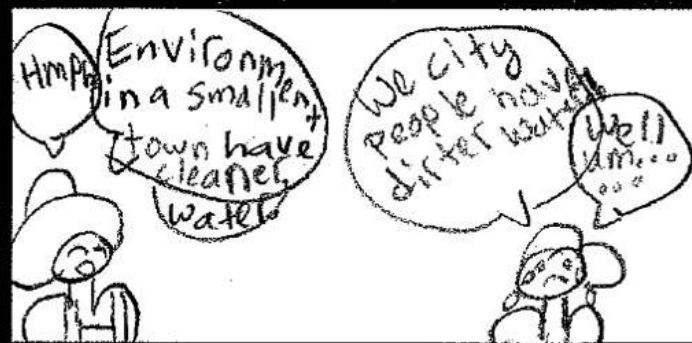
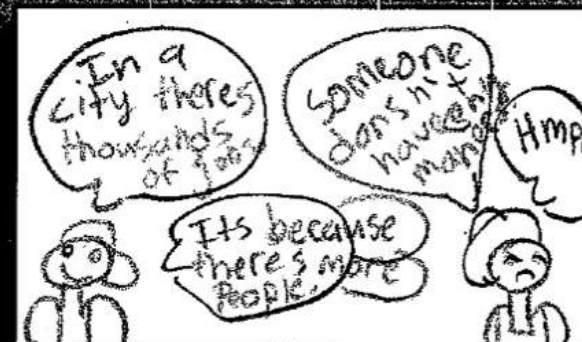
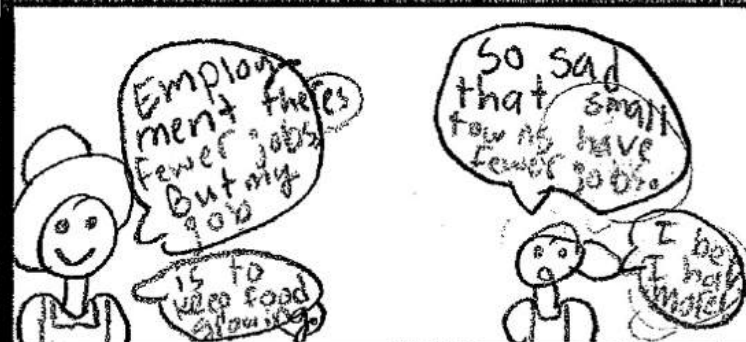
It would be very difficult to solve this issue 100%, but there sure can be attempt to do so. Now, my iLearn experience here at ILS would be better if some of the students using the iPads had a sense of what applications to use at a certain given time.

CREATE A SIMPLE COMIC STRIP ABOUT LIFE IN THE NORTHEAST. FOLLOW THESE STEPS:

- Give your strip a title. Enter name as the author.
- Create two characters, one from the megalopolis and the other from a farm who has never visited a big city. Draw sketches of the two characters in the frames below. The characters should talk about what HOUSING, EMPLOYMENT, TRANSPORTATION, ENVIRONMENT, AND RECREATION are like where they live.
- You will be graded on neatness and how well you understand the effects of population density.

+10
10

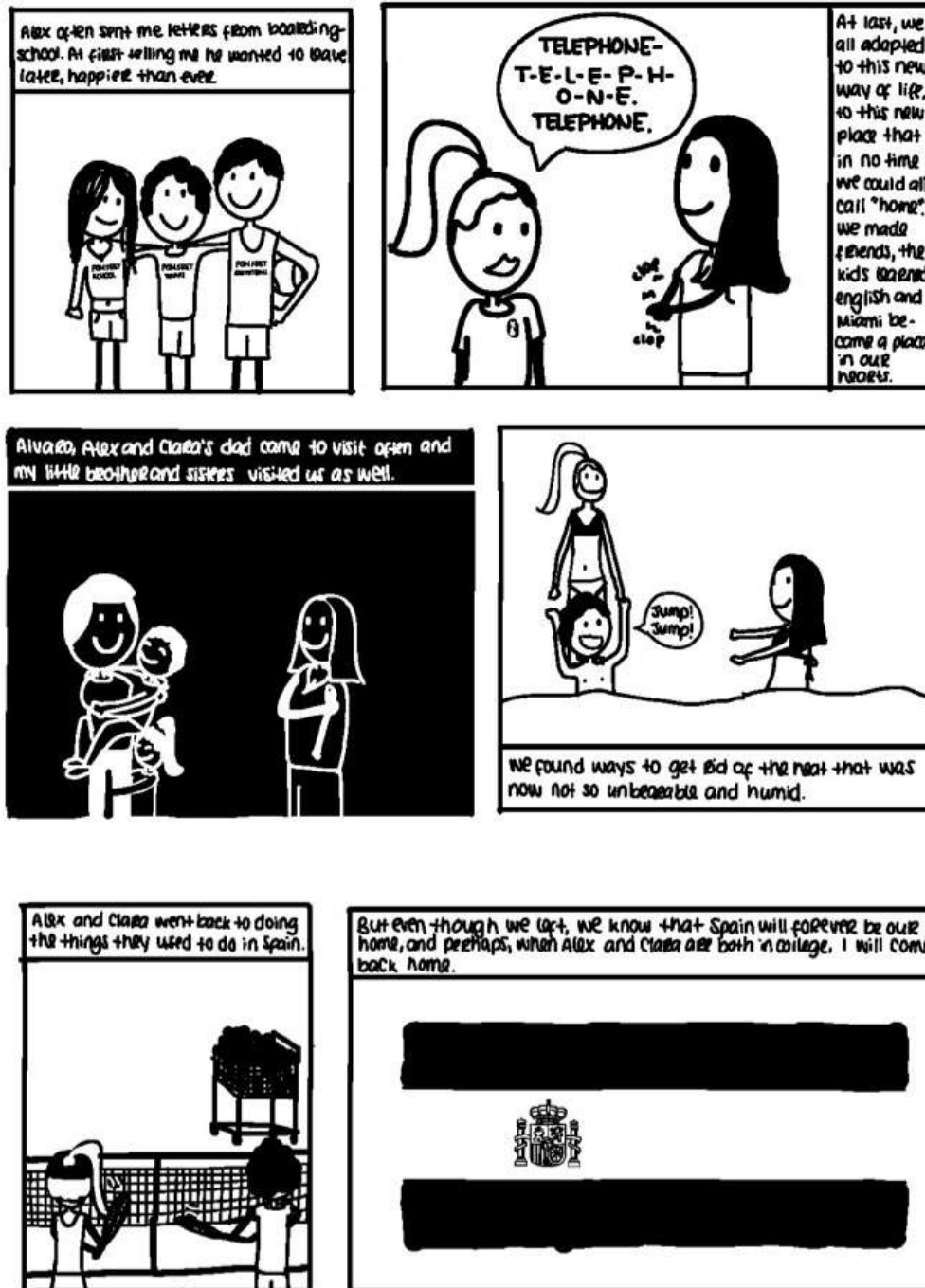
Title: Ellie
Bob + Greg
adventure
of the Northeast



