DEADLINES & UPDATES
SECOND GRADE CHILD FIND LEA SUMMARY REPORT

Although this report is due on April 19, 2013, you can send it to sfarrell@alsde.edu whenever you have compiled the LEA’s number of referrals from Second Grade Child Find.

PUBLIC NOTICE FOR GIFTED

We continue to see the same mistakes in the required gifted notice printed in the LEA or school’s Code of Conduct or Student Handbook. Please refer to your LEA Plan for Gifted (Plan), Section III. Referrals, B. Public Notice. This can be found on page five of most Plans. The notice should have the following elements:

- The current definition of gifted that includes “or have the potential to perform at”
- Who can refer, including the statement regarding Second Grade Child Find
- How a student is eligible
- Who to contact for a referral

PROFESSIONAL DEVELOPMENT

Application Deadline: April 1, 2013

CLARICE SMITH NATIONAL TEACHER INSTITUTES

These week-long institutes in Washington, D.C., are open to core subject teachers in Grades 6-12. Teachers may be individuals or part of a team. During the institute teachers will explore the connections between American art, technology, and your curricula with other teachers from across the country. Priority is given to teachers of social studies, history, and English/language arts. Registration fee is $200 per person with graduate credits, scholarships and low-cost housing available. For more information, check out the Web site at http://americanart.si.edu/education/dev/cs/. If you have any questions, contact the Clarice Smith Education Team at AmericanArtClariceSmithInitiative@si.edu or call 202-633-8387. This infographic provides some additional information.
**Have You Read…?**

*“SearchReSearch”*  
http://searchresearch1.blogspot.com/  
One post from this blog is featured under Resources with word order making a difference in a Google search. This blog’s author, Daniel M. Russell, is a research scientist from Google. He describes his blog as “A blog about search, search skills, teaching search, learning how to search, learning how to use Google effectively, learning how to do research. It also covers a good deal of sensemaking and information foraging.” You will find tips to help your students become better researchers.

**TWITTER**  
Jim Knight  
@jimknigh99

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**April-September**  
**LEGACY’S 2013 EDUCATOR WORKSHOP SERIES**

“Legacy is offering a series of environmental workshops around the state. All Legacy workshops require a $40.00 non-refundable application fee for Non-Partners ($15.00 of this deposit will give the applicant a one year membership in Legacy’s Partnership Program) or a $25.00 non-refundable application fee for all Legacy Partners. The one exception is the “Learning through Legacy” workshop, which requires a $50.00 fee for Partners or a $65 fee for Non-Partners. Lodging, meals, and materials for the workshops are provided. Legacy is not able to cover substitute teachers and travel expenses to and from the workshop location.”

**April 26-27:** Preserving Alabama’s National Treasures  
Anniston Museum of Natural History

**June 3-6:** Nature’s Nurseries: Exploring Estuaries & The River Delta Bay  
Beckwith Camp and Conference Center

**June 12-14:** Riches of the River: Exploring the Sipsey  
Alabama Museum of Natural History’s Expedition Field Camp

**June 24-28:** Learning Through Legacy Institute  
Birmingham Southern College

**July 8-11:** Arts and the Environment: Making Connections  
Cheaha State Park

**July 29-August 1:** The South’s Richest Forest: Exploring the Longleaf Ecosystem  
Solon Dixon Forestry Education Center

**September 12-15:** Down Under in North Alabama  
Paint Rock Valley Lodge, Estill Fork

For more information, click here, or contact Toni Bruner at 1-800-240-5115 or toni@legacyenved.org. To download a registration form, click here.

**GRANT OPPORTUNITIES**  
**LEGACY GRANTS**  
Deadline: April 26, 2013

“Legacy provides environmental education grants annually through the Legacy Grants Program. Funds for this program are allocated specifically to assist with helping to create environmentally responsible citizens through education. Any non-profit/tax exempt Alabama organization or school planning a community based environmental program is encouraged to apply. Grants are available in any amount up to $10,000.” Download the grant application from the Web site.

**AAGC Grant**  
http://alabamagifted.org  
Deadline: June 3, 2013

The Alabama Association for Gifted Children is pleased to offer grants up to $500 each. The grant application will be available on the Web site within the next two weeks. Follow directions and submit the completed grants before the deadline of June 3, 2013. Grants will be awarded at the AAGC annual conference on September 26-27, 2013.

**CONTESTS & OTHER REAL-WORLD AUDIENCES**  
**AAGC Awards**  
http://alabamagifted.org  
Deadline: August 23, 2013

At the 2012 AAGC annual conference, many awards were presented for excellence in Gifted Education. This year you have a chance to nominate someone who has made a difference in gifted education in Alabama. The award categories are: Outstanding Gifted Specialist Award, Outstanding Gifted Coordinator Award, Outstanding Administrator Award, Outstanding Lifetime Achievement Award, Outstanding Community Member Award, Outstanding Gifted Student Award. To learn more about the nomination process, requirements for each category, or to download a nomination form, go to the AAGC Web site.

