



Request for Funding

- All funds must be used by May 1, 2020. A final program evaluation must be submitted by May 15, 2020.
- (Requests will not be accepted without the requesting parties signature)*

*****Please complete all sections.*****

Requester:	Tracy Smoak	
Project Title:	Crossing Cultural and Economic Borders	
School Name:	Lake Minneola High	
Academic Subject:	English	
Grade(s):	Juniors and seniors	
Number of Students:	100	
Number of Participating Teachers:	1	
Amount Requested:	\$352.10	
Please provide a detailed budget of how funding will be expended for this project.		
Expense Category:	Amount:	Reason:
Program Materials (Consumable)		
Program Materials (Non-Consumable):	\$352.10	Purchase classroom set of books for literature circles about immigration for a cross-curricular research unit: Will Hobbs' "Crossing the Wire" 25 copies @ \$5.99 each = \$149.75 Melissa Fleming's "A Hope More Powerful than the Sea" 15 copies @ \$13.49 each = \$202.35
Transportation:		
Program Implementation (not to exceed 10%):		

Other (Please Specify Expense):		
TOTALS	\$352.10	
In Kind Contributions that benefitted project:		
Project Detail		<p>Encourage students with choice of text to work in collaborative groups to research the complexity of issues surrounding immigration.</p> <p>One text centers on Mexico in a simple fictional narrative while the other title is nonfiction focusing on a survivor's flight from Syria.</p>
Other Funding Sources: None		
<p>Program Rationale: (Why is this program important?)</p> <p>With current national and international concerns regarding refugees due to civil wars, violence or natural disasters, students need to be informed about complexities impacting regions. Funding this grant would meet the Foundation's objective to increase literacy by providing two texts for research. Hobb's fiction revolves around a young man's flight from Mexico to the United States (Lexile 670L). Fleming's nonfiction (Lexile 1040L) reports the true story of a Syrian woman's escape to Italy.</p> <p>Including both titles allows for tiered instruction and student choice. These books represent highly engaging, relevant topics in modern formats that provide a neutral forum from which to analyze culture and economics.</p> <p>Without the Foundation's gift, this compelling content would not be possible since dated textbooks tend to focus on traditional literature such Shakespeare. Though our school is blessed with technology, we are not able to mass-purchase Kindle or other online contemporary titles through individual student Chrome devices.</p>		
<p>Program Impact: (How will the teachers and students benefit from this project?)</p> <p>Students have the opportunity to engage in real-time discussions about humanitarian issues and roles communities assume in offering sanctuary. How do we assist those in need while stewarding limited resources?</p> <p>Teachers have the chance to offer a provocative research question that doesn't specify glib answers but instead reveals the many facets and opinions revolving around immigration. This interdisciplinary unit combines reading and assessing content from history, civics, science, geography and mathematics.</p>		
<p>Program Evaluation Method: (How will you measure teacher and student success?)</p> <p>Students work as teams to prepare a presentation explaining their reaction to what they learn about the impact of closed and open borders. How have their views of immigration matured/evolved/alterd as a result of reading the materials? They may do additional research using current news articles to expand content presented.</p> <p>Presentation Rubric (100 points total): 20 points – artistic display of poster that conveys a major theme about immigration 40 points – convey four facts learned about immigration; one must be data or statistics (10 points each) (continued next page)</p>		

Presentation rubric continued:

- 15 points – good public speaking techniques with clear articulation, eye contact and engaging content (5 points each to show no mumbling; confident understanding of content; need to have material memorized)
- 25 points - use at least one current news article to connect to the book chosen; explain how ideas are similar or different; take analysis to a deeper level than recall (15 points for an outside article found; 10 points for explaining connection)

Students also will spend one class period writing an individual informal reflection about what has been learned in this immigration unit. What information impacted them most? Why? This exercise meets the district objective to write an informative/explanatory essay.

Program Timeline: (provide a project start date and completion date)

In keeping with the county blueprints for the first nine weeks to write an informative essay, we would like to start this project in October for completion by the end of November.

English Research 2019: Crossing Borders

Grade/Class/Subject: Secondary English

Submitted by Tracy Smoak – Lake Minneola High

Unit/Theme: How do borders (both physical and psychological) impact us?

Summary: This unit invites students to read fiction and nonfiction to discover information relevant to immigration. Students will work in cooperative groups using a problem-based model to evaluate a variety of sources.