App Used



Notability



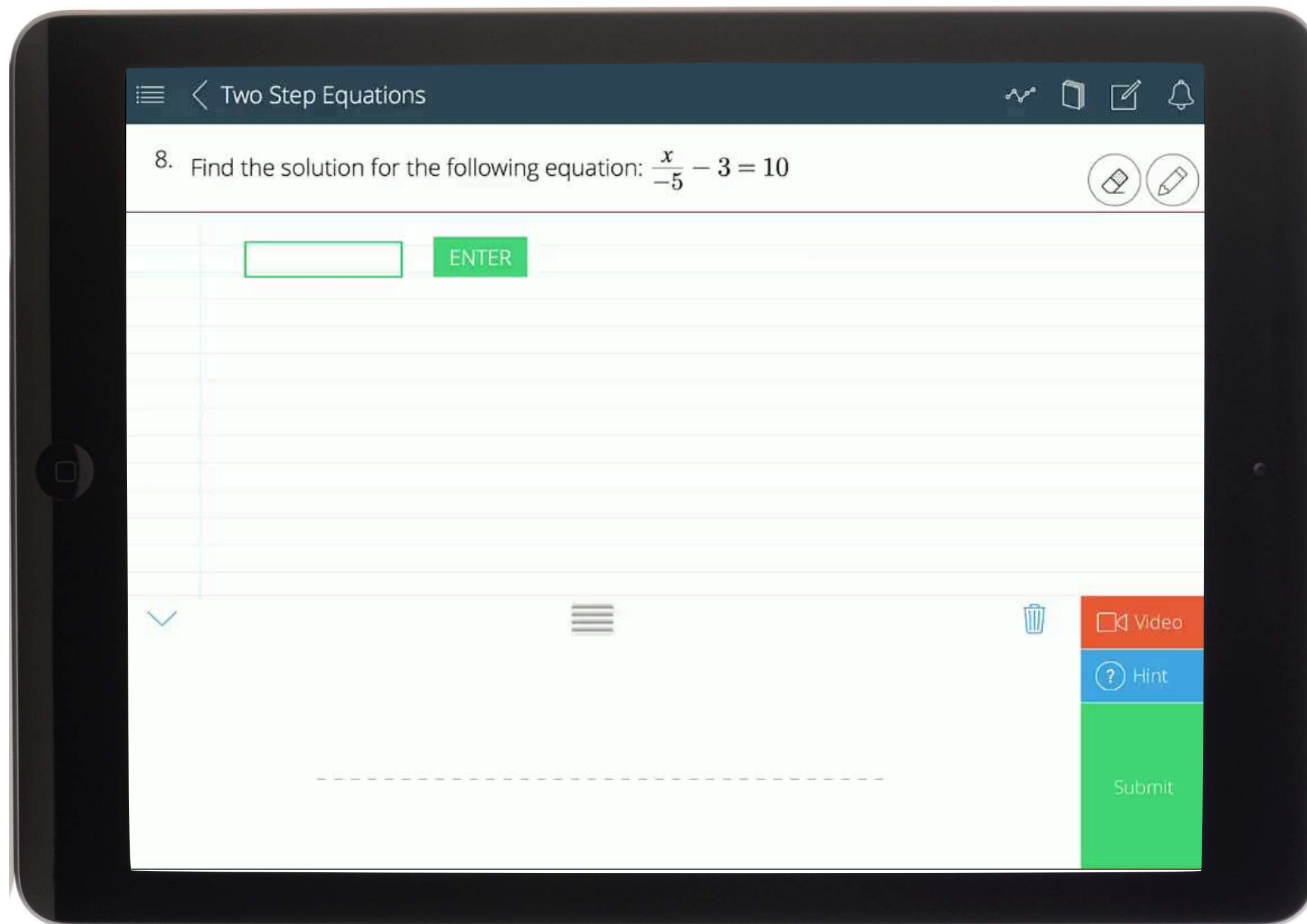
$$\begin{array}{c}
 \begin{bmatrix} 1 & 0 & 1 & 1 \\ 0 & 1 & 1 & 1 \\ 1 & 0 & 1 & 0 \end{bmatrix} \begin{bmatrix} 1 & 1 \\ 1 & 1 \\ 1 & 0 \end{bmatrix} \\
 \begin{bmatrix} 5 & 3 & 4 & 6 \\ 2 & 2 & 1 & 1 \\ 0 & 1 & 0 & 0 \end{bmatrix} \begin{bmatrix} 6 & 3 \\ 2 & 2 \\ 0 & 1 \end{bmatrix}
 \end{array}$$

Handwritten mathematical work on a tablet screen. The top part shows a purple matrix $\begin{bmatrix} 1 & 0 & 1 & 1 \\ 0 & 1 & 1 & 1 \\ 1 & 0 & 1 & 0 \end{bmatrix}$ and a purple vector $\begin{bmatrix} 1 & 1 \\ 1 & 1 \\ 1 & 0 \end{bmatrix}$, both crossed out with red diagonal lines. Blue curved lines connect the top-left element of the matrix to the top-left element of the vector, and the top-right element of the matrix to the top-right element of the vector. Below this, a red matrix $\begin{bmatrix} 5 & 3 & 4 & 6 \\ 2 & 2 & 1 & 1 \\ 0 & 1 & 0 & 0 \end{bmatrix}$ and a red vector $\begin{bmatrix} 6 & 3 \\ 2 & 2 \\ 0 & 1 \end{bmatrix}$ are shown, also crossed out with red diagonal lines. A red curved line connects the top-left element of the matrix to the top-left element of the vector. To the right of the red vector, a blue vector $\begin{bmatrix} 1 & 1 \\ 1 & 1 \\ 1 & 0 \end{bmatrix}$ is shown. A red curved line connects the top-left element of the red matrix to the top-left element of the blue vector. A red curved line also connects the top-right element of the red matrix to the top-right element of the blue vector.

