



**2009-2010
Project List
(Anglophone sector)**

TIER 3

District 2

Global Schools; Nancy Mahoney; Port Elgin Regional School, District 2 (\$28,679)

Though there are many exciting writing lessons taking place, students are often unmotivated in their writing. For struggling students especially, this lack of motivation leads to few gains in the area of writing. Gifted students also tend to under achieve when they lack proper motivation. This project will engage students in authentic reasons for writing by linking two topics they are passionate about – the environmental issues, and communication with other teenagers on the internet. Because they will be discussing environmental issues with students whose first language is not English, the need for clear, focused writing will be important in order to be understood.

Cultural Cafe; Richard Daley; District 2 office (\$35,810)

Current "English Additional Language" (EAL) practices engage primarily linguistic learners—those who will inevitably learn English rapidly due to an innate ability. However, many international students have strengths in other areas: visual/spatial, bodily/kinesthetic, logical/mathematical, musical, intrapersonal, and interpersonal. During this project EAL students will engage in a variety of hands-on, multi-sensory projects and will work collaboratively to create real-world products. They will have authentic reasons to improve upon their listening, speaking, reading, and writing skills. This project will establish an engaged learning environment designed for international students to overcome their language barrier, improve their language acquisition skills while transforming them from passive to active learners

HTHS Virtual Science Extravaganza; Stacey Duff; Harrison Trimble High School, District 2 (\$39,999)

The HTHS Virtual Science Extravaganza (HVSE) is an online science fair with a fresh, innovative twist. A typical science fair provides students the opportunity to learn about and apply the scientific method - a tool that helps to solve problems of interest and determine answers to questions in a logical format. Ordinarily, a science fair would culminate with the submission of the students' work in the form of a report to the teacher. Here's the twist provided by the HVSE: the students, upon completing their independent student-lead inquiry, will present their findings as a 'real-world product' that highlights their strengths. In other words, the students will create a song, poem, brochure, dramatization, poster or power point. Further, the students will share their learning, not only with peers and teachers, but also with the community.



District 16

Miramichi Star Troopers; Adam Hayward; Miramichi Rural School, District 16 (\$35,169)

2009 marks the United Nations International Year of Astronomy and the 400th anniversary of the Galileo telescope – a perfect time to launch the Miramichi Star Troopers project. This ILF project will empower Miramichi Rural grade six students to become recognized as experts in astronomy, utilizing their knowledge to put on workshops, presentations and “Star Parties” throughout District 16 and beyond to other parts of New Brunswick.

District 17

Literacy through Broadcast Journalism; Dale Nash; Chipman Forest Avenue School, District 17 (\$39,646)

Through this project a fully function Broadcast Studio/Media Centre will be created that will benefit both middle and high school students, community members, businesses and surrounding areas of Chipman. A broadcast studio team of students will undertake lead roles in community functions and school events by gathering digital data that will then be prepared for digital broadcast. Along with course instruction, students will have access to mentors within the media industry as role models to provide guidance on media coverage, reporting, collecting of digital media and aspects needed to prepare for the broadcasting of community and school media events. This innovative and unique project will increase literacy results for students because it will provide enrichment and the essential tools and resources to become better readers and writers.

District 18

LINKS - Linking Language to Learning Program: An After-School Program for Struggling Readers; Dawn Gallow; Barkers Point School, District 18 (\$26,600)

This ILF project will improve the reading and writing skills of struggling readers in Grades 3 to 5 as well as help them develop an enjoyment and engagement in reading and writing. LINKS will provide a strong remediation to be delivered at a one-to-one ratio, on-site, after school hours, for two hours a week, for thirty weeks.



E-Poetry in an E-World: Where Poetry and Technology Merge; Jill Dunderdale; George Street Middle School, District 18 (\$31,078)

Poetry study at the middle level is not often met with an over abundance of enthusiasm. A grade eight, core language arts class at George Street Middle School including reluctant learners, students with varying academic difficulties and gifted students will team up online with a grade twelve English class to change that attitude by participating in E-Poetry in an E-World: Where Poetry and Technology Merge. Furthermore, by integrating Nancie Atwell's *Naming the World: A Year of Poems and Lessons* with technology, students will create poetic photo stories using photographs taken from their personal portfolios and produce written reflections and critiques to enhance the development of critical reading skills and written expression.

Write for Me; Chantal Lafargue; Fredericton High School, District 18 (\$39,999)

English Language Learners (ELL) arrive in Canada with diverging academic preparedness including: English proficiency, literacy in their first language, and emotional stability. Specifically, ELL students struggle with acquiring mastery of the conventions of English for writing the grade 9 English Language Proficiency Assessment (ELPA). A partnership project, Write for Me, will permit ELL students at Fredericton High School, Bliss Carmen and George Street Middle Schools to use technology to work autonomously and collaboratively. Such measures will ease the transition from middle school to high school and foster a dialogue amongst literacy teachers about improving writing skills.

The Whole World in Their Hands; Nancy Stairs; Leo Hayes High School, District 18 (\$38,720)

Reading is the world – and this project will put ‘the whole world’ into the hands, hearts, and minds of students. “The Whole World in Their Hands” will engage learners by moving students away from class novels and toward self-selected texts. The short-term outcomes are to increase student interest, motivation, comprehension and awareness of the literary world that surrounds them digitally. The long-term outcomes are to set students on a path of lifelong reading while increasing their levels of comprehension of what they read. In partnership with Fredericton High School, a ‘virtual’ Book Club where the students from the two high schools can rave, rant, review, recommend, and respond to one another. Together they will co-produce a Literacy Showcase to demonstrate their renewed love of reading and their increased understanding of what they read.

Two River Ecosystem Project – “Classroom at the River”; Lisa Martin; Stanley Regional High School, District 18 (\$38,376)

Students need to see, feel and explore in order to see the relevance that Science plays in our day-to-day lives. In this ILF project, Grade 6 and 7 students of Stanley High School and Upper Miramichi Regional High School will use a variety of technology to conduct scientific investigations relative to the Nashwaak and Miramichi River systems. Students will be immersed in an inquiry-based project which will teach them to gather data, hypothesize, and use various tools to test, analyze and make conclusions.