Standards:

LAFS.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.

LAFS.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source

LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SIOP Features

Preparation	Scaffolding	Grouping Options
<input checked="" type="checkbox"/> Adaptation of Content	<input checked="" type="checkbox"/> Modeling	<input checked="" type="checkbox"/> Whole class
<input checked="" type="checkbox"/> Links to Background	<input checked="" type="checkbox"/> Guided practice	<input checked="" type="checkbox"/> Small groups
<input checked="" type="checkbox"/> Links to Past Learning	<input checked="" type="checkbox"/> Independent practice	<input checked="" type="checkbox"/>
Partners		
<input checked="" type="checkbox"/> Strategies incorporated	<input checked="" type="checkbox"/> Comprehensible input	<input checked="" type="checkbox"/>
Independent		
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Hands-on	<input checked="" type="checkbox"/> Individual
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Meaningful	<input checked="" type="checkbox"/> Group
<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Linked to objectives	<input checked="" type="checkbox"/> Written
<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Oral

Lesson Sequence (five weeks)

Day One

Ask students if they ever have moved to a new area. Why did they relocate? What were advantages and disadvantages with the change of address? Have students share answers in small groups, then create a T-chart recording pros/cons of going to a new home.

Use their feedback as a springboard to introduce the larger issue of immigration across national borders.

Have students view and discuss the 16-minute video of Melissa Fleming's (United Nations High Chairman on Refugees) 2014 TED talk titled "Helping Refugees Thrive"

https://www.ted.com/talks/melissa_fleming_let_s_help_refugees_thrive_not_just_survive?language=en

As a formative assessment, have students write an informal reflection what the words "migrant," "immigrant" and "refugee and asylum seekers" mean to them.

Day Two

Connect with current news headlines by having the whole group read the January 7, 2019 New York Time's UpFront magazine article "Will Ginger Get to Stay?" p. 8-11 by Patricia Smith.

Ask small groups to write a list of questions that may be relevant to the article. What is important to know that the article doesn't address? Are there additional facts that could be considered? Is the article's tone biased? Why or why not?

Guide small groups to reading Upfront's April 1, 2019 article "Venezuela on the Brink" on pages 8 – 11. Have groups create a concept map explaining why people may flee their homes.

Day Three

Have students navigate the U.S. Citizenship and Immigration Services website to learn details.
<https://www.uscis.gov/>

Take a practice citizenship test at <https://my.uscis.gov/prep/test/civics>

Write a reflection how an immigrant might feel trying to navigate this official website.

What did you learn about issues impacting potential immigrants?

Day Four

Have pairs read and discuss UpFront magazine's April 1, 2019 "Battle over the Border Wall" with Time's April 8, 2019 article "How is the Pentagon using military funding to build a border wall?" Students should use a double-bubble map to compare and contrast views.

Day Five

With a foundation from the UpFront articles and web research about immigration, provide students with a book talk explaining the two choices for team research as shown below. Students will have two weeks to complete either title and discuss with a small group how the texts impact their views of immigration. Students choose topic and teams today; tomorrow they start individual research and reading.

Will Hobbs "Crossing the Wire"

fiction

<https://www.amazon.com/Crossing-Wire-Will-Hobbs/dp/0060741406>

Lexile Measure: 670L

Paperback: 224 pages

Publisher: HarperCollins; Reprint edition (April 10, 2007)

Language: English

ISBN-10: 0060741406

ISBN-13: 978-0060741402

Cover Summary: When falling crop prices threaten his family with starvation, fifteen-year-old Victor Flores heads north in an attempt to "cross the wire" from Mexico into the United States so he can find work and send money home. But with no coyote money to pay the smugglers who sneak illegal workers across the border, Victor must struggle to survive as he jumps trains, stows away on trucks, and hikes grueling miles through the Arizona desert.

Victor's journey is fraught with danger, freezing cold, scorching heat, hunger, and dead ends. It's a gauntlet run by millions attempting to cross the border. Through Victor's often desperate struggle, Will Hobbs brings to life one of the great human dramas of our time.