App Used



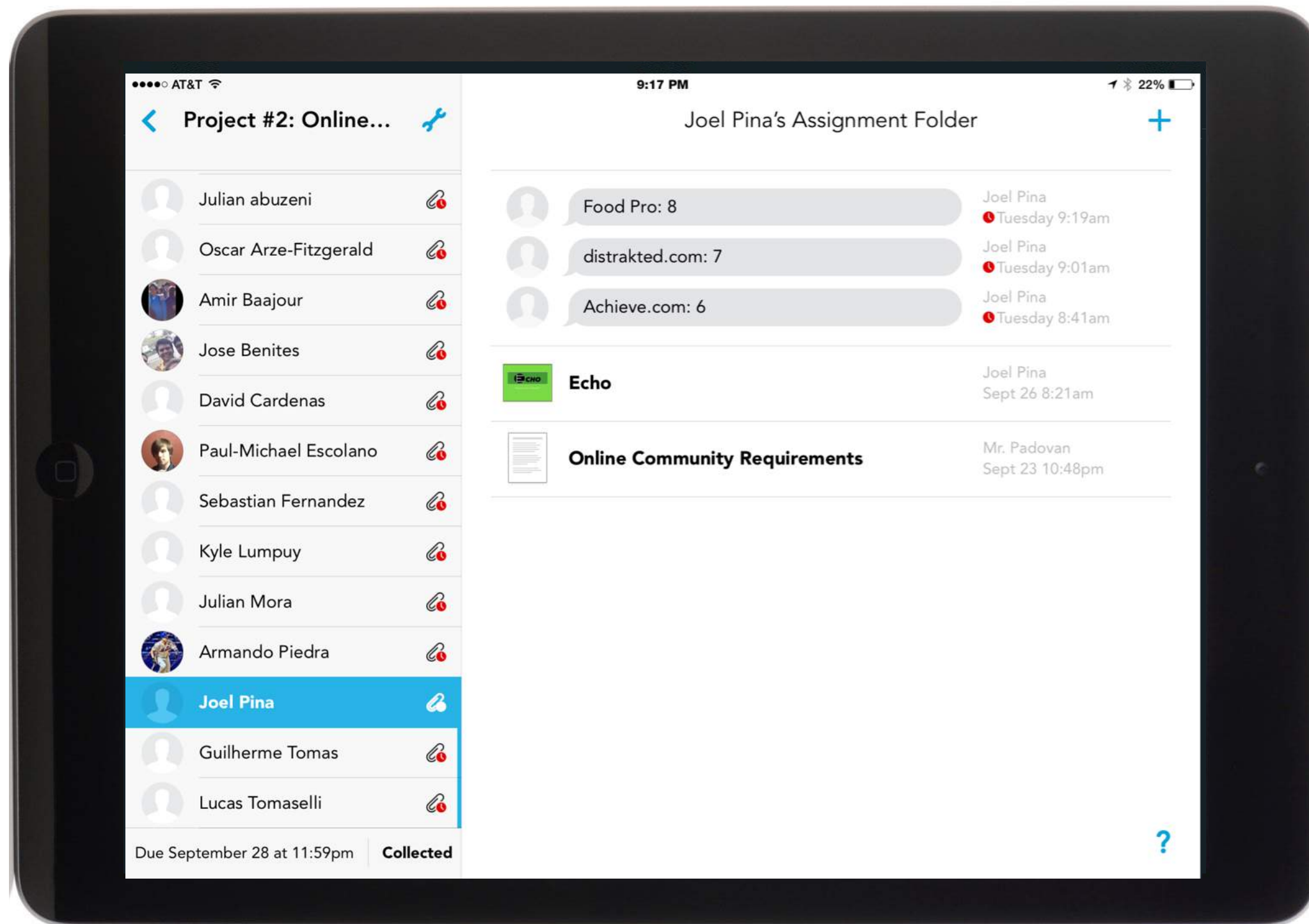
Explain
Everything



App Used



Mathspace



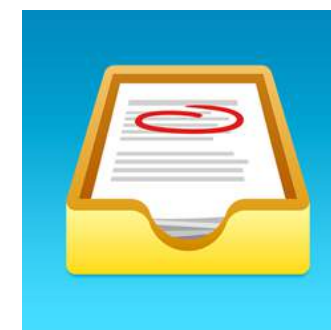
Apps Used



Sketchbook Pro



Keynote



Showbie



1. Read the expository essay below regarding smoking in public restaurants. While reading, annotate for author's purpose and format and function of the work.
2. Answer the following Notability/Expository-->Showbie/ExpositoryvsNarrative
 - a. What is the author's purpose in writing this text?
 - b. What is the author's main assertion?
 - c. How does the author support the main assertion?
 - d. What formatting nuances can you observe regarding this essay?
3. Complete a Double Bubble Map comparing and contrasting Narrative essay format and conventions and Expository essay format and conventions. View examples below.



Smoking in Public Restaurants



Double Bubble Complex



Double Bubble Map Example

Apps Used



Showbie



Inspiration Maps

Social Studies

Location: History Miami Museum

Activity: Tropical Dreams





United States History in Miami

The Roaring 20s



The Florida Land Boom sparked developments in places such as Coral Gables (Biltmore Hotel)



Boom Time Tourism (William Jennings Bryan at Venetian Pool)



Miami Trolleys in the late 1920s

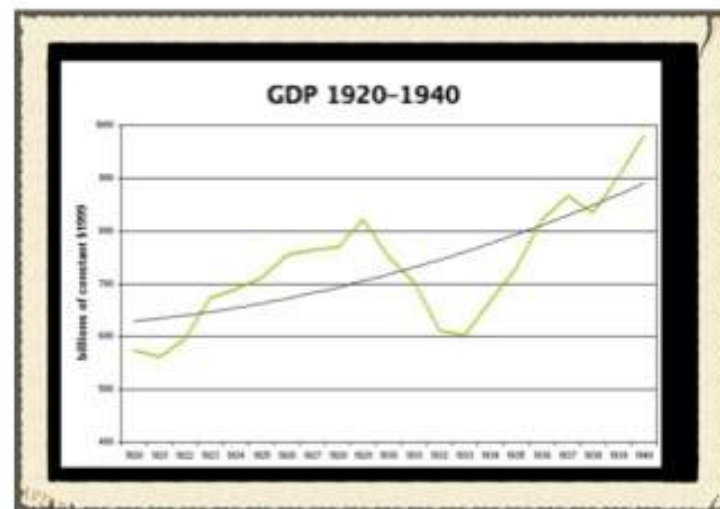


Seminole Lodge speakeasy in Hialeah



Flapper-style Dress

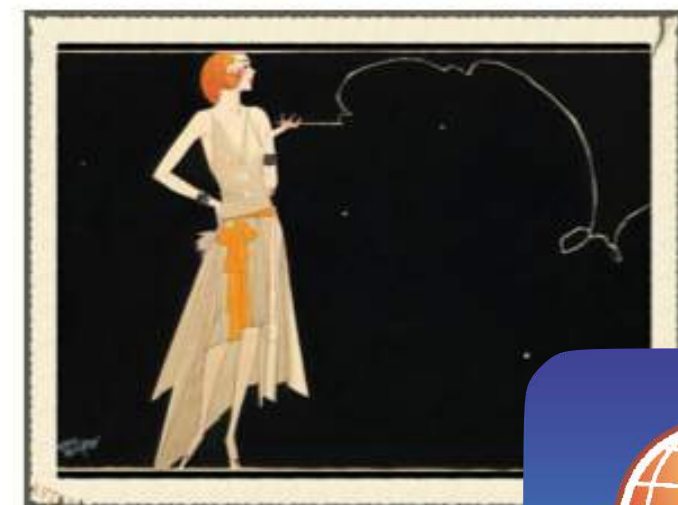
1920s
Economic Boom



18th Amendment established the Prohibition of alcohol



Jazz music influenced the "flapper" style of the 1920s





Cuban Music: From Cuba to the World



1940s

Pérez Prado was born in 1916 in Cuba and moved to Mexico City in 1948. He popularized the mambo internationally, after touring the United States with his dramatic big band. The latter was frowned by singer Beny Moré. Prado's brass-heavy instrumentation was similar to the big bands of the swing era.



1950s

Celia Cruz was born in the year 1925 in Havana, Cuba. Despite her mother's opposition and her Catholic upbringing, Celia learned Santería songs at an early age. In her teens, she sang in cabarets. In 1950, she made her first major breakthrough as the lead singer of the group *Sonora Matancera*.



1980s

In 1984, Miami Sound Machine burst onto the dance charts with the hit "Dr. Beat." This band featured Cuban-American singer Gloria Estefan. The band combined ballads and Latin pop with disco, funk, and R&B.



1990s

Albita is a Grammy-winning Cuban-American singer, producer and composer. Her parents were well known Cuban folk music singers. She began her career in Cuba but in 1993 she made Miami her home. Her career in the U.S. has been very successful. Her musical accomplishments include: two Grammys in the category of Best Contemporary Tropical Album, being invited to perform for four Presidential functions and being cast for a major role in Broadway.

Today

Pitbull is an American rapper and Latin Grammy winning artist from Miami, Florida. As the child of Cuban expatriates, he was exposed to the works of José Martí since an early age. His musical style was influenced by the Miami bass genre of pop music. He has also released several mixtapes composed of freestyles and remixes of popular rap music.



Social Studies

Activity: Tropical Dreams

Foreign Language (Spanish and French)