**The Gloria Barron Prize for Young Heroes**  
http://www.barronprize.org/how-nominate  
Deadline: April 30, 2013

Do you have a student age 8-18 who has made a significant, positive difference to our planet? Any adult who thoroughly knows the work of the student and is not related to the student may
APPS

Text Draw Lite Free
This app has drawings created from text. Now you and your students can use the pre-drawn designs or create drawings of your own.

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TypeDrawing3.0
$1.99
“TypeDrawing is super easy and perfect for creating typography art and even unique watermarks on your photos. Type a sentence, then just draw with your finger. Voila! You’ve now got a one of a kind, totally unique and amazing typographic work of art. If you love typography, or even if you don’t know what that means, you can easily create poetic visual art with this fun and easy-to-use app. See the example at the end of the newsletter

Noetic Learning Math Contest
http://www.noetic-learning.com/mathcontest
Deadline: April 4, 2013
The Noetic Learning Math Contest is a biannual, problem-solving contest for elementary students in Grades 2, 3, 4, 5, and 6. The contest is in its 5th year and is quickly gaining popularity. The goal of the competition is to encourage young students’ interest in math, to develop their problem solving skills, and to inspire them to excel in math. During the contest, students are given 45 minutes to solve 20 problems that can cover a broad range of mathematics skills taught in school, including:

- Computation and number properties
- Pattern and algebra
- Geometry and measurement
- Probability and statistics
The fee is $29.00 per grade level team. For more information, click the link above or click here.

RESOURCES

Google Search Word Order Makes a Difference
http://searchresearch1.blogspot.com/2013/02/1mm-8-why-search-query-word-order.html
Daniel M. Russell explains in this short (almost 2 minutes) video why the order of key words in searches can change the list of Web sites. “The key thing to remember is that pairs of adjacent words ("cat lady" vs. "lady cat") can have profound shifts in meaning. English is highly word-order specific, so it should come as no surprise that this is true for search as well.”

Flight of the Butterflies
http://www.mcwane.org/imax_movies/flight_of_the_butterflies
McWane Center in Birmingham is pleased to host the IMAX movie of the most amazing insect in the United States: the Monarch Butterfly. Some Monarch butterflies migrate over 3,000 miles from Canada to Mexico in the fall. It takes five generations of butterflies to make the complete round trip in a one year cycle. Scan the QR code to view a movie trailer.

New Careers

Interior Redesigners
http://aol.careerbuilder.com/jobs/keyword/interior?siteid=cbaol95exist
Instead of throwing everything out and starting from scratch, now you can have the interior redesigned with the items you already own! This goes well with reduce, reuse, and recycle!

Patient Advocates
http://aol.careerbuilder.com/jobs/keyword/patient_advocate?siteid=cbaol95exist
There are multiple types of patient advocates. The main focus of this new job is to keep the patient and his
or her family informed and to help make the process easy for everyone. Processes may include making and keeping appointments, understanding medicines, sorting through medical bills, and educating everyone on proper care.

**EYES ON THE EARTH**
http://eyes.nasa.gov/earth/

Is geography, space, or environment a concept in your concept-based curriculum units? Then check out this NASA Web site. Click on START and you can follow several satellites orbiting the earth. You can hover over the satellite or click on Missions to learn what data each satellite collects. You can “fly alongside the satellite” and put the size into perspective by comparing it to everyday objects, such as a person or a school bus. These tools of technology help us monitor the earth’s weather and climate.

**STATE OF FLUX**
http://climate.nasa.gov/state_of_flux#Lake_Kyoga_930x503.jpg

This photo gallery contains 240 sets of photos showing the location in the past and a more “current” photo. You can have students compare photos, observe changes, make hypothesis about the causes of change, and write about them. Then students can research the location to determine the actual causes of change. You may print and reprint the photos as long as you give credit to NASA. This photo below is one of my favorites. Can you guess the location and what has happened over time?

October 5, 2010  September 6, 2011  August 15, 2012

![NASA Landsat photos](http://climate.nasa.gov/state_of_flux#Lake_Kyoga_930x503.jpg)

**FIELD EXPERIENCES**
The purpose of the field study experience is to enhance and enrich the content and skills from units of study. The trip becomes an embedded activity within the concept-based curriculum unit. This month’s featured trip is The Seven Wonders of the World at [http://panoramas.dk/7-wonders/colosseum.html](http://panoramas.dk/7-wonders/colosseum.html). Each Wonder Web page has a brief synopsis, but the amazing part of the page is the panoramic view that you can control. Make sure to use the full screen feature for the best view. Have students research the wonders. As they view the panoramic photo they should write their observations of the object and the environment. Then you can use Landsat photos to look at the environment over time. (This is listed under resources.) Students can then develop a new Wonders of the World list explaining why those wonders were chosen.

