

IS SPRING HERE YET?

As I write this it is the end of January, pouring rain and almost 50 degrees out. It feels like March not January. But we all know Mother Nature will remind us this is upstate New York and Spring is no where in sight. Therefore, instead of going back into hibernation why not come visit us on a Tuesday?

We have some great projects going on. We have folks who are cre-

ating podcasts for the students.

We have folks who are creating spreadsheets to analyze student data.

We have three or four projects teachers are working on for Black History Month.

The beauty of Tuesdays is; you get to choose what you want to work on. We also can help you learn

something brand new if you want to learn.

All we ask is that you send us an email and let us know you are coming. We always have snacks and would love to see you!



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UNDERGROUND RAILROAD

Scholastic has always been a top notch site for finding great resources. Well, true to form, this month we are featuring a site they have developed

on the underground railroad. There are slideshows, reading lists, primary sources, lesson plans, worksheets. The list goes on and on. If you want

to teach the underground railroad this is a one stop shop site.

http://teacher.scholastic.com/activities/bhistory/underground_railroad/?ESP=Teachers/ib/20091228/awa/bhm_sa_underground_railroad_2_5/salp/tout/

What Is Technology Integration?

To continue on a theme we started last month, and following Edutopia's articles, this month we focus on exactly what is technology integration.

Technology integration is the use of technology resources -- computers, digital cameras, CD-ROMs, software applications, the Internet, etc. -- in daily classroom practices, and in the management of a school. Technology integration is achieved when the use of technology is routine and transparent. Technology integration is achieved when a child or a teacher doesn't stop to think that he or she is using a computer or researching via the Internet.

Technology integration is achieved when technology is accessible and readily available for the task at hand, the 21st Century task. Technology integration is achieved when technology tools support the curricular goals, and help the students to effectively reach their goals. Students are more actively engaged in projects when technology integration is a seamless part of the learning process. The acceptance of change is a major requirement for technology integration. Technology is continuously changing. It is an ongoing process. It demands continual learning. Change is not always easy. The initial human reaction to change is resistance. Resistance makes for slow change, but change is inevitable.

These are actual quotes from individuals in education show-

ing the initial resistance to new technologies:

The course of change, and the introduction of new technologies, progressed in spite of the initial resistance. Change led to progress.

"Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools."

-- National Educational Technology Standards for Students, International Society for Technology in Education

Today, technology is a transparent part of children's lives. Many homes have computers and Internet connections. These technologies bring the tools of empowerment into the hands and minds of those who use them. They lead to [A Change in Attitude](#). [1]

When effectively integrated into the curriculum, technology tools can extend learning in powerful ways. These tools, including the Internet and multimedia applications, can provide students and teachers with:

- Access to up-to-date, primary source material
- Methods of collecting and recording data;
- Ways to collaborate with students, teachers, and experts around the world
- Opportunities for expressing understanding via images, sound, and text
- Learning that is relevant and as-

essment that is authentic

- Training for publishing and presenting their new knowledge.

These pictures of students from Harrison are all proving that technology integration is alive and well in Harrison Central High School in Gulfport, Mississippi. Technology integration has led to change at Harrison, in the way the teachers teach, and in the way the students learn. It is not an isolated situation. Visit the following schools. Watch and read how technology integration is a part of the students', teachers', administrators' and the communities' lives. Witness just what the integration of technology can do.

[A Remarkable Transformation](#) [2] -- It took time, teacher buy-in, and technology, but this urban school district in New Jersey has gone from dismal to dazzling.

[A 'Fantastic Super' Use of Technology](#) [3] -- Computers and multimedia are seamlessly woven into the curriculum at Mary Scroggs Elementary School.

[Broadband, Big Screen! Enlivening English Language Learning in Southeast Los Angeles](#) [4] -- To help his students broaden their English language skills, this fourth-grade teacher creates visual lessons using digital cameras and Internet search engines.

[A Seamless Integration of Technology](#) [5] -- At Sherman Oaks Community Charter School, interactive technologies support the curriculum and facilitate communication among the staff.

Black History Month

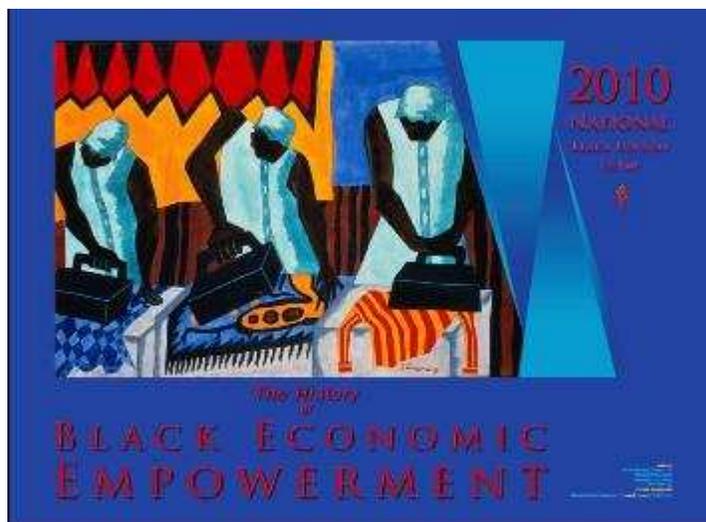
<http://www.asalh.org/95thconvention.html>

Every year a different theme is chosen for Black History Month. This year the theme is economic empowerment and the impact African Americans can have. This article is from the Association for the Study of African American Life and Heritage. Annually, they help develop the theme for the 2010 Black History month celebrations. The article is followed by links for classroom use.