Activity: American Sabor

Apps Used



Camera



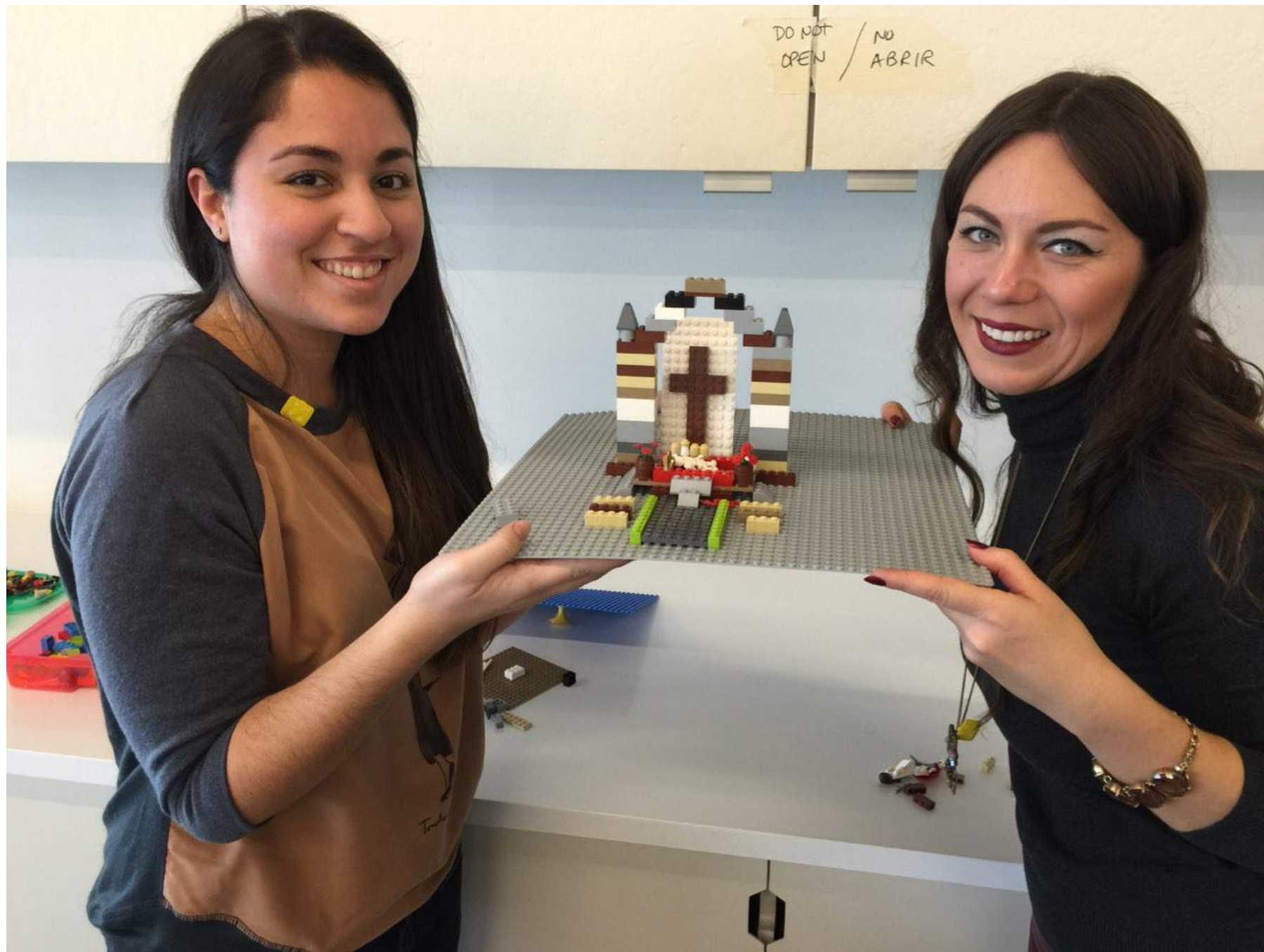
Glogster



Fine Arts

Location: Perez Art Museum Miami

Activity: Starcrossed Stop Motion





Fine Arts

Activity: Starcrossed Stop Motion

App Used



iStopmotion



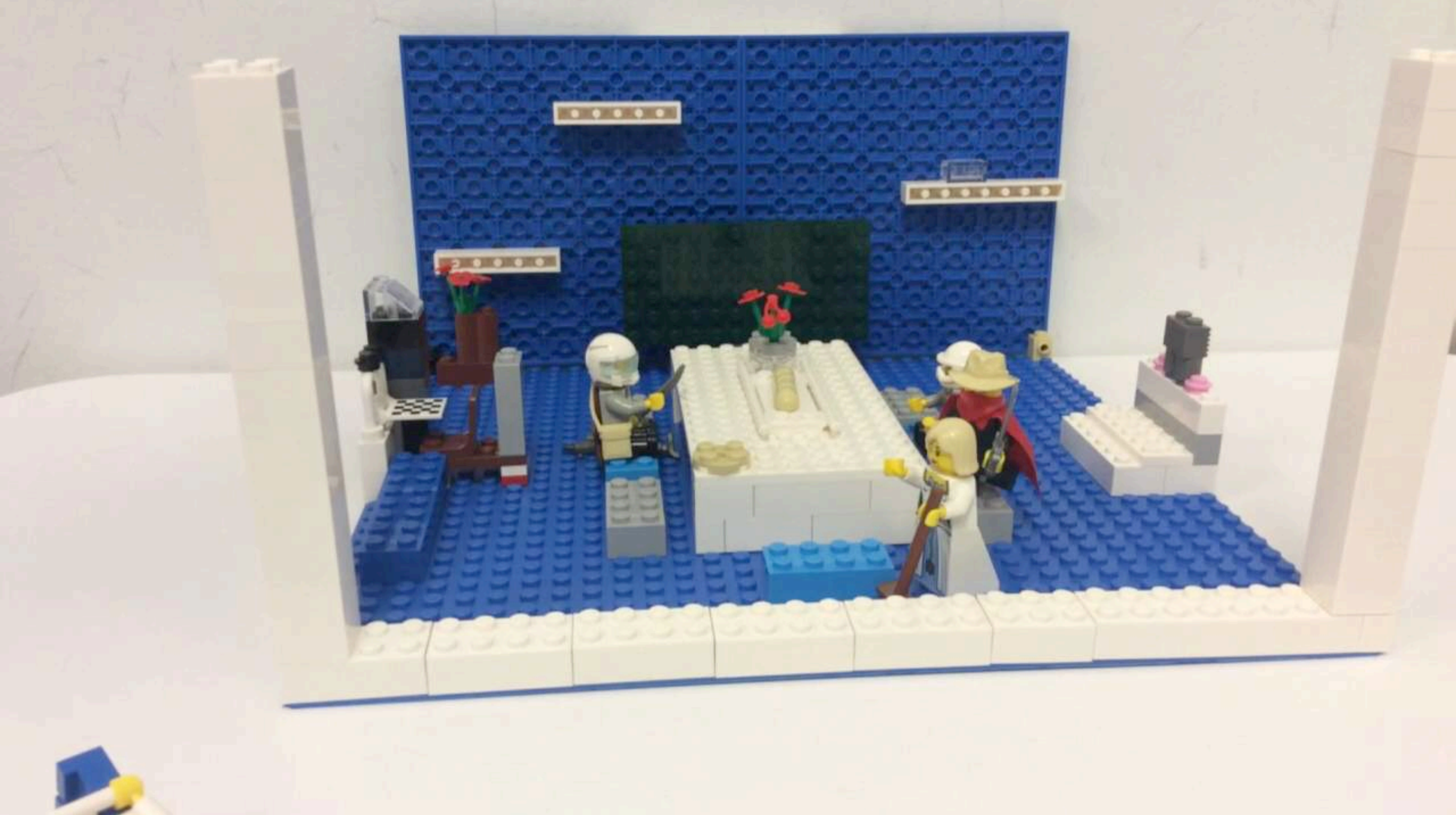
Language Arts

Location: Perez Art Museum Miami

Activity: Reinterpreting Literature as Film







Language Arts

Location: Perez Art Museum Miami

Activity: The Song of ----: heroic poems

Let it go!
The moon glows white on the ocean
tonight! Hubris in me, just set me free!
Let it go!
Be the mortal you always meant to be!
Not a vessel to be seen! Can't hold me back anymore!
Conceal, don't feel!
An island of desperation! Let it go!
Don't let it grow!
And calypso is the queen! Let it go!
Cause now I know!
My crew was taken pride on the shore!
storm outside! Can't keep them
safe, ! Don't care what Poseidon says!
Let his storm rage on!
Athena knows I tried!
I'll see Penelope any way!



Language Arts

Activity: Reinterpreting Literature as Film

App Used



iStopmotion

Language Arts

Activity: The Song of ----: heroic poems

Apps Used



Soundtrap



Garageband



Science

Location: Bill Baggs State Park

Activity: Mad Science!



Percent Oxygen in Air

Setup

7. Remove the steel wool from the beaker of vinegar and wring it out, draining the vinegar into the beaker.
8. Stretch apart the steel wool and thoroughly dry it with paper towels.



Q2: Why is it necessary to rinse the steel wool in vinegar?