As with any field trip experience, what before, during, and after experiences have you planned for students to further the studies of the concept-based curriculum? What Essential Understandings will students discover through Essential Questions and/or Scaffolded Questions as they experience the field study?

**CONCEPT-BASED CURRICULUM EUs, EQs, SQs**

This month’s EU’s, EQ’s and SQ’s are connected to culture and geography. Remember that all SQs may not be used because your students may have the prior knowledge. The first EU could take months to teach. Remember that the SQs are listed but the activities to help students answer the questions are not included. What activities would you include with the questions?

**EU:** Geography influences needs, culture, opportunities, choices, interests, and skills.

**EQ:** How does geography influence needs, culture, opportunities, choices, interests, and skills?

**SQ:** What is geography?

**SQ:** Why is geography important?

**SQ:** When do you use geography?

**SQ:** What does influence mean?
SQ: Have you been influenced?
SQ: What are needs?
SQ: What needs do you have?
SQ: What is the difference between needs and wants?
SQ: What needs do the school, your family, and the community have? Are they the same needs? Explain.
SQ: What is culture?
SQ: Do you belong to a culture? Explain.
SQ: Do you belong to more than one culture? Explain.
SQ: What are opportunities?
SQ: What opportunities have you had?
SQ: What are choices?
SQ: What choices have you made?
SQ: Did the choices have a positive or negative affect, or influence on you? Explain.
SQ: What are interests?
SQ: What interests do you have?
SQ: Why do you have those interests?
SQ: How have you benefitted from, or what have you learned from your interests?
SQ: What are skills?
SQ: What skills do you have?
SQ: How do you know you have these skills?
SQ: How does geography influence things?
SQ: How does geography influence needs?
SQ: How does geography influence culture?
SQ: How does geography influence opportunities?
SQ: How does geography influence choices?
SQ: How does geography influence interests?
SQ: How does geography influence skills?

EU: Technology is a tool that can be used for collecting, organizing, understanding, creating, and presenting geographic information.

EQ: How is technology a tool that can be used for collecting, organizing, understanding, creating, and presenting geographic information?
SQ: What is technology?
SQ: What technology have you used?
SQ: Has technology changed over the years?
SQ: When your parents were your age, what technology did they use?
SQ: Is the technology used by your parents the same as the technology you use?
SQ: What is geographic information?
SQ: Do you use geographic information? Explain.
SQ: Do you use geographic information daily? Explain.
SQ: What technology tools collect data?
SQ: Have you used these tools before? Explain.
SQ: What technology tools organize data?
SQ: Have you used these tools before? Explain.
SQ: What technology tools help you to understand data?
SQ: Have you used these tools before? Explain.
SQ: What technology tools create data?
SQ: Have you used these tools before? Explain.
SQ: What technology tools helped you to present data?
SQ: Have you used these tools before? Explain.

EU: People are affected by environmental, economic, social, cultural, and civic concerns.

EQ: How are people affected by environmental, economic, social, cultural, and civic concerns?
SQ: What is a concern?
SQ: What does environment or environmental mean?
SQ: What are environmental concerns?
SQ: Have you been affected by environmental concerns? Explain.
SQ: Was that concern positive or negative?
SQ: Did you do anything to support or solve the concern?
SQ: Why are people affected by environmental concerns?
SQ: What does economy or economic mean?
SQ: What are economic concerns?
SQ: Have you been affected by economic concerns? Explain.
SQ: Was that concern positive or negative?
SQ: Did you do anything to support or solve the concern?
SQ: Why are people affected by economic concerns?
SQ: What does social mean?
SQ: What are social concerns?
SQ: Have you been affected by social concerns? Explain.
SQ: Was that concern positive or negative?
SQ: Did you do anything to support or solve the concern?
SQ: Why are people affected by social concerns?
SQ: What does cultural mean?
SQ: What are cultural concerns?
SQ: Have you been affected by cultural concerns? Explain.
SQ: Was that concern positive or negative?
SQ: Did you do anything to support or solve the concern?
SQ: Why are people affected by cultural concerns?
SQ: What does civic mean?
SQ: What are civic concerns?
SQ: Have you been affected by civic concerns? Explain.
SQ: Was that concern positive or negative?
SQ: Did you do anything to support or solve the concern?
SQ: Why are people affected by civic concerns?

EU: The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.

EQ: How does the study of the continuum of human civilization reveal the ideals, beliefs, values, and institutions of its people?

EU: Political, social, and economic patterns reveal continuity and change over time.

EQ: How do political, social, and economic patterns reveal continuity and change over time?

EU: Scientific and technological developments affect people’s lives, the environment and transform societies.

EQ: How do scientific and technological developments affect people’s lives, the environment and transform societies?

EU: Progress is defined by cultural interpretation.

EQ: Why is progress defined by cultural interpretation?

Two examples from the TextDrawing app:

What can you create?