“The need for economic development has been a central element of black life. After centuries of unrequited toil as slaves, African Americans gained their freedom and found themselves in the struggle to make a living. The chains were gone, but racism was everywhere. Black codes often prevented blacks from owning land in towns and cities, and in the countryside they were often denied the opportunity to purchase land. Organized labor shut their doors to their brethren, and even the white philanthropist who funded black schools denied them employment opportunities once educated. In the South, whites sought to insure that blacks would only be sharecroppers and day labors, and in the North whites sought to keep them as unskilled labor.

Pushing against the odds, African Americans became landowners, skilled workers, small businessmen and women, professionals, and ministers. In the Jim Crow economy, they started insurance companies, vocational schools, teachers colleges, cosmetic firms, banks, newspapers, and hospitals. To fight exclusion from the economy, they started their own unions and professional associations. In an age in which individuals proved unable to counter industrialization alone, they preached racial or collective uplift rather than individual self-reliance. The late-nineteenth and early twentieth centuries witnessed an unprecedented degree of racial solidarity and organization.

In 1910, a group of dedicated reformers, black and white, gathered to create an organization to address the needs of African Americans as they migrated to the cities of the United States. The organization that they created a century ago became we all know as the National Urban League. This year ASALH celebrates the centennial of the National Urban League by exploring racial uplift and black economic development in the twentieth century.”



Black Economic Empowerment

Poster plus a list of people who have been central to the economic empowerment of blacks

http://www.oneamerica.net/index.php?main_page=index&cPath=5_58

Amazing Reading List

<http://www.justreadflorida.com/BHM.asp>

Black History Month Song

This is a theme song written for Black History Month 2010. Older students will love it.

http://www.youtube.com/watch?v=5x34cZ_JOSc

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CITY SCHOOL DISTRICT OF ALBANY

FOREIGN LANGUAGE SITES



Community Technology Initiative

This is a shameless plug. We have resources for the Foreign Language teachers off the webhelp page. Please use them! But to get you started here are some of them!

<http://webhelp.albany.k12.ny.us/instructional/curriculum.htm>
Click on Foreign Language.

If you would like to contact us:
Sandy Paben
441-5605 (cell)
Saratoga35@aol.com
Spaben@albany.k12.ny.us

Jim Lovett
337-7818
jlovett@albany.k12.ny.us

[http://
webhelp.albany.k12.ny.us/
Instructional](http://webhelp.albany.k12.ny.us/Instructional)

Internet4 the classroom

<http://www.internet4classrooms.com/flang.htm>

UNH Links

<http://www.unh.edu/spanish/lina/resources.html>

Kathy Schrock's Sites

[http://school.discoveryeducation.com/schrockguide/world/
worldrw.html](http://school.discoveryeducation.com/schrockguide/world/worldrw.html)

Great Site!

<http://www.uni.edu/becker/>

Live Mocha

<http://www.livemocha.com/>

General BHM Sites

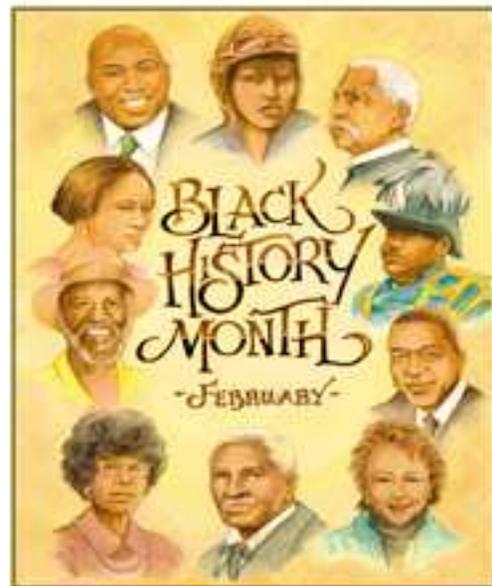
[http://holidays.kaboose.com/what-is-black-
history-month.html](http://holidays.kaboose.com/what-is-black-history-month.html)

[http://www.teachervision.fen.com/black-
history-month/teacher-resources/6602.html](http://www.teachervision.fen.com/black-history-month/teacher-resources/6602.html)

[http://www.lessonplanspage.com/
BlackHistoryMonth.htm#](http://www.lessonplanspage.com/BlackHistoryMonth.htm#)

Coloring Pages and Crafts

[http://www.crayola.com/calendar/detail.cfm?
event_id=162&year=2010](http://www.crayola.com/calendar/detail.cfm?event_id=162&year=2010)



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main_page=index&cPath=5_58](http://www.oneamerica.net/index.php?main_page=index&cPath=5_58)