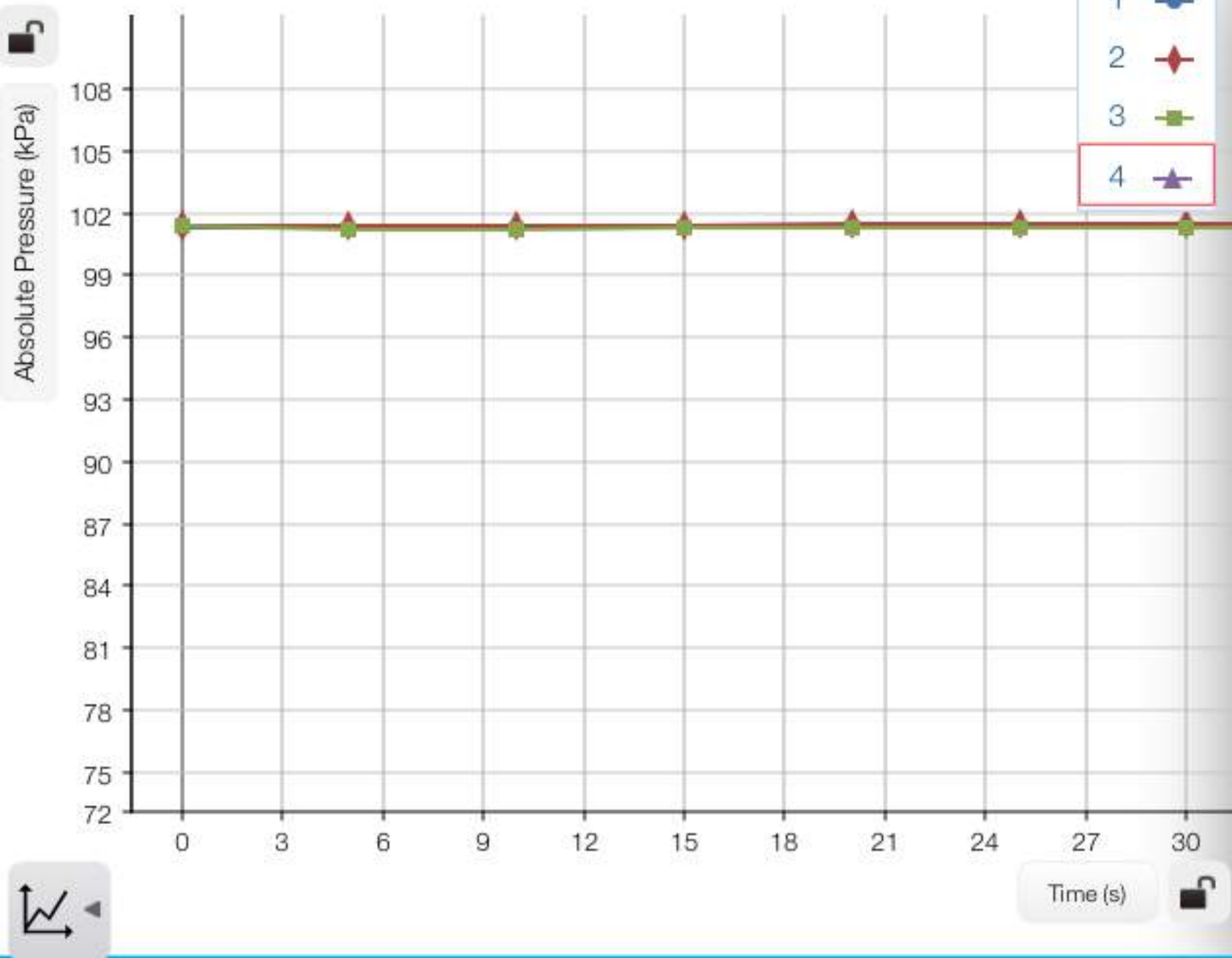


SNAPSHOT

The steel wool needs to be rinsed in vinegar because...to clean off the layers that are protecting the iron



Percent Oxygen in Air

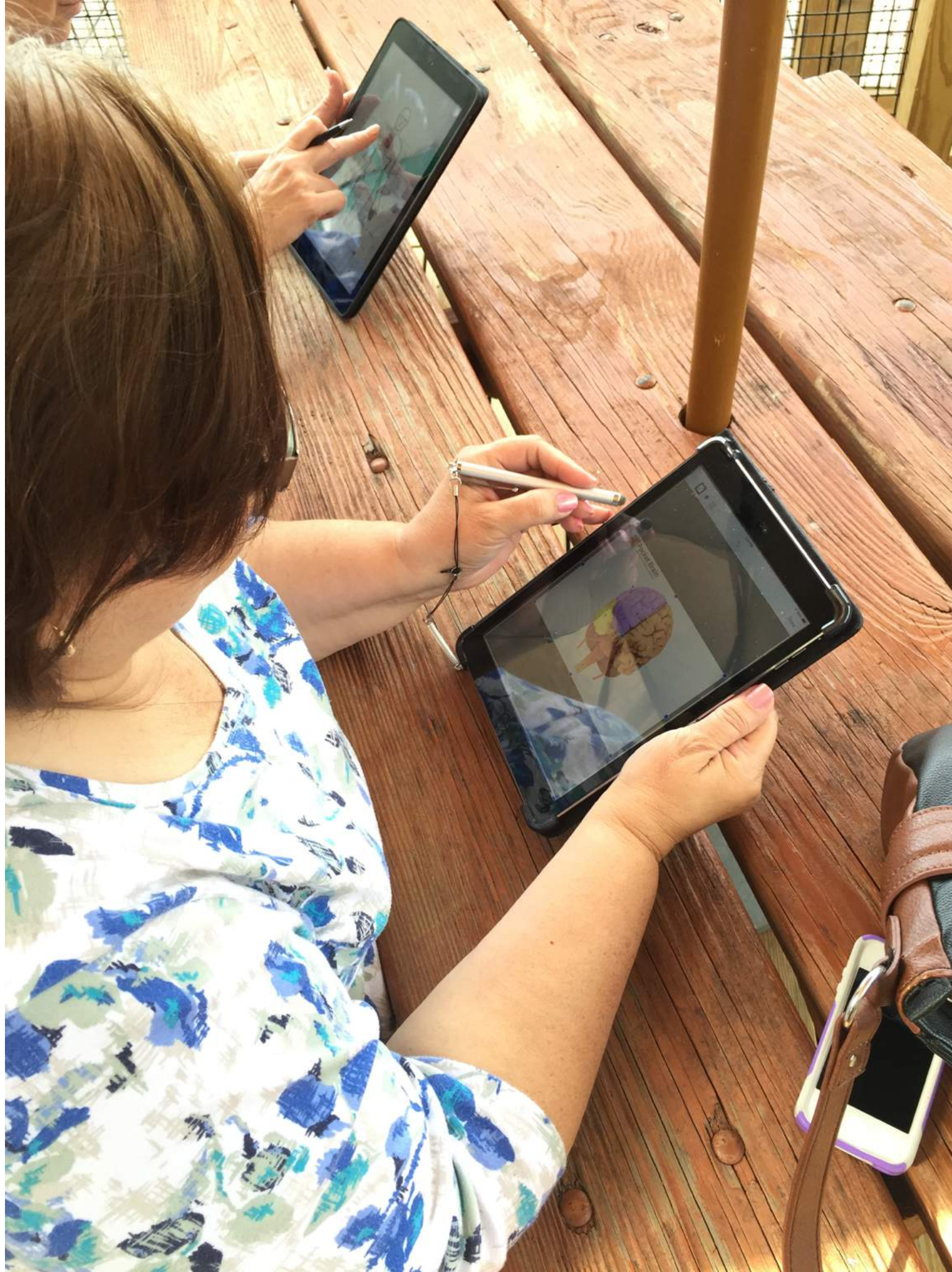


Q6: Write a sentence explaining the reaction occurring in the test tube. Explain where each substance comes from and its physical state (solid, liquid, or gas).