Melissa Fleming's "A Hope More Powerful Than the Sea"

nonfiction

<https://www.amazon.com/Hope-More-Powerful-Than-Sea/dp/1250105994>

Lexile: 1040L

Hardcover: 288 pages

Publisher: Flatiron Books (January 24, 2017)

Language: English

ISBN-10: 1250105994

ISBN-13: 978-1250105998

Summary: *A Hope More Powerful Than the Sea* chronicles the life of Doaa, a Syrian girl whose life was upended in 2011 by the onset of her country's brutal civil war. Doaa and her fiancé, Bassem, decide to flee to Europe to seek safety and an education, but four days after setting sail on a smuggler's dilapidated fishing vessel along with five hundred other refugees, their boat is struck and begins to sink. This emotionally charged, eye-opening true story represents the millions of unheard voices of refugees who risk everything in a desperate search for the promise of a safe future.

Days Six through Seventeen (11 reading days, need to complete 20 pages of text per day)

Students use the CRISS Problem Analysis graphic organizer and the Multi-Flow Thinking Map for Cause and Effect to chart reading and discuss their book of choice. Students need to read about 20 pages per day to complete the books in the allotted time. The two texts vary in complexity and region to spark broader analysis.

Days Eighteen, Nineteen and Twenty

Students work as teams to prepare a presentation explaining their reaction to what was learned. How have their views of immigration matured/evolved/alterd as a result of reading the materials? They may do additional research using current news articles to expand content presented.

Presentation Rubric (100 points total):

20 points – artistic display of poster that conveys a major theme about immigration

40 points – convey four facts learned about immigration; one must be data or statistics

(10 points each)

Presentation Rubric continued:

15 points – good public speaking techniques with clear articulation, eye contact and engaging content (5 points each to show no mumbling; confident understanding of content; need to have material memorized)

25 points - use at least one current news article to connect to the book chosen; explain how ideas are similar or different; take analysis to a deeper level than recall (15 points for an outside article found; 10 points for explaining connection)

Days Twenty-One, Twenty-Two and Twenty-Three

Small-group presentations according to rubric provided.

Day Twenty-Four

Students spend one class period writing an individual informal reflection about what has been learned in this immigration unit. What fact struck them most? Why?

Day Twenty-Five

Students conduct a Socratic seminar about what's been learned about the effects of isolationism and crossing borders – both psychologically and physically. How can they take their new understanding forward to benefit the larger community?

Program Approved By: _____

Principal

Assistant Superintendent/Superintendent

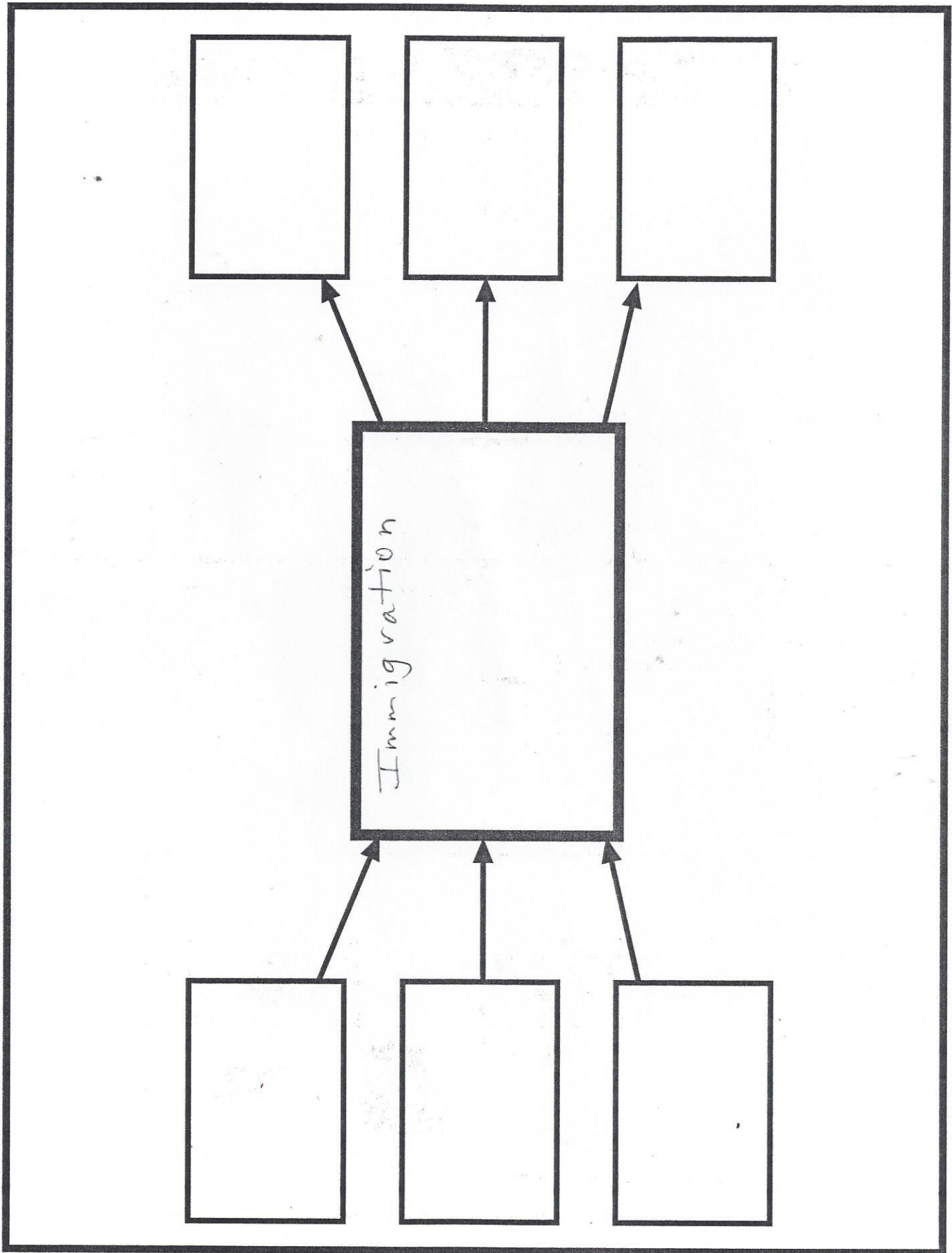
(A principal, assistant superintendent or superintendent signature is required for all requests over \$2,000.00. The superintendent's signature is required for all requests over \$5,000.00. The superintendent's signature is also required for all requests for curriculum or capital expenditures (other than building improvements))