SNAPSHOT

A reaction is occurring between...Iron is a solid and was in the steel wool, the oxygen is a gas and came from the air, the iron oxide is a solid and was produced







Science

Activity: Mad Science!

Apps Used



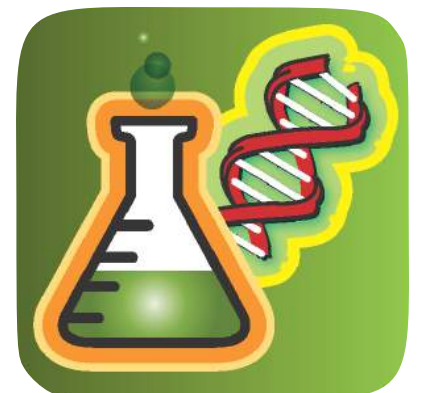
Sparkvue HD



Pocket Anatomy



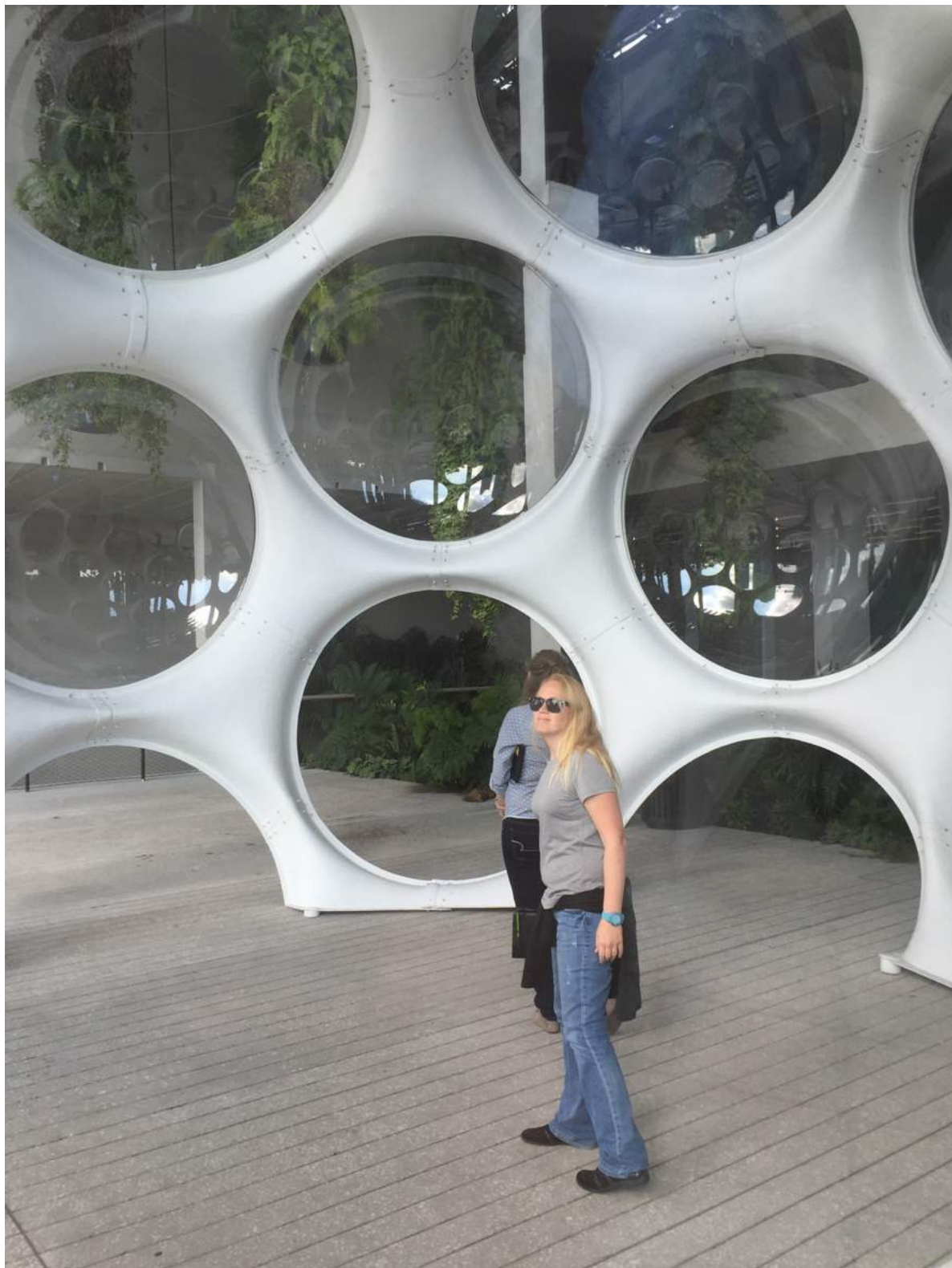
GeoHunt



Math

Location: Perez Art Museum Miami

Activity: The Language of Math





The total surface area of the table can be found by multiplying the length and width of the sides and then the two sides are added. The table has no volume since it does not have the capacity to hold or retain any liquids or solids.

The table is a long rectangle that is four feet and is one meter wide.

4 ft x 1 m

This leg is a cylinder with a diameter of 4 inches.

The joint is a cylinder that connects the legs at the center.

The table legs intersect with the middle support pole and

the joint is a cylinder.

The length of the table is 6 feet with a width of 1 foot.

The arms are flat.

The total surface area of the seat is 10 square feet.

The chair surface is square with curved edges and all consistent corners.

The shape of the back of the chair is a curve at an angle.

The rectangle has a width of 15 inches and a height of 15 inches.

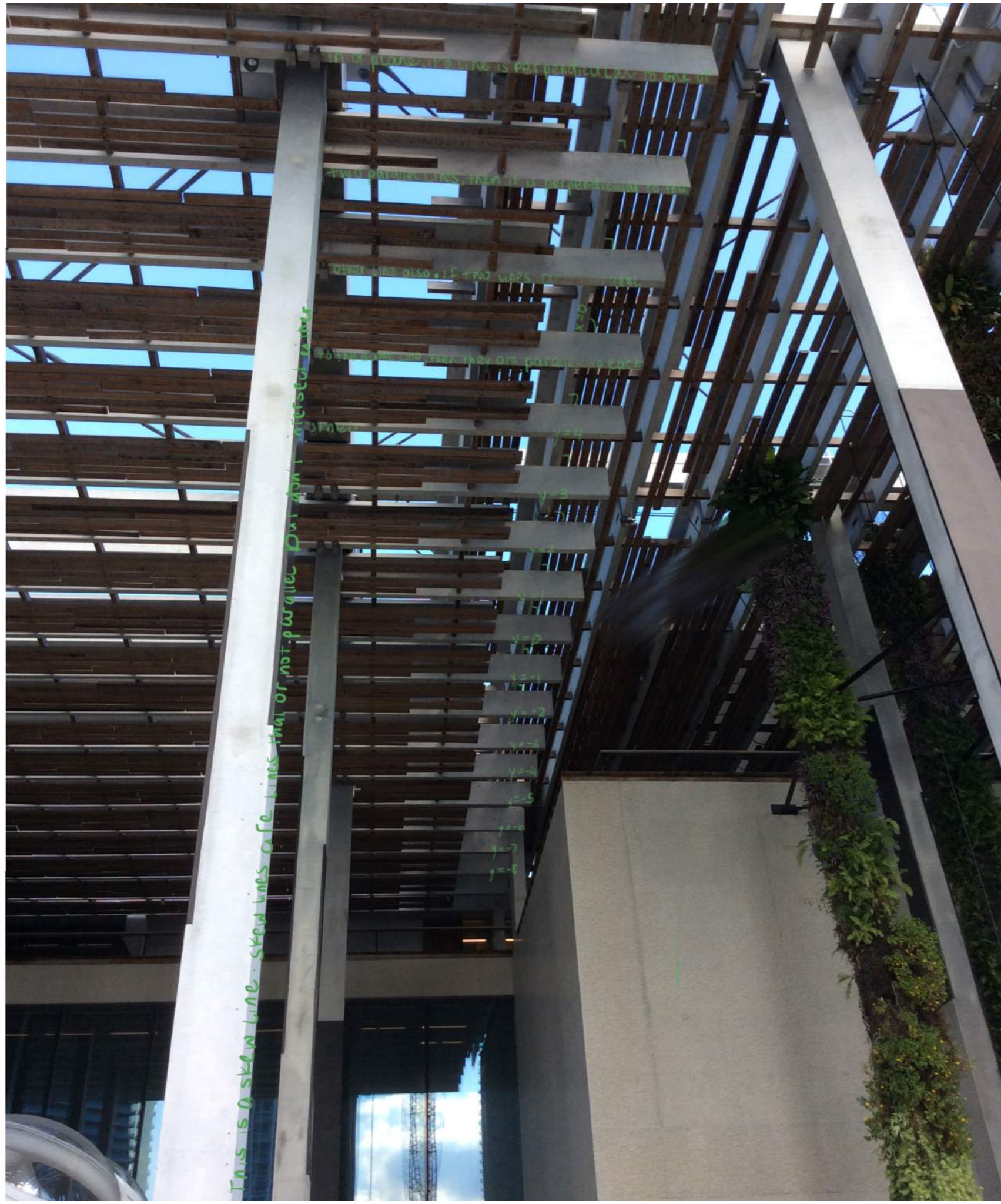
The arms are rectangular.

The chair has a curved back and a curved seat.

The chair has a curved back and a curved seat.







In a plane, if a line is perpendicular to one of

7

two parallel lines, then it is perpendicular to the

7

other line also. If two lines are parallel

$\frac{0}{x}$

to the same line, then they are parallel to each

7

other.

$$y=4$$

7

$$y=3$$

7

$$y=2$$

7

$$y=1$$

7

$$y=0$$

$$y=-1$$

$$y=-2$$

$$y=-3$$

$$y=-4$$

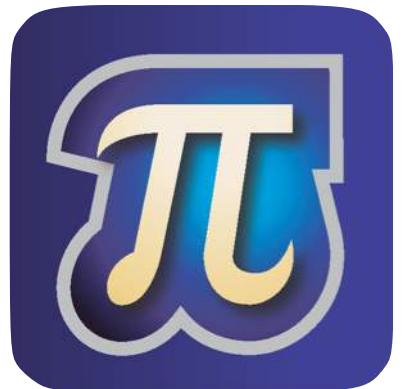
$$y=-5$$

$$y=-6$$

$$y=-7$$

$$y=-8$$

This is a skew line. Skew lines are lines that are not parallel but don't intersect either.



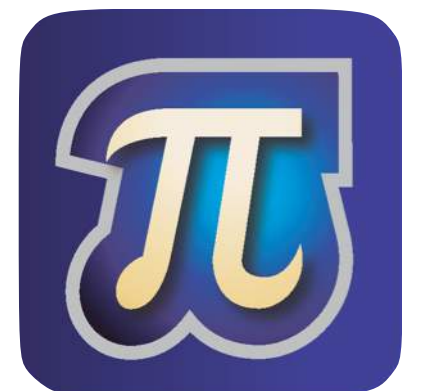
Math

Activity: The Language of Math

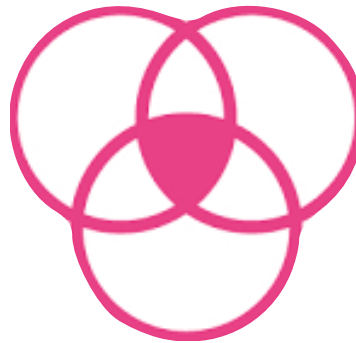