*Requesting party has read and agrees with the funding policies of the Educational Foundation.

Signed: Tracy Snodgrass Date: 8/1/19

Printed Name: _____ Email: _____

To be completed by foundation staff/board



Multi-Flow Map for Cause and Effect

Name: _____

Date: _____

Problem Analysis

PEOPLE/AGENCIES INVOLVED	PROBLEM Closed borders vs. Open borders	SETTING
EVENTS	SOLUTION/RESOLUTION	CONSEQUENCES TO THE SOLUTION OF THE PROBLEM

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Barnes & Noble Quote 977702

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Quote # 977702

Store Number: 2704	Shipping Address:
Prepared For: LCS, Lake Minneola High School Tracy Smoak	Lake Minneola HS, T. Smoak
School/Company: LCS, Lake Minneola High School	101 N Hancock Rd
Store Contact: Angie Roix	Minneola, FL 34715
Contact Phone: (407) 893-6372	
Store Fax No.: (407) 894-0108	
Preparation Date: 07/08/2019	
Order Due Date: 08/08/2019	Customer Phone: (352) 394-9600
	Customer Email: smoakt@lake.k12.fl.us

Product	Title	Author	Publisher	Discount Format Allowed	Destination	Quantity	List Price	% Off	Quoted Price	Extended Price
9780060741402	Crossing the Wire	Will Hobbs	HarperCollins Publishers	TP	Ship-to-Customer	25	7.99	25.0%	5.99	149.75
9781250106001	Hope More Powerful Than the Sea: One Refugee's Incredible Story of Love, Loss, and Survival	Melissa Fleming	Flatiron Books	TP	Ship-to-Customer	15	17.99	25.0%	13.49	202.35

Subtotal:	\$352.10
Shipping:	\$0.00
Sales Tax:	\$0.00
Total:	\$352.10

Please direct any questions to Angie Roix at (407) 893-6372 or CRM2704@bn.com.

Price valid through 08/07/2019. Delivery date depends upon date of order. Additional fees may apply.

Please make checks payable to "Barnes & Noble" and present your Tax Exempt certificate at payment.

If charging to an Institutional Account. Please present your Institutional Account Card and Tax Exempt certificate at payment.

To be completed by foundation staff/board

Program meets Foundation Mission/Funding Policy: Yes or No

Director Recommendations: _____

Executive Board Recommendations: _____

_____ Approved _____ Denied _____

President Signature

Date