App Used



Procreate



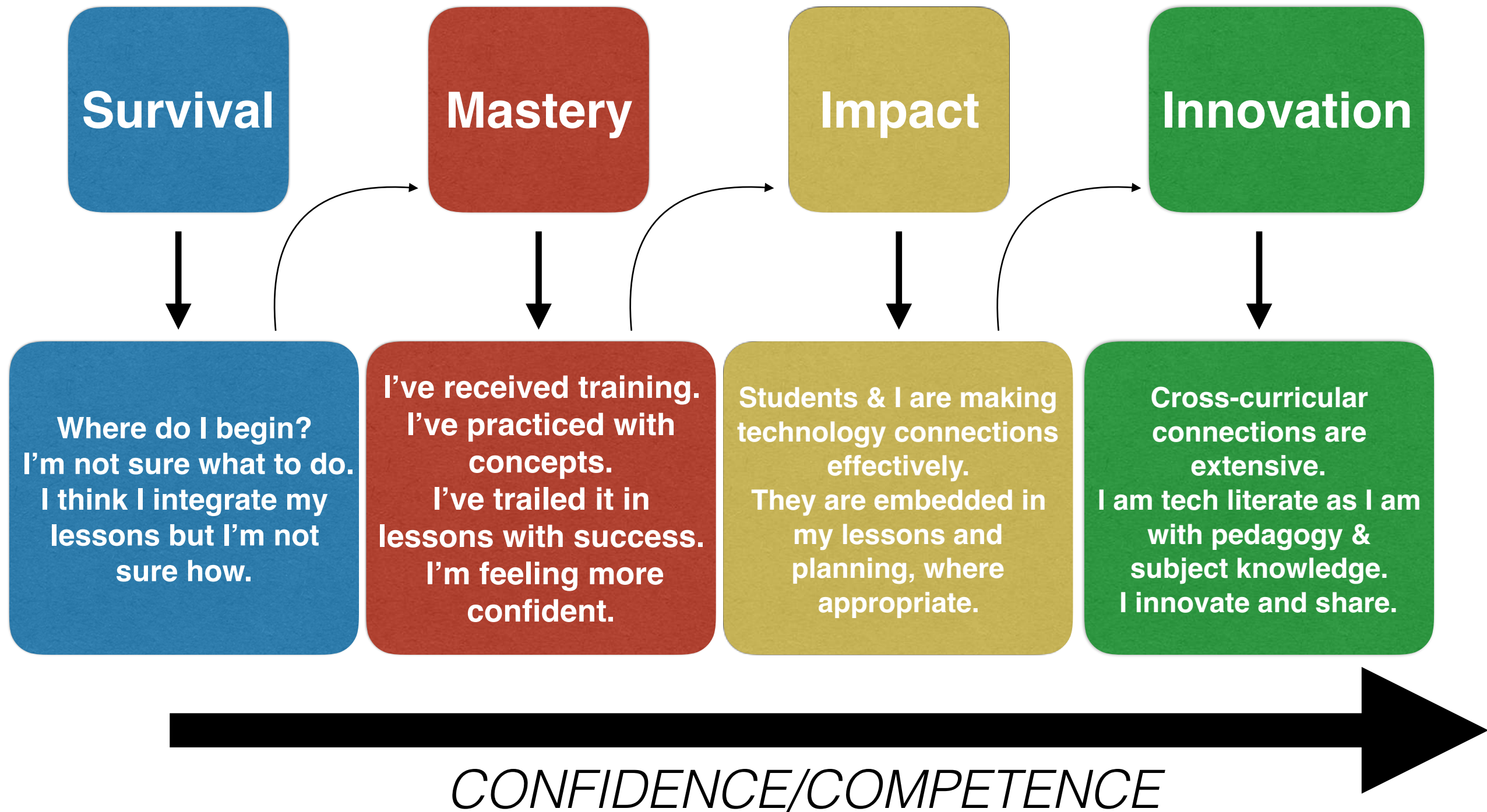




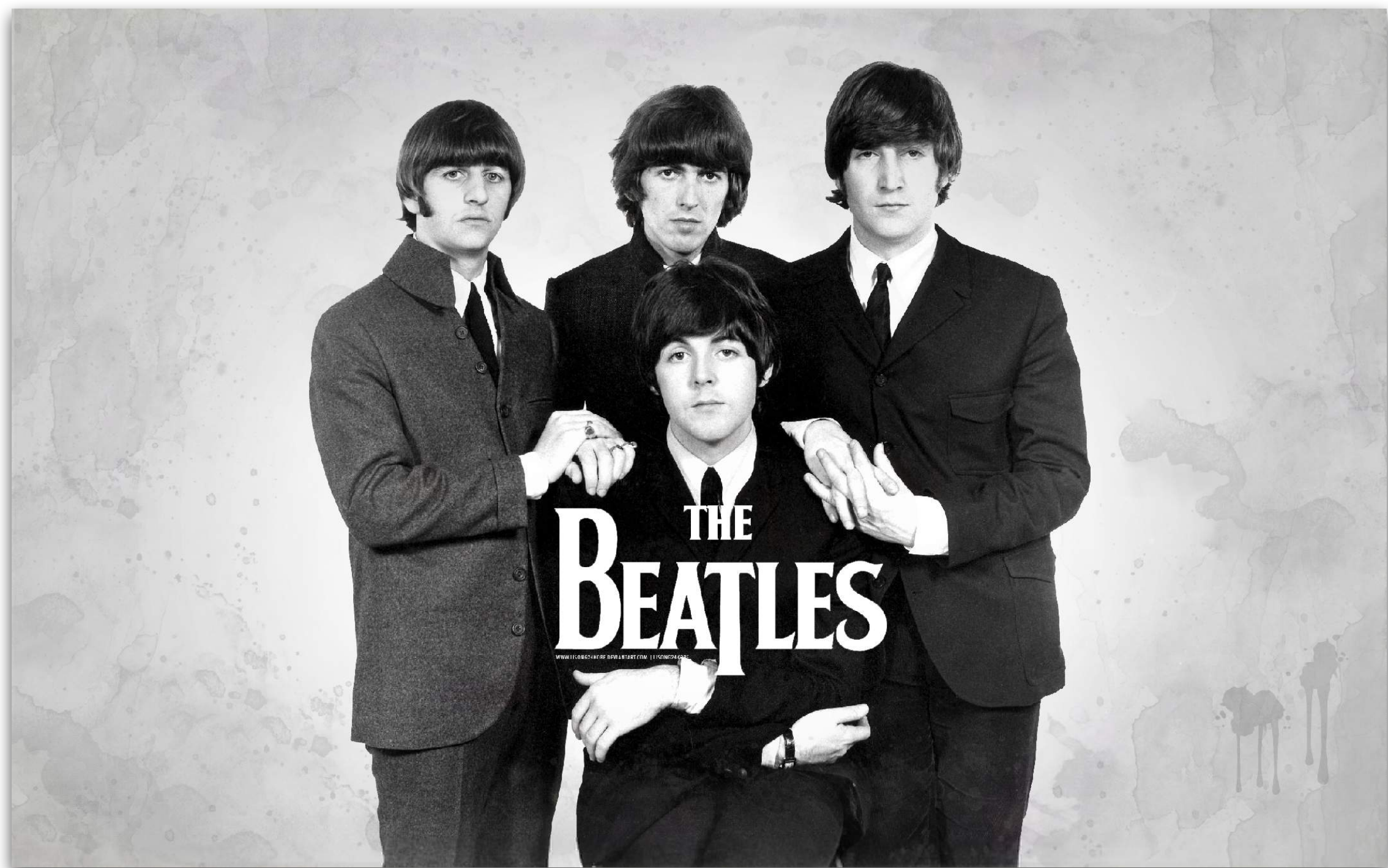
FACULTY CHALLENGE

Student Centered Learning

Teacher confidence in Technology Competencies







The **expert**
in anything
was once a
beginner.



Laptops
classkick.com

iPads

Download Classkick app



Laptops

student.masteryconnect.com

iPads

Download MasteryConnect Student app



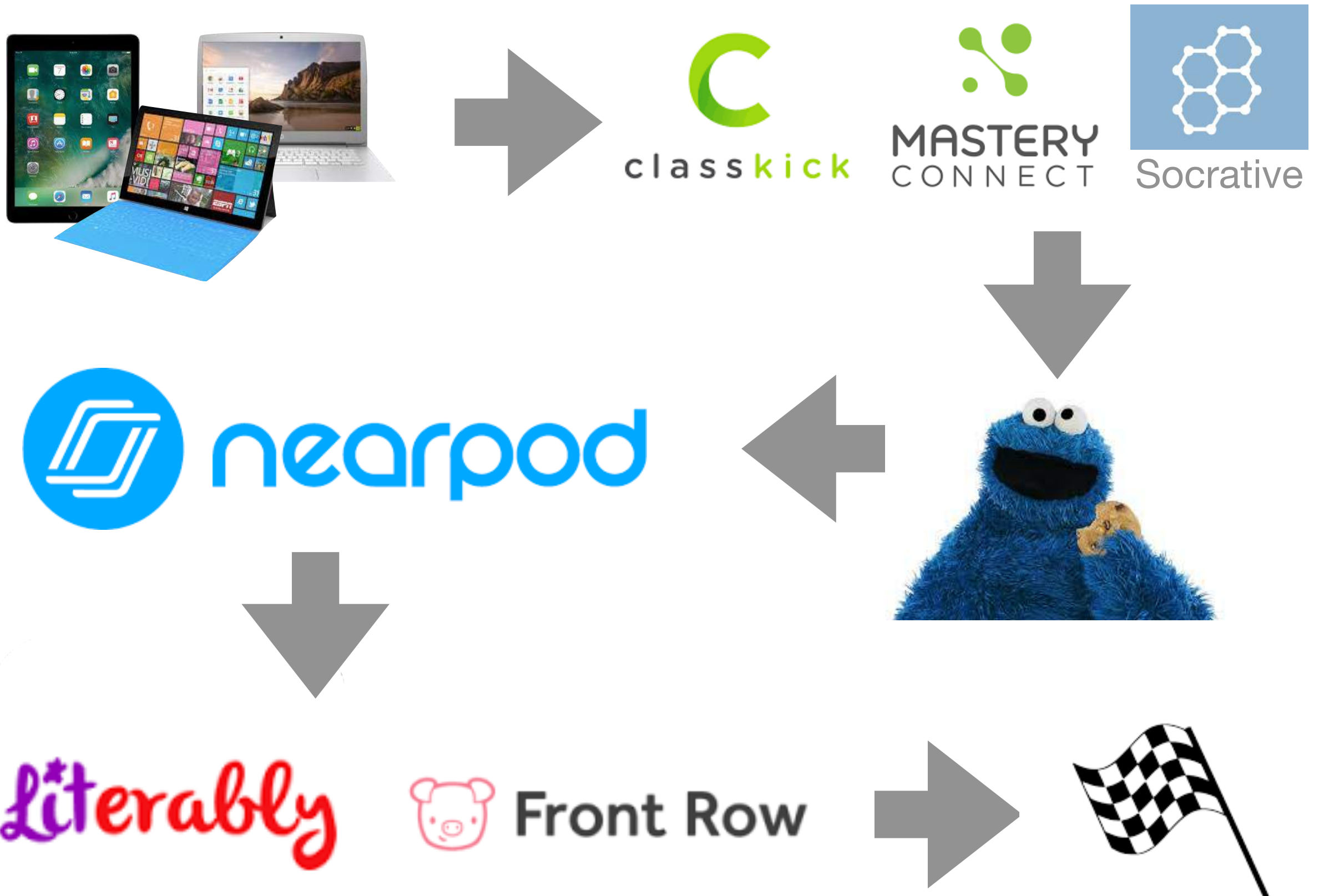
Laptops

b.socrative.com

iPads

Download Socrative Student app
& Socrative Teacher app

The Game Plan





Laptops

nearpod.com

iPads

Download Nearpod app



Q&A

Fredy Padovan

Edjuvinator / iTeach Academy
fredy@me.com



bit.ly/archseattle818



Apple Teacher
2016



Distinguished
Educator